



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

2. Name of Principal: Dr. Roger Prosis / Dr. Gary Zabilka (interiums)
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: **Joseph Sears School**
(As it should appear on an award)

Official School Name Mailing Address: **542 Abbotsford Road, Kenilworth, IL 60043**
(If address is P.O. Box, also include street address.)

County: **Cook** State School Code Number *: **05-016-0380-02**

Telephone: **847-256-5006** Fax: **847-256-4418**

Web site/URL: <https://www.kenilworth38.org/> E-mail: knahrwold@kenilworth38.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.

A handwritten signature in black ink that reads "Gary T. Zabilka".

Date: **January 29, 2020**

(Principal's Signature)



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

District Name: **Kenilworth School District 38**

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 that reads "Crystal A. LeRoy".

Date: **January 29, 2020**

(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: State Superintendent of Education Dr. Carmen I. Ayala
(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 that reads "Carmen I. Ayala".

Date: 2/13/2020

(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.

Background

Thank you for your interest in completing the Illinois State Board of Education's application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS) or District Sustainability Award. ED-GRS recognizes schools, districts, and postsecondary institutions taking a comprehensive approach to sustainability, incorporating environmental learning with improving environmental and health impacts.

Becoming a U.S. Department of Education Green Ribbon School, District Sustainability Awardee, or Postsecondary Sustainability Awardee is a multi-step process. The first step is to complete and submit this form to be selected as a nominee by your state education agency or equivalent.

Once selected as a nominee by your state education authorities, the second step of the process requires signatures certifying compliance with all applicable civil rights, Federal Student Aid, health, safety, and environmental statutory and regulatory requirements. You may view the certifications that you will be asked to make in the Nominee Presentation Forms (<https://www2.ed.gov/programs/green-ribbon-schools/applicant.html>).

Finally, your nomination materials, including the signed Nominee Presentation Form, documentation of progress in all areas of the award, and several photographs, will be sent to the U.S. Department of Education (ED). ED notifies national selectees in the spring, inviting them to send representatives to attend a ceremony in Washington, D.C. in the fall. Selection is based on documentation of the nominee's progress in the three ED-GRS Pillars:

Pillar I: Reducing environmental impact and costs;

Pillar II: Improving the health and wellness of students and staff; and

Pillar III: Offering effective environmental and sustainability education.

Schools, districts, and postsecondary institutions demonstrating progress in every area will receive highest scores. It may help to assemble a team with expertise across these areas to complete the application. You may also wish to consult Green Strides (<http://www.greenstrides.org/>) for programs related to each Pillar.

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School Applicant Information

- School Name: The Joseph Sears School

District Name: Kenilworth District 38
 Street Address: 542 Abbotsford Road
 City: Kenilworth; County: Cook
 Zip: 60043
- Website: <https://www.kenilworth38.org/>
 Facebook page: <https://www.facebook.com/SearsSchool/>
- Principal Name: Roger Prosis (Interim) and Gary Zabilka (Interim)
 Principal Email Address: principals@kenilworth38.org
 Phone Number: 847-256-5006
- Lead Applicant Name (if different): Katie Nahrwold
 Lead Applicant Email: knahrwold@kenilworth38.org
 Phone Number: 847-853-3851

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input checked="" 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 Total Enrolled: 460
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL: No % limited English proficient: 3% Other measures: Click here to enter text.	Graduation rate: 100 Attendance rate: 96%	

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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.***

The guiding principle of Joseph Sears School since its founding in 1899, *That Youth May Advance*, remains true today as our 2020 vision echoes that motto: "All students will be prepared to advance and thrive, now and into the future." As a one-school district that serves students across grades JK-8, our commitment to sustainability began with students as early as 2002. Our student council began a paper recycling program that year, and not long after, students formed a green club. Embracing student leadership and citizenship, the district collaborated with an Eagle Scout to establish composting at Sears School in 2008. The student not only received the Eagle recognition, but he was awarded the Illinois Governor's Volunteer Service Award in 2011 for his efforts in expanding our school's recycling and environmental education programs. Today that program has developed into an innovative school-wide waste-reduction program including recycling and composting throughout the school.

Another pinnacle moment for the district was in 2012, when an outdoor classroom garden was established, which signified a great step toward embracing the importance of sustainability within the school day. It also became an incredible collaborative community project involving faculty and staff, administration and custodians, parents and students, and community members. The garden highlights include native and prairie plants, rain and butterfly gardens, organic vegetable beds and fruit trees, Native American Trail marker tree, compost bin, peace pole, and sundial to support hands-on learning and appreciation of nature. This garden has grown substantially, leading the way for more interest and an increased commitment to integrating sustainable education in our curriculum and daily activities.

Those early grassroots efforts are still evident in Joseph Sears School guiding principles to prepare students for a world that is ever-changing, to support learning throughout their lives, to think creatively and critically, and to act with courage, conviction and empathy. In 2017, to send a message about the importance of sustainability, the school hired a faculty member as the district Sustainability Coordinator. In 2018, this Sustainability Coordinator established a faculty Sustainability Committee that she leads with support from the administration. The work of this committee, in combination with past initiatives and the results of a recent sustainability audit, have provided our school a clear path to improving our adherence to the three pillars of sustainability. The pillars prompted alignment of the school's activities, subject matter, achievements, and objectives with common sustainability goals that had never been accomplished prior to the 2018-2019 school year. To further our impact and progress, the recommendations from all three pillars have been implemented by faculty, students, and staff. Furthermore, sustainability goals and vision statements have been presented and accepted by the Board of Education which allow us to further reduce our environmental impact and costs and provide effective environmental education district-wide.

Health and wellness are also a priority of the district with a team dedicated to our students and a faculty Wellness Committee supporting employees in making healthy choices. Innovative practices in the 2019-2020 school year include an introduction of "movement minutes" and "mindful minutes." A daily Mindful Minute after lunch allows students and teachers time for quiet mindfulness. Additionally, five Mindful Mornings throughout the year allow for a longer exploration of mindfulness by students and teachers alike. This effort is coordinated with support and instruction from our Social Emotional Learning committee. Our Movement Minutes allow for all JK-8 students to have an additional 20 minutes of movement throughout the day. Emulating our school's behavioral cornerstones, responsibility, kindness, honesty and respect, Joseph Sears School has become a green leader for neighboring schools sharing lessons learned from our lunchroom waste reduction program and our outdoor classroom garden. With the support of the organization Go Green Illinois Schools, we have hosted meetings and shared best practices with area teachers, administrators, parents and students. The district has worked with the Solid Waste Agency of Northern Cook County for many years to complete waste audits and improve waste reduction efforts. While our journey to be a green school started almost 20 years ago, our commitment to preparing students now and for the future alongside our environmental and sustainable practices have amplified.

