



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.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

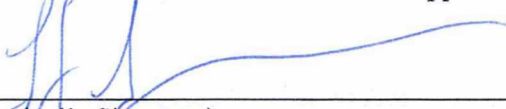
U.S. Department of Education Green Ribbon Schools

Name of Principal: Larry Grezak
(Specify: Ms., Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Hayes Elementary
(As it should appear on an award)

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

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


Date: 2/2/24
(Principal's Signature)

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



District Name: Livonia Public Schools

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

Okana G. Alquist
(Superintendent's Signature)

Date: 1.29.24

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: Michigan Department of Education

Name of Nominating Authority: Dr. Michael F. Rice, State Superintendent
(Specify: Ms., 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.

(Nominating Authority's Signature) Date:

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: October 31, 2026

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.



Michigan Application for District Sustainability Award

Application Category

Choose One Early Learning Center School District

District Information

District Name: Livonia Public Schools

Superintendent Contact Information

Name: Andrea Oquist

E-mail Address: aoquist@livoniapublicschools.org

Phone: 734-744-2510

Applicant Contact Information

Name: Christine Lakatos

Title: Art Teacher

E-mail Address: clakatos@livoniapublicschools.org

Phone: 734-744-2725

Application Team

List the titles of the team members who provided information and support for the completion of this application.

Hayes Green Team

All students (400)

School Staff:

Karla Brothers | 4th Grade

Shelly Cox | Admin Assistant

Jenny Craig | 2nd Grade

MaryKay Hussey | Physical Education

Renee Kish | EST

Ryan Krueger | Project Lead The Way

Christine Lakatos | Art

Lisa Salowich | Media Specialist

Don Stromberg | Music

Harry Lau | Administrator of Facilities and Operations

Volunteer:

Jacoby Davis | Project Planning



School/Center Information

Contact Information

Official School/Center Name: Hayes Elementary
Website: <https://www.livoniapublicschools.org/Domain/17>
Address: 30600 Louise Court
City Westland State MI ZIP Code 48185

Principal/Director Contact Information

Name: Larry Grezak
E-mail Address: lgrezak@livoniapublicschools.org Phone: 734-744-2725

School/Center Information

Grade Levels: Early Childhood Learning Elementary
(Check all that apply) Middle School High School

School/Center Grade Configuration: K-4

School Type Public Private

How would you describe your school/center? Urban Suburban Rural

Total Enrolled in District: 13,300 Total Enrolled in School/Center: 396

Please provide percentages of students in each subgroup below based on 2023-2024 data:

Economically Disadvantaged: 46% Migrant: 0%
English Learner: 6% Foster: 0%
Students with Disabilities: 9% Homeless: .0025%



Summary Narrative: An Overview of Your Work Encompassing All Three Pillars

Use one substantive paragraph to provide an overview narrative (350 word maximum) of your efforts to make progress towards the ED-GRS Three Pillars by reducing environmental impacts and costs (Pillar 1), improving student and staff health and wellness (Pillar 2), and providing effective environmental and sustainability education (Pillar 3). This overarching summary should highlight the best of your work in every ED-GRS Pillar and Element. Focus in on any unique and innovative practices and partnerships. This information will appear in Highlights document posted in [Performance section of the USED Green Schools website](#).

When Hayes Elementary decided to go green, they formed their very first Green Club with just five students. Today, the entire school is actively involved through a rotating Green Team Enrichment program. Students actively engage in the principles of the 5 R's (Refuse, Reduce, Reuse, Repurpose, and Recycle), prioritizing recycling as the last resort. A letter-writing campaign persuaded the school district to discontinue the use of plastic straws in their school lunchroom and eliminated polystyrene, resulting in district-wide adoption of compostable lunch trays. A plastic reduction campaign encourages refilling reusable water bottles at the school's sensor-equipped stations. A waste audit revealed that compost was the primary waste, prompting the introduction of Waste Free Wednesdays and a share table. With a 46% free and reduced lunch rate, all students are encouraged to bring zero waste healthy snacks, promoting a fair and inclusive environment. Other recycling initiatives include Crayola ColorCycle, STAPLES writing implements and Trex plastic film. The addition of a STEM class titled Project Lead the Way prepares students for real-world challenges. Their commitment to interdisciplinary learning integrates contributions from all grades, cultivating a deeper understanding of our interconnected world. Hayes students maintain a healthy lifestyle through Eat a Rainbow week and daily outdoor activities, utilizing their walking and running path, picking up trash, and planting trees. School clubs like Scouts, Girls on the Run, and National Walk and Roll to School Day promote heart-healthy living.