- 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:**

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The district has many groups and committees supporting our environmental initiatives. The staff and faculty Sustainability Committee meets twice a month to address environmental efforts and initiatives. The committee led the sustainability audit last year and presented its recommendations and school-wide sustainable vision to the Board of Education this year. The committee has made great progress raising awareness about paper usage, and providing education about composting and recycling. The school is supported by the Parent Volunteer Association environmental chairs to help with green events and collaborate with the district Sustainability Coordinator. Together the parents and school coordinate programs like the Trex plastic film recycling challenge, Bike and Walk to School week, and reusing end of year school supplies. We are currently working together to plan events for Earth month. A student green club, Planet Panther, is co-led by the Sustainability Coordinator and two junior high science teachers to implement school sustainability topics and be responsible global citizens. Recently, the club had great success eliminating plastic straws by switching to paper straws and also sold reusable straws donating their proceeds to the World Wildlife Fund. Our Sustainability Coordinator works closely with all groups as well as our custodial and building staff to ensure our sustainability operations are being implemented daily, such as monitoring lunchroom and classroom composting and recycling, and providing environmental literacy and education throughout grade levels. The outdoor classroom also has a dedicated faculty coordinator who works directly with the Building and Grounds Director, Chief Education Officer, and Superintendent to ensure curriculum, maintenance and daily needs of the space are met. The coordinator also collaborates with parent volunteers and together a community fall harvest celebration is held in the garden each year. The Wellness Committee improves the health and wellness of our staff with activities such as yoga, meditation, staff cooking days and an annual wellness challenge. In addition to the accomplishment of completing the sustainability audit as a school community, the Sustainability Coordinator, Chief Education Officer, lead custodial staff, and faculty completed a school material and curriculum clean out ensuring that all materials and supplies were donated, reused or recycled. This has been a significant collaborative effort that is a testimony to the dedication of our school working together to better the planet and benefit others.

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.

Joseph Sears was awarded SWANCC's Solid Waste Agency Waste Reduction grant in the 2015-2016, 2017- 2018, and 2019-2020 school years. The goals of the grant are to provide funds to assist schools that are located in one of SWANCC's member communities with implementing reduce, reuse, recycle and compost initiatives and to educate administrators, teachers, staff and students about the many benefits of enacting waste prevention measures.

Additionally, the school earned the Solid Waste Agency Certificates in the 2013-2014, 2015-2016, and 2016-2017 school years. (SWANCC no longer awarded certificates after 2017.)

The district has applied for the Illinois Maintenance Grant for the 2020 fiscal year.

In 2011, a Sears student earned the Governor's Volunteer Service Award for his efforts in expanding our school's recycling and environmental education programs as part of his Eagle Scout project.

Pillar I: Reduced Environmental Impact and Costs

A. Energy

1. Do you track energy use in ENERGY STAR Portfolio Manager®, or other way in district?

Yes No

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 energy use for the Joseph Sears School for both gas and electric have been entered in the Department of Energy's Energy Star program portfolio manager which compares for similar schools located in the same region of

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the country. Our building has two natural gas meters and one electrical meter. Total monthly energy costs span from a low of \$7,630 in August 2018 to as high as \$13,625 in January 2017. The energy use historic data serves as a strong benchmark for future analysis and tracking of energy reduction projects. School District 38 will take advantage of ComEd incentives, renewable energy credits (future solar installations) and energy reduction credits and review annual energy reduction progress against the benchmark to work toward Energy Star goal of 75%.

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

We have implemented a variety of strategies for reducing energy consumption. We have a policy (4.150; Standards for Managing Buildings and Grounds) stating that all District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. Additionally, lights that are replaced on the school's outdoor campus now use LED bulbs instead of incandescent. For auditorium lighting, we are planning to replace the existing, high-energy use 1000W incandescent bulbs with LED bulbs. We use a timer system to regulate the school's ventilation system. 75 percent of classrooms have light shut-off sensors based on occupancy. Other energy reducing procedures and practices are: student computers go into sleep mode after 10 minutes in the technology and 40 minutes in Classrooms; office PCs are turned-off at the end of the day; Smart boards and flat screens are under centralized control for power; projectors turn off at the end of the day; weekly emails go out to staff to remind them to reduce power use by turning off when not in use; about 30% of classrooms have occupancy sensors for lighting; cleaning crew is instructed to turn off all lights at the end of the day. As a result of our sustainability, there are a number of energy conservation measures which we plan to implement. We plan to add occupancy controls for the 25 percent of rooms where these lights are not currently installed. For our mechanical systems, we plan to engage a commissioning agent to perform retro-commissioning on all mechanical systems. We will replace the existing three air handlers serving the center pod with a single central VAV air handler with zone terminal units with hot water reheat coils. For the building's plumbing, we will replace the current atmospheric domestic hot water heater with a self-contained tank type sealed combustion condensing hot water heater. Finally, for the exterior of the school, we may replace the windows; however, efforts to educate staff to use the window shading devices we currently have can reduce heat gain and provide additional value at no cost.

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

a. On-site renewable energy generation: 0

Type: NA

b. Purchased renewable energy: 0

Type: Currently we do not participate in any renewable energy programs but we are working toward this when we renew our electric agreement in 2022. We are considering purchasing 100 Green-e Certified Renewable Energy.

c. Participation in an energy cooperative, USDA Fuel for Schools, DOE Wind for Schools or other school energy program:

We are eager to learn more about the Illinois Incentives and Energy Efficiency Programs and eventually include renewable energy for its environmental benefits and potential educational opportunities.

5. In what year was your school originally built? 1912. A second wing added in 1944.

6. What is the total building area of your school? 109,700 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.

Past projects included Roofing in 2008, 2009, 2011 and HVAC improvements in 2009 which would have had to have met the IBC Energy Code. Also during this renovation, we added new energy efficient boilers and cooling

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systems; removed asbestos; added new tile, ceilings, and air system. LED Lighting project in 2009/2009. With the information gathered from the sustainability audit, for future construction and renovation projects we are working toward green building practices. The Village House project (a shared-use building between the park district and the school) has been discussed as being green building project with hope to receive a LEED certification.

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

Green projects will be done in tandem with other improvements. Per sustainability audit recommendations, we are considering national ratings to measure our building's sustainability such as LEED Certification and the Collaboration for High-Performing Schools. Recently, our district's Board of Education President assigned a board member as our liaison for sustainability initiatives. He explained facility work will be led by our Superintendent and district architect and monitored and reviewed by the Building and Finance Committee. To incorporate sustainable practice going forward, the President recommended attending focus groups and completing surveys for gathering input from stakeholders as well as attending facility committee meetings. All of these actions indicate an orientation to the future centered on sustainability.

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.

Although water consumption tracking has not demonstrated increase in limited usage, we have installed automatic flushing toilets and shut-off faucets for sinks. In our cleaning components, our carpet extractor has spray jets that are designed to reduce the amount the moisture used for cleaning. In the Outdoor Classroom, rain barrels in the garden have significantly decreased our need for water use during spring, summer, and fall.

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:

About 60% of our landscaping would be considered either water-efficient, ecological or for instructional use. In 2012, 7,000 square feet of the west outdoor area was renovated and constructed into an outdoor classroom dedicated to ecological and instructional use. The classroom includes a rain garden and rain barrels; however, the entire area is planted with native and local plants ([Outdoor Classroom Plantings attached](#)) making it water-efficient and does not require chemicals. The garden also includes butterfly gardens, concord grape vineyard, and organic vegetable beds. There are also instructional components such as the rain barrels, compost bin, cold frames, sundial, and Native American Trail Marker Tree. There is also a courtyard used for art classes, and is an outdoor space for learning and enjoying nature. Students use neighboring Townley Field for physical education classes and the Green Bay Trail for walks and traveling to nearby parks.

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

There are three rain barrels installed and used in the Outdoor Classroom garden for irrigation.

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

As mentioned above, there are rain barrels, a rain garden and three additional native plant beds in the outdoor classroom garden. In 2012, the Kenilworth KW2023 Infrastructure Improvement Program began with funding for sewer and water system improvements. The Village developed a Green Infrastructure program including the combination of porous asphalt, intermittent permeable parkways (turf grass) and temporary underground storm water detention. These practices will likely become part of our campus soon especially with any future facilities projects that impact our streets and parkways.

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:

Composting and recycling is a significant component of our green school awareness and school-wide cultural shift which aligns with district Operational Services Resource Conservation policy. Efforts began in 2008 with an Eagle Scout beginning a composting program. Since then our Sustainability Coordinator has achieved excellent results and awareness in school-wide waste reduction program. The coordinator teaches classes to all grade levels, JK-8, about the waste reduction program and process at Sears. This information is also shared with faculty and staff in professional development as well as in communications and signage. Recycling, composting and liquid waste are diverted from landfill waste during lunch and throughout the school with 30 classrooms and offices having compost bins in addition to recycling. In the lunchroom, the outside food vendor encouraged to use less packaging (like plastic wrapped apples) and to move towards compostable products. The school has two dumpsters which are used for recycling and landfill. Landfill is picked up Monday-Friday. Recycling is picked up twice per week with 9.7 tons or 1,940 pounds is diverted monthly. There are three 55-gallon compost bins picked up two times per week including all food waste and paper waste (BPI/certified compostable products). Organic waste from the school garden is composted on-site. Additional campus landscaping is taken by Midwest Arbor for composting. Special recycling programs are offered to divert additional solid waste such as Crayola marker recycling, Trex plastic film recycling (858 pounds in 2018-2019), and ink cartridges. Fluorescent lights and batteries are recycled with Everlights. All classroom materials that are no longer used - furniture, curriculum, supplies are donated to local charities, Bernie's Book Bank, and local schools. The phone system is recycled and we repurpose the 3D printers Laptops spend four years as teacher machines then 4-5 years as student devices, which doubles normal technology refresh cycles. For the past five years usable devices are sold to be reused or recycled. Students are taught "smart printing". After visiting a LEED school, we are now considering use of key fobs for students. We are using "Genesis" print management software which finds heavy users reducing the number of prints.

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?

Currently our copier paper is 100% chlorine free, however we are presently researching a change to 30% post-consumer paper and awaiting approval. We have adjusted our copying habits over the years moving to electronic newsletters, on-line board packets, reimbursement and timesheets to limit paper usage. Additionally, the school is one-to-one with iPads encouraging students and teachers to frequently use Canvas, Notability and Google Docs to reduce paper usage.

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:

Our school district takes all reasonable measures to protect the safety of district personnel, students, and visitors on district premises from risks associated with hazardous materials, and the environmental quality of the District's buildings and grounds (Environmental Quality of Buildings and Grounds Policy 4:160). In science classes, basic science educational chemicals (e.g., salts, acids, hydrogen peroxide, acids, bases, metals) are used. In 2017, after a significant chemical and hazardous educational waste clean out, the Illinois EPA hazardous waste contractor removed materials. Chemicals and pesticides are not used in the outdoor classroom garden or on any of the organics or plants. Recently a new custodial company was hired that uses a cleaning material free of hazardous chemicals from Orbio Technologies. This company was chosen due to our commitment to becoming a greener and healthier school. The Orbio cleaner is Green Seal GS-37 Certified and meets the guidelines set forth by the State of Illinois as it pertains to the Green Seal of approval for cleaning products. The os3 system provides on-site generation (OSG) of cleaning and disinfecting/sanitizing solutions that replace multiple conventional packaged chemicals. The cleaner also eliminates the need for many traditional packaged cleaning chemicals that largely consists of water, dyes and fragrances. All cleaning supplies and science chemicals are locked and away from students. Currently our interior paints are water-based, non-toxic, zero VOC. Old paint is dried out before disposing in accordance with state law.

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

According to district policy (4:70) we are to "ensure that purchased products and supplies are reusable, durable,

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or made from recycled materials.” Our school uses environmentally-friendly paper products for our lunchrooms, classrooms, and faculty eating areas. All paper products (cups, plates, bowls, napkins) are made from all-natural and sustainable resources and meet ASTM D6400 compostable standards and are BPI certified. All products are composted as part of our school-wide composting program. Our cutlery is made from earth-friendly, renewable crystallized polylactic acid (CPLA). These materials are also used for school events (e.g., field day, parent volunteer programming, and community meetings). Additionally, the liners for our compost bins are 100% compostable. The PLA filament for 3-D printers in our Maker Lab is a biodegradable product made from sugar cane and corn starch. Finally, in an effort to reduce waste and be green, our parent association is working with our Sustainability Coordinator to replace our current school supply vendor to a plastic and waste-free company.