A collaboration with a neighborhood native plant garden led to the development of student-created plant identification signs. Local students and their families help to maintain the garden and the Green Team ends the school year with a walking field trip, participating in strawberry picking. Inspired students organized Spirit Days to fund a plastic bottle cap bench for the park. Additional funds support a local nonprofit dedicated to educating and conserving honeybees and other pollinators. This resulted in the symbolic adoption of the honeybee and the Monarch butterfly through the World Wildlife Fund, the distribution of milkweed seeds to all students, and an upcoming installation of a native pollinator garden. A valuable addition to their outdoor classroom, the garden will be supported by mentors from a local Wild Ones chapter, General Motors, and a Master Gardener for funding, planning, and maintenance.

Dedicated beyond the confines of the school grounds, Hayes has made the following improvements through a community bond issue: Replaced traditional lighting with LED equipped with motion sensors resulting in a 4% reduction in energy consumption, enhanced air quality with upgraded HVAC systems in classrooms, and replaced the school roof ensuring better insulation. The district replaced 89 boilers across 24 sites resulting in \$193,595 in energy rebates and has taken proactive and innovative steps to enhance water quality, efficiency and conservation across their facilities. District school buses are on an ongoing bus replacement cycle, gradually introducing more energy-efficient models to their fleet which are 75% cleaner, dramatically reducing hydrocarbon emissions.



Pillar I: Reduced Environmental Impact and Costs

Describe how your early learning center, school, or district has made progress in reducing environmental impacts and costs under each of the elements below. In cases where the answer applies to the whole district, please indicate this, and describe what your school does above and beyond your district's efforts. **Each element description should be 300 - 600 words** and incorporate relevant metrics to demonstrate progress when possible.

Element IA: Energy

Describe how your early learning center, school, or district has reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power.

The Livonia Public School (LPS) District, propelled by the support of a voter-approved bond issue, has embarked on a transformative journey towards sustainability and energy efficiency. This initiative has manifested in several key developments:

1. **Lighting Upgrades:** We have transitioned all our electrical systems to LED lighting equipped with motion sensors. This simple change has led to a notable 4% reduction in our energy consumption, a testament to the power of innovative technology in achieving efficiency.
2. **Enhanced Air Quality:** Recognizing the importance of a healthy learning environment, we have upgraded the HVAC systems across all classrooms, labs, and offices. This has not only improved air quality but also contributed to a more comfortable and conducive educational setting. The addition of air conditioning in all classrooms reduces airborne water vapor, preventing mold.
3. **Infrastructure Improvements:** The structural integrity of our school buildings has been fortified with new roofing, ensuring longevity and better insulation.
4. **Transportation Efforts:** We have initiated an ongoing bus replacement cycle, gradually introducing more energy-efficient models to our fleet.
5. **Boiler Replacement Program:** A substantial project was the replacement of eighty-nine boilers across twenty-four sites, which has resulted in significant energy cost savings. In fact, we have received \$193,595 in energy rebates, a clear indicator of our reduced natural gas and electricity consumption. In some instances, we have managed to cut BTU/hr input by a staggering 75% and pump horsepower by over 50%.
6. **Hayes Elementary Specific Upgrades:** Hayes has proudly received a new roof and an upgraded HVAC system. The shift from standard efficiency boilers to high-efficiency condensing units, coupled with the right-sizing strategy, has drastically cut down our energy costs and optimized system operations. The introduction of the EVO (3) boiler package has enhanced load tracking, thanks to its 15:1 turndown capability.
7. **Energy Awareness Initiatives:** We power down our classrooms, turning off lights and screens when not in use, and sometimes hold classes outdoors, especially during events like World Energy Day.



These concerted efforts reflect our district's dedication to reducing greenhouse gas emissions and promoting a culture of environmental responsibility.

Element IB: Water

Describe how your early learning center, school, or district has improved water quality, efficiency, and conservation.

The LPS District has taken proactive and innovative steps to enhance water quality, efficiency, and conservation across our facilities. A cornerstone of our initiative is the development of a dedicated Stormwater Management website. This digital platform serves as an educational and informational hub, emphasizing the significance of stormwater management, the criticality of maintaining water quality, and the health of our watersheds.

Understanding the impact of stormwater, LPS has implemented a comprehensive Stormwater Management Program (SWMP). This program is meticulously designed to reduce the discharge of pollutants from our Municipal Separate Storm Sewer System (MS4), ensuring that our practices contribute positively to the local environment.

In our pursuit of ecological harmony, we actively advocate for the use of native vegetation and are preparing to unveil a native plant and pollinator garden this spring—a testament to our dedication to environmental well-being. This initiative will not only enhance the aesthetic appeal of our community, but also play a vital role in promoting biodiversity and sustainable water management. By creating a living classroom for our students, it educates them about local flora and the significance of eco-friendly practices.

Furthering our commitment to sustainability, our building introduced an important upgrade – the installation of new water fountains equipped with water bottle filling stations. These stations feature automatic sensors, reducing water wastage and encouraging the use of reusable water bottles among our students and staff.