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.

On a given day, between 60 and 90 percent of students walk or bike to school. In a town that has a total area of 0.61 square miles most students walk, bike, or roll to school. This number is tracked during Bike and Walk to School week and during Earth Week. We have also recently added bike racks due to the increased number of students biking to school. We only have 2 drop-off and pick-up areas which was updated to increase safety and reduce emissions including signage, and staff and police presence.

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

We continue to encourage students to walk and bike to school during National Bike and Walk to School week as well as during Earth Week. Administration is also working with the school board to provide an incentive for staff who take public transportation, walk, or bike to and from school. Recently an 8th grade student's Eagle Scout project cleaned and improved the “tunnel” walk-way which allows families to avoid busy roads and railroad tracks.

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

Designated carpool parking stalls.

A well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school or Safe Routes to School. Describe activities in your safe routes program: We have designated drop off areas and safe street crossings established by the local police and school district on a safe routes map. The local police and school encourage the safe route to school at the start of each year and by collaborating with Joseph Sears in a Bicycle Safety Day. Police officers talk about bicycle safety with 2nd grade students in May and also help students inspect and register their bicycles.

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

We do not provide transportation to our students outside of buses for field trips due to the small size of the community. We have had “no idling” signage in the past but it was not effective. We provide education on “no idling” to our families.

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

We have installed four Elkay water bottle filling stations throughout the school. Staff and students are encouraged to use reusable water bottles and the stations track water bottle usage in terms of bottles of water saved. The school has become a local leader in its waste reduction efforts. We have hosted other area schools to demonstrate our commitment to and processes around waste reduction.

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The Outdoor Classroom garden has been a highlight of the school's efforts to educate and empower students and the community. It has also been a learning space for surrounding communities. Our partnership with The Organic Gardener and Openlands as well as having a faculty garden coordinator is testament to our commitment to having an outdoor space that is truly for the benefit of students, school, and Kenilworth community as well. The school hosting the U.S. EPA for an area school presentation this Spring, signifies our determined effort to align with environmental best practice and initiatives, our dedication to partnering with organizations, and our support in educating our own faculty as well as other local educators.

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.**

The IPM plan is provided by Rose Pest Solutions with a certified pesticide applicator. This applicator works closely with our director of building and grounds. They come monthly to adequately monitor our program and inspect all areas of the school. The program ensures full compliance with state or local requirements and records are maintained reporting progress of our IPM program to our grounds director.

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

The Outdoor Classroom is an organic garden. In other areas, natural fertilizer is applied with minimal environmental impact and is applied when students are not present according to district policy (board policy 4:160) and the Structural Pest Control Act, and Lawn Care Products Application and Notice Act. There are no pesticides used in the school which are harmful, only traps or gels that are away from students and staff.

- 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:** We do not have Mercury exposure in the building.
- b. Carbon Monoxide from fuel burning equipment or appliances:** We have carbon monoxide sensors throughout the building. The auditorium and gym have CO sensors from a 2008 upgrade to be energy efficient. Our only fuel burning equipment is our boiler (2008). We do not have appliances that release carbon monoxide except one dryer.
- c. Radon:** The school completed a radon test in 2013 and the report was negative.
- d. Chromated Copper Arsenate in wooden playground equipment:** Playground equipment was replaced about 10 years ago and is not made from wood. Wood chips are wood-fiber certified safe for playgrounds.
- e. Others (e.g., Lead, Asbestos or PCBs):** According to the Operational Services Environmental Quality of Buildings and Grounds (board policy 4:160) we protect students, staff and visitors from risks associated with hazardous materials. We conduct an inspection every three years for asbestos and some was removed in 2008-2009. We passed required state Board of Ed school lead test. Drinking fountains with replaceable cartridges. Water is supplied from municipal water source. The Outdoor Classroom's soil was tested upon founding for safety and contaminants. The District has implemented a proactive program testing water in February 2018.

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

The Joseph Sears School has Crisis Management Guidelines and an Emergency Preparedness Committee that reviews the Crisis Management Guidelines annually according to District policy (4:170). We also have a Crisis Team that responds to specific incidents as they occur. We practice a Lockdown Drill with local police for staff and faculty annually. We began practicing a Lockdown Drill for students in January 2020. To prevent unauthorized access to the building, doors to the building are locked and secured. Faculty and Staff use keycards and badges to enter the secured building and to be visually identifiable to students, parents, faculty, and staff. Additionally, we require custodians to be in uniform to be visually identifiable as well. The front office was renovated for improved security in 2014-2015. Currently, visitors must enter through the front office through two sets of locked doors after being reviewed on video through Raptor Visitor Management. The school's windows have bulletproofed glass. We have an annual life safety inspection with North Cook Intermediate Service Center. We can use their findings from the inspection for an audit that allows us to use insurance money to make improvements to the school in terms of life safety needs. Our insurance company does a yearly safety inspection. Additionally, the fire department comes yearly for an inspection.

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

Animals are only brought into the school only for educational purposes. The school is cleaned daily including vacuuming. Annually carpets are cleaned and the entire building has a thorough cleaning. Cleaning supplies are with ECAS (Electro-Chemically Activated Solutions) self-generation (with ORBIO) to reduce asthma and allergy triggers. Orbio's On-Site Generation cleaning solutions contain no volatile organic compounds (VOCs) and no fragrance reducing the potential for asthma triggers. During lunch, all tables are cleaned between lunch sessions and students are encouraged to use trays to prevent asthma attacks due to allergies. Students are also given hand wipes before eating and in hallways hand wipe stations were installed where there are allergy sensitive students. We have replaced carpeting with tile in most areas of the building, minimizing dust mites, mold and other allergens. Classrooms and offices fresh air intakes are maintained regularly to allow for fresh air free of contaminants. The outdoor intakes are cleared away from bushes and maintained. Window screens and windows are cleaned once a year to maintain sanitation standards as well.

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.

The district facilities are regularly checked and maintained. There are exhaust systems running 24 hours a day in the basement to reduce moisture. Humidity is controlled in the auditorium and gym. Waterproofing was applied to foundation and water on school property is discharged by a sump pump.

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:

Although we do not have any concerning airborne contaminants, exhaust systems are installed in the industrial arts, art kiln area and science rooms for dust, wood, smoke and any other contaminants. We also have an exhaust system in the Practical Arts kitchens.

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 school has practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly including filter changes, cleaning and vacuuming. Air handling units are serviced three times per year and unit vents in classrooms are serviced two times per year. The filter is changed three times per year

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

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All classrooms and other spaces are adequately ventilated with outside air, consistent with state and local codes, and national ventilation standards. We have an HVAC software control system monitoring the classrooms and building to maintain outside air standards.

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:

A life safety inspector comes annually. Our insurance company also does an annual safety inspection. Additionally, the fire department comes each year for an inspection. Battery operated carbon monoxide detectors are located at boiler rooms and at RTUs, installed as per insurance company. We moved an electromagnetic field away from the school building several years ago as a corrective action.

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

Standards for Green Cleaning (School Board Policy 4:150) - establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council. As of 2019 our new custodial company only uses green, EPA-certified, Green Seal cleaning products. We maintain all requirements of OSHA and any record keeping for their Hazard Communication program. Tables in the lunchroom are cleaned after each lunch session (two sessions per lunch period). Additionally, plastic trays were purchased from a solid waste grant to aid in keeping tables clean and supporting the waste sorting process. Custodial staff uses HEPA-filtered upright vacuum cleaners. We look toward the using EPA IAQ Tools for Schools management plans as recommended in our audit.

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:

The Outdoor Classroom is innovative in its integration of the outdoors as a learning environment and as a commonly used space for students and staff. Its original establishment was due to our partnership with Openlands, and its continued success is a result of our partnership with The Organic Gardener, and resources like Edible Schoolyard, Illinois Harvest of the Month and National Farm to School Network. Additionally, the district's commitment to nutrition and fitness is seen in the use and support of outdoor spaces for its Practical Arts, physical education and health courses. The school partners with the American Heart Association to educate and promote heart health as well as the LEAD (Leadership, Education, and Development) Organization to

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promote healthy family relationships and the prevention of alcohol, drug use, and other risky behavior by youth. Innovative practices in the 2019-2020 school year, include an introduction of Movement Minutes for some flexible time in all of our student schedules for additional movement throughout the day. In the elementary grades (1-5) students are allowed an additional 20 minutes of recess. In junior high grades (6-8), students are given a five-minute block of time in each of their four core curricular classes to move and connect with their peers and engage with curriculum. As part of our social-emotional learning, the SEL Committee recognized the increase in anxiety in our students and need for a school-wide initiative. We launched “Mindful Mornings” five days a year in which our school focuses on the direct instruction of the social-emotional competencies. Students help to plan and implement these experiences. In our practice of mindfulness, we also added “Mindful Minutes” every day after lunch when all of our students spend one minute in quiet mindfulness. We play a short piece of music, and our students are encouraged to breathe with intention and get ready for an afternoon of productive engagement in learning.

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

We have strong programs in fitness, nutrition, and wellness. Some examples of these programs include the following: Physical Education every day for 30 minutes for students in grades K-5, and 40 minutes per day for students in 6th-8th grades. During lunch students have 40 minutes (20 minutes to eat and 20 minutes of recess). Kindergarten students have a 50-minute lunch including outdoor play. Outdoor recess occurs when the temperature feels higher than zero degrees with wind chill. There is a new climbing wall in the gym for students to use during PE lessons and high-ropes for variety of exercise for 6th-8th grade students during PE. The Outdoor Classroom provides excellent curriculum-based activities across many disciplines and subject areas outside such as tasting foods from the garden, learning about the importance of local foods for higher nutrition content, and harvesting and working in the garden. Movement Minutes allow students to take breaks that benefit their bodies, brains, memories, and academic performance. In the primary grades, large stickers were also placed in floors to encourage movement breaks. Hopping, skipping, jumping jacks and other movement patterns line the floors. Additional information is shared below for achievements in nutrition, health, fitness, and outdoor learning. Per our audit, no additional recommendations were made in these areas.

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

With health and wellness being a priority for our staff and faculty as well, the district instituted a Wellness Committee in 2017 to support employees in making healthy choices with their work and home lives. We encourage habits of wellness, increase awareness of factors and resources contributing to well-being, inspire individuals to take responsibility for their own health, and create a positive school culture. The committee consists of staff, faculty, and administration and meets monthly. Offerings include weekly humor delivered by email, staff yoga, meditation, a wellness health challenge, Pilates, art classes, hydration station, group cooking, and other efforts to improve the health of our staff. There are also insurance incentives for staff who participate in an annual wellness screening. In student lunchrooms, local produce (e.g., apples, pears) is provided when possible through the outside food vendor. Additionally, the Outdoor Classroom coordinator offers fresh produce from the school garden for students to taste and try during lunch, in Practical Arts recipes, and for staff and faculty. In health class, students study Food Guide Pyramid, Food Label, and Food Logs. Unit in health also include: 6 essential nutrients, fad diets, body image, BMI, and food allergies/intolerances. Physical Education classes at the junior high level, help students understand the Activity Pyramid and learning about environmental conditions, diabetes, osteoporosis as well as FITT (Frequency, Intensity, Time, and Type) exercise, heart rate, and anaerobic vs. aerobic. Fitness is also a focus of both cardiovascular fitness, and muscular fitness including flexibility and the importance of variety in workouts and sports. In younger grades, the physical education and health department incorporates fitness to empower all students and provide the opportunity for enjoyment, challenge, self-expression, and social interaction. In addition to physical education classes, Joseph Sears School offers a variety of extracurricular sports starting in 5th grade to incorporate the positive benefits of organized sports while following the theories and practices set forth by the district.

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:

The Chief Education Officer and both school social workers head a Social Emotional Learning committee that implemented Mindful Mornings, Movement Minutes, and Mindful Minutes during the 2019-2020 school year. In health class, all parts of wellness are discussed including how it is important to be balanced in all parts of the triangle (Social, Mental/Emotional, Physical). We follow the CDC's Whole School, Whole Community, Whole Child Model framework addressing health at Sears School. The Wellness Committee addresses employee wellness as part of the framework with oversight by staff and faculty members as well as the Superintendent. The Wellness Committee's initiatives include sponsoring a voluntary health screening to address overall school health for our faculty and staff.