These initiatives underscore LPS's dedication to promoting a sustainable future, where water conservation and quality are given the utmost priority. Through education, infrastructure improvements, and community engagement, we are setting a standard for environmental stewardship in educational settings.

Element IC: Waste

Describe how your early learning center, school, or district has reduced solid and hazardous waste production through increased recycling and composting, reduced consumption, and improved management, reduction, or elimination of hazardous waste.

Hayes Elementary, part of the LPS District, has been recognized with three Merit Awards from the Detroit Zoo GreenPrize, a testament to our effective campaigns in waste reduction. Our journey began with the elimination of plastic straws and polystyrene trays used for breakfast and lunch, replacing them with compostable alternatives district wide. This change signifies our commitment to reducing our ecological footprint.



In tandem, we launched a Plastic Reduction & Recycling Campaign, actively encouraging students to adopt refillable water bottles. This initiative has been supported by the provision of recycling bins for plastic, cardboard, and metal, generously provided by the City of Westland. These efforts are pivotal in fostering a culture of recycling and environmental responsibility within our school community.

A current objective at Hayes is to halve lunchroom waste. We are promoting 'Waste Free Wednesdays,' advocating for waste-free lunches and snacks. Understanding that almost half of our students receive free or reduced-price meals and hence have limited control over packaging waste, we are working closely with the district to address this issue. We recently conducted a waste audit to gather concrete data, and students were surprised when they found out that a significant portion of waste in the form of edible food. This insight opens avenues for fundraising to establish new recycling and waste sorting stations in the lunchroom.

Our approach to waste management is multifaceted. We operate a shared table monitored by lunch safety monitors, redistributing food among students, and upcycling is a standard practice in our classrooms. Materials such as milk cartons and brown paper bags from our lunch room find new life in art projects. Our innovative 'Trashion' show not only promotes creativity but also serves as a dynamic educational tool, with the resulting costumes used to create engaging videos for our merit awards. Used crayons are melted down and repurposed into new, ergonomic-shaped crayons, which are then donated to students with special needs in the district.

We also have a dedicated program for recycling plastic bags and film, with our staff personally ensuring their monthly transportation to recycling facilities. The involvement of Special Education students from the LPS Transition Program in emptying recycling bins every Friday underscores this as a district-wide effort. To enhance awareness, our students make morning announcements and create posters, playing a vital role in spreading the message of sustainability.

Our school is currently exploring the feasibility of a composting program, which would further our commitment to reducing waste and promoting environmental sustainability. Through these diverse initiatives, Hayes Elementary is not only reducing its environmental impact but also empowering a future generation to be conscientious and responsible stewards of our planet.

At the district level, quarterly collections of old paint are collected and recycled by Arch Environmental Group; an environmental consulting, waste management firm. They conduct inventories and evaluate windows, asbestos, and lead paint. Every new LPS project or repair includes evaluation and abatement of hazardous waste. The 6 month program with Arch includes monitoring boiler lines and fire door replacement as well.

Element ID: Transportation

Describe how your early learning center, school, or district has expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

One of our key initiatives is the participation in the National Walk & Roll to School Day (WR2SD). This school-wide event is not just a celebration of physical activity; it is a powerful platform to raise awareness about traffic safety and environmental issues surrounding our schools. By encouraging students and families to walk or bike to school, we are instilling healthy habits and highlighting the benefits of reducing vehicular traffic around school zones. It is our goal that this one day event becomes



the preferred choice of how our families get to and from school while also promoting the use of carpooling.

In addition to WR2SD, Hayes Elementary is committed to ongoing student education regarding safe biking and pedestrian practices. We have implemented mileage tracking to keep students engaged and excited about alternative transportation. Our Walk, Bike & Roll to School Days are more than just events – they represent a broader push towards environmental changes that make walking and biking to school a safer and more appealing choice.

Our commitment extends beyond the school gates. As per a press release from Blue Bird dated February 16, 2021, LPS significantly advanced its mission for cleaner transportation by adding twenty-two propane autogas-fueled buses to our fleet. This initiative, funded by a substantial grant of \$844,386.40 from the Michigan Department of Environment, Great Lakes, and Energy (EGLE), aligns with EGLE's Fuel Transformation Program goals. These buses, operational from the 2020-21 school year, set a new standard in environmental responsibility. They are 75% cleaner than federal emissions standards, dramatically reducing hydrocarbon emissions and virtually eliminating particulate matter.

Furthermore, according to a 2019 study by West Virginia University, these propane school buses slash harmful nitrogen oxide emissions by an impressive 96%. With nitrogen oxide being a significant contributor to asthma, as noted by the EPA, the health benefits of this transition are undeniable. This project not only addresses air quality concerns but also supports the wider objective of increasing the adoption of alternate fuel and zero-emission vehicles.