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:

To support student health, 5th grade collaborates with Robert Crown Center for Health Education to address the social emotional and physical changes that come with adolescence. In accordance with Erin's Law, we partner with Victor Pacini for a school-wide presentation about abuse titled "Be Seen and Heard." The American Heart Association's Kids Heart Challenge provides resources and health tips shared with families. LEAD (Leadership, Education, and Development) is a non-profit organization, supports our education of promoting healthy family relationships and the prevention of alcohol, drug use, and other risky behavior. New Trier High School, Identity Project, partnered with us for our junior high Mindful Mornings. The Nora Project is a partnership we have had for two years teaching the importance of empathy through meaningful friendships with children with disabilities. As mentioned above, the local police provide bicycle safety, intruder procedures, and safe walking routes. The local park district offers fitness classes that use the school facilities. All staff and faculty provided training and certification in CPR/AED as well as basic first aid from an outside organization.

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

In all grades, physical education is taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle (district policy 6:60). Health education curriculum includes proper nutrition, physical fitness, necessary to develop a sound mind in a healthy body, and dangers and avoidance of abduction and age-appropriate sexual abuse awareness and prevention education in all grades. Social Emotional Learning is incorporated into the district's curriculum and other educational programs consistent with this mission and the goals and benchmarks of the Illinois Learning Standards and goals. The Sears Physical Education curriculum is a skills-based fitness program that allows students to work at their own level of proficiency, while working towards mastery of skills. The content for the program aligns with the Illinois Learning Standards for Physical Development and Health, NASPE (National Association for Sport and Physical Education) Standards and the National Standards for Physical Education. The Outdoor Classroom educates students about where their food comes from allowing students to make informed choices about food that support their health, community, and the environment. The Outdoor Classroom program is integrated into all grade levels as well as the Practical Arts curriculum, and health and nutrition class as students learn about making healthier food choices.

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?

In keeping with our school's vision statement that "all students will be prepared to advance and thrive, now and into the future," our school embraces the understanding that our purpose is to not only educate our children for today but for the future. As a result, with the findings from the recent audit, the Sustainability Committee presented the following vision statements in support of District 38 Strategic Plan to the Board of Education in November: We believe sustainability needs to be overarching, systemic and encourage cultural shift in order to provide environmental awareness. We believe students should have a personalized experience that contributes to a sustainable school. We believe sustainability supports and enhances student health, learning and stewardship. We believe in conserving natural resources and the impact of energy and water reduction.

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

Currently in our District Strategic Plan, reads: "The Joseph Sears School delivers a personalized educational experience that empowers and challenges each student to grow academically and develop personally." District policy includes that conservation of natural resources must be taught across grade levels. This includes home ecology, endangered species, threats to the environment, and the importance of the environment to life as we know it. Our environmental literacy is embedded in our strategic plan, guiding principles, and district policy. The literacy requirements are also integrated in our science curriculum which promotes lifelong learning and responsible citizenship. In social studies students engage in authentic learning opportunities to contribute as citizens in our local community and beyond. As our curriculum aligns with state standards, student assessment provides information for determining individual student achievement as well as curriculum and instruction effectiveness. The sustainability audit has provided us with opportunities for growth in the area of environmental literacy; however, in gathering data and information for the audit and the Green Ribbon Application, we recognized we have a strong environmental education program and our strategic plan and district policy inherently supports our green school progress and journey.

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.

The Sustainability Committee, student Planet Panther club, Parent Volunteer Association and Sustainability Coordinator are all working together to ensure environmental initiatives are practiced and sustainability is integrated into the experience at Sears School. Our Science Curriculum Committee ensures that environmental literacy standards are addressed in JK-8 educational experience. The District has sponsored staff visits to area schools as resources for how to use gardens in instruction, ideas for LEED-certified construction proposals, approaches to waste reduction in lunchrooms, and involvement with student clubs. The District also sponsored a recent visit by our township high school's (New Trier) Marine Biology students to our first-grade classrooms to share books on endangered marine species. A newly constructed school and park district building, the Village House, became the platform for a social studies problem-based unit in which students developed proposals and created presentations on the Village House reconstruction project. Students generated ideas such as: environmental/sustainable building & materials, solar panels, rain garden, green roof, and to become a LEED certified building. The Sustainability Committees' leadership in the sustainability audit process signifies the importance of ensuring environmental and sustainable education will be achieved.

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?

Our fifth strategic plan guiding principle, "We are a connected community," signifies the importance of promoting community and civic engagement at Sears School. Some examples include third grade pajama drive for less fortunate and fourth grade project and place-based unit titled: "Being the Change You Want to Be." The project launched with a campus and neighborhood clean-up and waste audit. All junior high students are encouraged to participate in our school-wide service points program to help the school in various ways (lunchroom waste sorting, kindergarten buddies and more). Fourth grade and eighth grade both volunteer at "Feed My Starving Children" annually. Many grades volunteers throughout the school building and in the school garden to better the school and our planet. Teachers are also encouraged to pursue professional development to gain new knowledge that support state standards, district initiatives and more recently becoming a green school. Additionally, we have clubs supporting citizenship and service to our community such —

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as the Panther Citizens Club, Planet Panther environmental club and Student Advisory Board (SAB), the student council. The SAB has in the past been involved in building wells and bathrooms in Africa through H2O for Life (2 years) and they have joined with Planet Panther to bring awareness to the use of single use plastic, straws in particular. They sold reusable straws raising money for WWF Sea Turtle initiatives. On Earth Day, a sustainability fair has been held with over 30 booths and tables and more recently for Earth Day we had a presentation by Sydney Bitar, senior at Loyola High School and Miss Teen Great Lakes, speaking about her platform, plastics and sustainability.

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?

At Joseph Sears STEM/STEAM and environmental curriculum is threaded throughout our building which provides real-world learning as we teach the leaders of tomorrow in these fields. In the Library Technology Center, they sustain the STEAM ideal through collection development. The Sears Maker Space has three 3D printers and currently in the Innovative Technology class, 6th grade is generating ideas for improving green initiatives at Sears School culminating in 3-D model of their innovation. In their first full year at Sears, kindergarten students help set up habitats for fish, worms and bugs in their classrooms and take care of them. They also create recycled and reused art projects throughout the year. In the World Language Latin students created plant labels including native and prairie plants common name, identifying photos, and botanical name. The labels also included a QR code linking to a website sharing more information about the plants, games and interactive activities. This project extended to the community creating plant labels for a native bed outside the Village Hall demonstrating the importance of native plants in reducing flooding. In junior high students conducted a case study investigation of how pesticides disrupt food webs through biological magnification. While students explore and understand how matter recycles in the biosphere through geochemical cycles (carbon, nitrogen, water, phosphorus). In sixth grade science, they complete a research project on endangered species and engineer plastic sculptures of their animals from recyclable and non-recyclable items from their homes. The project focuses on human impact on the environment and animals, while measuring how much plastic we (the community) use at home. By 8th grade, in science students complete an egg drop challenge where students must design and construct a device out of mundane household items (no metal, glass) that satisfies specific criteria and constraints. They also complete a bridge-building challenge to design and build popsicle stick bridges to see which can hold the most weight/bridge mass.

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

As a JK-8 school there are many ways teachers are using sustainability to teach green technologies and career pathways as our planet is in need of our care. Career education is taught including building career awareness and exploration in all grade levels. A few highlights include, in junior high science courses, students explore alternative energy production and compare those processes to traditional fossil fuel energy production. In the Practical Arts course, students explore life skills including identifying careers, financial literacy, cooking, kitchen and food safety, edible and environmental literacy and repurposing sewing projects. In fourth grade, students explore natural resource use and how scientists and engineers use both renewable and nonrenewable resources. The Industrial Arts Shop class focuses on repurposing and conserving wood, both from past projects and trees fallen outdoors teaching life and carpentry skills. Joseph Sears School is a EarthNetworks Online Weather Location. Live data is available for our community and students, including temperature, air pressure, wind and location coordinates.

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

On March 12, 2020, we are hosting a US EPA Presentation. EPA guests include Kara Belle, School Assistance Center Coordinator, and Megan Gavin, Environmental Education Coordinator. The purpose of the program is for the EPA to reach out to administrators, environmental coordinators, curriculum directors, garden leads, students and teachers to better understand how to share EPA's tools and resources in a more effective way. EPA's energy efficiency, environmental health, citizen science and air monitoring and water sampling resources will be highlighted as well as information about their speaker's bureau. We are a leader in environmental practices sharing our waste reduction program and the outdoor classroom hosting Go Green Illinois Schools over the years including the following: Outdoor Classroom Tour (7/10/14), Schools as a Living Ecosystem presentation from Dan Schnitzer (7/20/15) and Outdoor Classroom and Waste Reduction Presentation (10/7/15). Additionally, Joseph Sears School participates in the New Trier High School Environmental District Committee to share best practices and support sustainable initiatives as our students progress to high school. The school also supports Go Green Kenilworth, community environmental group and is building a partnership with Green Schools National Network. A further way the school supports environmental education or sustainability events is by hosting Kenilworth Garden Club meetings and facilitating a tour and presentation for the Chicago Botanic Garden as they toured the school's gardens.

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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?

Planet Panther is the student “green” club for grades 5-8. The mission of the club is to be role models of best “green” practices in our school, to develop and support “green” initiatives in our school and our outdoor classroom garden, to raise awareness on environmental issues in our Sears’ community, and to provide students with opportunities to learn about our planet and environment. Last year Planet Panther focused on eliminating plastic straws with the support of the Student Advisory Board (SAB) leadership club. During the 2019-2020 school year, they celebrated America Recycles Day by conducting a recycling audit through the entire school. The club’s other accomplishments and activities include a village composting promotion presentation to Kenilworth Village Trustee and President, paper reuse education for fellow students, and making jewelry from recycled materials. Our JSSPVA (PTO) “green” chair supports green efforts throughout the year such as Bike and Walk to School week, Trex Plastic Film Recycling, America Recycles Day, Earth Week events, and school supply waste reductions. The Outdoor Classroom is a site where many students and community members serve together year-round. It was originally founded as a collaborative project and continues to meet those goals. Administrators, parents, students, teachers and staff, joined forces to create a space which is much more than a garden but a classroom and gathering space open to all. With significant improvements from Boy Scout Eagle Scout projects, Girl Scout projects and family donations, the classroom grows in more ways than one each year. The JSSPVA outdoor classroom parent chair supports our community garden harvest open house, work and weed days, movie night and summer harvests. After school and on weekends you can find children and families enjoying the garden, sampling raspberries and grapes, and checking on plantings. Our faculty Sustainability Committee’s (7 faculty members in addition to 3 staff members) recent accomplishments and work include initiating discussions of sustainable construction for Village House project, celebrating Earth Day and Earth Month by providing educational resources about sustainability, creating a “green corner” in the LTC for education and recycling, supporting student clubs (Planet Panther and SAB) to be civic leaders, spearheading unused supplies and materials donations, and launching and guided sustainability audit.

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

The Joseph Sears School Outdoor Classroom provides all students an outdoor space for hands-on exploration, critical thinking, discovery and garden-based learning in the areas of Practical Arts, English Language Arts, Math,

Science, Social Studies, Social Emotional Learning, and Health. The garden includes native plants, butterfly and rain gardens, vegetable and herb beds, fruit bushes and trees, compost bin, council ring, three rain barrels, and many other educational areas. In addition, during practical arts classes, students develop an understanding of where our food comes from and how to make healthier food choices through the farm-to-table concept. Programs such as Nourish, National Farm to School Network, Illinois Harvest of the Month, Edible Schoolyard Project support the curriculum as students plant, harvest, eat, and enjoy! The outdoor classroom has a teacher sign-up to support environmental education use across grade levels and subject areas. Some of these Outdoor Classroom uses by grade level include Junior Kindergarten study of birds; Kindergarten planting potatoes to harvest in 1st grade, and identifying trees and investigating them; 2nd graders explore plants and insects; 3rd graders study seed dispersal and seed identification; 4th graders collecting isopods and help with neighborhood cleanup; 5th grade study food webs, decomposition and composting, which supports our school’s composting program. In our junior high classes, 6th graders study a unit on invasive species. Seventh grade completes a unit of study on Native Americans Environment and Milpa (3 Sisters) planted in the garden. They also research climate change and its impacts, and use plant cells to identify signs of photosynthesis. Our 8th graders complete an investigation of seed germination. Students in Practical Arts classes harvest, cook, and preserve produce. Our music classes use the space to practice and perform. At the end of the year, we hold advisory service projects for working in the garden, clean up the campus, and surrounding neighborhood. Finally, our World Language classes complete problem-based units on pollution, and local birds and how to prevent bird collisions to our building windows.

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

In science classes, the Full Option Science System (FOSS) and Next Generation Science Standards (NGSS) contain units which build off our school’s sustainability vision and outdoor education. In addition to our outdoor classroom learning opportunities from curriculum areas listed above, multiple grade levels have designated outdoor learning experiences that are aligned with our science, social studies, math, and language arts curriculum. These additional experiences occur in the community and offer students opportunities to explore their natural environment. For example, Kindergarteners travel —

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to The Grove, Lincoln Park Zoo (where they adopt an animal), and Emily Oaks Nature Center. First graders return to The Grove for the Habitat Life Cycle exhibit. Second graders visit the Evanston Ecology Center. In third grade, students travel to the Heller Nature Center to learn about ecosystems and soil testing. Fifth Graders visit Camp Edwards to learn about wetlands and marshes and how we are part of living history. Sixth graders spend a day at Camp Duncan for outdoor education as well as team building. In seventh grade, students learn about Chicago architecture on a Wendella Boat tour. Each June since 2014, three days are dedicated to all grades to experiencing outdoor learning coordinated by the Outdoor Classroom Coordinator and led by The Organic Gardener. Students explore themes such as pollinators, beneficial insects, plant parts, and seasonal and local food.

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:

Examples of collaborative partnerships include our membership with Go Green Illinois Schools allowing us to share best practices and learn from neighboring schools. We are also a member of the New Trier High School Environmental District Committee meeting throughout the year coordinate and collaborate with sender schools and community's green groups. We partnered with the Village of Kenilworth, Planet Panther student club, and PTO Sustainability Chairperson to celebrate Arbor Day with a community tree planting recognizing Kenilworth as a Tree City. Openlands partnered with us during the establishment of our outdoor classroom in 2011 and continued providing direction, support and professional development classes for staff. In 2013, Dennis Downes of the Great Lakes Trail Tree Society planted a Native American Trail Marker tree with second grade. We have strong relationships with local Girl Scout and Boy Scout Troops. The Girl Scout troop was the recipient of Bronze and Silver projects and awards in the Outdoor Classroom and on campus creating a Monarch Butterfly Waystation, adding plantings to the butterfly garden, cleaning up school grounds service, and purchasing our garden signage case. Boy Scout Troop 13 often partners with Sears with Eagle Scout projects for current and former Sears students such as a garden compost bin, two apple trees, a blacktop sundial, and cold frames for raised beds. We are members of the Edible Schoolyard Network. Our educators have applied to their summer training. And we have an ongoing relationship with the Solid Waste Authority of Northern Cook County (SWANCC) for many years taking advantage of their "Taking Care of Our Earth" preschool program, waste audits, grants, and many resources.

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):

Each year, November to April, Sears participates in the Trex Plastic Film Challenge. Reusable water bottle usage and waste-free lunches are encouraged and promoted, especially during America Recycles Day and Earth Month. We have Elkay water bottle filling stations throughout the school and encourage students to bring their own water bottles. Students in grades 3-8 are given iPads, which are EnergyStar certified, as part of a one-to-one technology initiative. Use of paper and photocopying is reduced through electronic communications and applications such as Notability, Canvas, Google Docs. The school also follows a Green Guidelines for Events policy for all school and PTO events.

We have also dedicated teacher in-service days for workshops focused on elements of becoming a green school. Our art department supports sustainability into daily learning. For example, sixth graders created an art display of sculptures made from recycled materials that represented endangered animals and plastic pollution in the Great Lakes. During Earth Day 2019, students created a milk jug igloo during Art Lunch to demonstrate the possibilities of repurposing plastic materials.

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

Currently, our district has made great gains in our environmental work from the founding of our outdoor classroom eight years ago, to dedicating committees to wellness and social emotional learning to completing a sustainability audit. While our school is committed to student achievement, we understand that teaching the whole child in a healthy and sustainable school is critical to our success. We are finding ways to incorporate the United Nations 17 Sustainable Development goals in our vision of creating global citizens. In our recent meetings and professional development with the Green Schools National Network, we hope for a partnership to continue this important work.

Additionally, implementing the recommendations from the sustainability audit and aligning them with the District Strategic plan will continue to be a priority of the Sustainability Committee. Recently we dedicated a teacher in-service day to sustainability as we focused on repurposing, and reusing school supplies and curriculum. During a basement clean out, the entire faculty and staff worked to organize, donate and recycle hundreds of books, curriculum, materials that were going to be thrown out. Several donations were made to local organizations and schools. This project not only raised awareness among our staff but allowed us reflect on purchasing and storage habits. We are hopeful the Village House and future

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facilities projects will include sustainable practices and the concept of using the building as a teaching tool. We have been very successful and made great gains and are confident with an aligned vision we will continue to integrate and support sustainable education and practices to better our students, school and planet.

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: The Outdoor Classroom is a community teaching laboratory for hands-on, problem-based learning and critical thinking. The garden has rain barrels, composting bins, a peace pole, a Native American Trail Marker Tree, and organic beds to build a sense of stewardship and education for the environment.

Image 2: Integrated 6th grade science and art project-based learning unit about plastic and endangered species. In the end, students created sculptures out of waste from home. The art had QR codes so the community could learn about the species while viewing art during the day and the art show open house.

Image 3: The Agent of Change 4th grade project-based learning unit began with a school waste audit and neighborhood clean up. Students identified an environmental, human rights, or community issue. Students formed teams based on these ideas and created action plans, awareness campaigns, and related products.

Image 4: Edible education in action, teaching farm to table practices, better nutrition, and environmental and health awareness by planting, harvesting, and cooking food from the school garden. Students made herb crackers, jams and jellies and pesto from garden produce served at our fall open house.

Image 5: Waste Reduction practices are taught by the Sustainability Coordinator at all grade levels and as part of daily school practices (reduce, compost, recycle, repurpose). Lunchrooms have waste sorting stations and our Green Corner provides education and recycling in the library.

Submit Your Application

Applications must be received by 5:00 PM on Monday, January 13, 2020. Applications are being collected by the Illinois Green Alliance on behalf of the Illinois State Board of Education (ISBE). *Applications should be no longer than 18 pages.*

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 312-245-830