Through these initiatives, Hayes Elementary is demonstrating a steadfast commitment to promoting alternative, energy-efficient transportation options, defining our role as a leader in environmental stewardship and community health.

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

Describe how your early learning center, school, or district has improved the health and wellness of students, faculty, and staff by promoting sound health and wellness practices and integrating a campus-wide environmental health program. In cases where the answer applies to the whole district, please indicate this, and describe what your school does above and beyond your district's efforts. **Each element description should be 300 - 600 words** and incorporate relevant metrics to demonstrate progress when possible.

Element IIA: Health and Wellness Practices

Describe how your early learning center, school, or district high standards of [Whole School Whole Community, Whole Child health](#), including health education, nutrition, and outdoor physical activity.

At Hayes Elementary and within the LPS District, we embody the principles of the Whole School, Whole Community, Whole Child (WSCC) model, ensuring a comprehensive approach to student well-being. Our initiatives span across various aspects, including physical education, nutrition, health education, and social-emotional learning.



Physical Education and Outdoor Activities: Our students engage in formal physical education classes weekly, focusing on individual fitness and wellness. These sessions incorporate a variety of activities and games, emphasizing cardiovascular health, skill acquisition, sportsmanship, and character development. The outdoor walking and running path, introduced in 2020, has been instrumental in promoting physical activity. Additionally, our state-of-the-art early childhood center playground enhancements encourage active play in younger students.

Nutrition and Health Education: We advocate for nutritional awareness through initiatives like 'Eat a Rainbow Week' and encourage healthy eating habits with our 'Fuel Up to Play' program. Classroom teachers actively promote healthy snacks and participate in 'Girls on the Run.' The 'Blessings in a Backpack' program addresses nutritional needs outside school hours, providing support to families in our community. Flexible seating, which includes wobble stools and standing desks, enable students to rock, lean and stand enhancing oxygen flow to the brain, promoting increased alertness and focus among students.

Social and Emotional Learning (SEL): We have integrated SEL into our curriculum, reinforced by the district's 'Community with Character' traits, focusing on respect, responsibility, grit, mindfulness, and empathy. Our enrichment program includes mindfulness practice, breathing, and calming techniques, aligning with district-wide SEL initiatives.

Mental Health and Wellness: Recognizing the importance of mental health, LPS has enhanced student support services. This includes the addition of Elementary Support Teachers, Student Assistance Providers, full-time school social workers, and psychologists. These professionals provide crucial wraparound services, ensuring students feel safe, supported, and ready to learn.

Community and Family Engagement: Our efforts extend beyond the classroom, involving the whole community. Initiatives like the schoolwide Color Run promote a sense of community and encourage physical activity. The Little Free Library and campus cleanups encourage community involvement and environmental stewardship.

Superintendent Andrea Oquist encapsulates our philosophy: "In our schools, we strive to educate and care for the 'whole child'... our focus is always on growing well-rounded individuals who leave our district ready to grasp hold of their futures and fly."

Through these comprehensive initiatives, Hayes Elementary and the LPS District demonstrate an unwavering commitment to nurturing the whole child, encompassing physical, emotional, and social health.

Element IIB: Environmental Health

Describe the [integrated school environmental health program](#) of your early learning center, school, or district that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds, including cleaning and maintenance; mold and moisture; chemical and environmental contaminants; air quality and ventilation; and pests and pesticide.

At Hayes Elementary, part of the LPS District, we are deeply committed to an integrated school environmental health program that prioritizes the health and safety of all occupants. Our approach



encompasses every aspect of design, construction, renovation, operations, and maintenance of our facilities and grounds.

Health and Safety in Design and Construction:

- Our outdoor classroom, an integral part of our curriculum, is designed to provide a safe and healthy learning environment while promoting engagement with nature.
- The replacement of all windows at Hayes and the installation of a new ventilation system are recent examples of our commitment to ensuring healthy indoor air quality, increasing natural light and circulating high quality air, preventing mold.

Curriculum Integration:

- Our core curriculum, designed for 21st-century readiness, includes health promotion and disease prevention concepts. These are integrated into various subjects, fostering an understanding of personal, family, and community health issues.
- The curriculum encourages students to access valid health information, practice health-enhancing behavior, and develop skills for effective decision-making and advocacy in health-related matters.

Maintenance Practices:

- In line with our commitment to environmental health, we use latex paint instead of oil-based alternatives, reducing the exposure to harmful chemicals.
- Our policy of not using pesticides in school buildings is a testament to our dedication to minimizing the exposure to chemical contaminants.

Achievements and Recognition:

- According to our conversation with Harry Lau, Administrator for Facilities and Operations, LPS stands out as a leader in school environment and health. Notably, during the last permit cycle, LPS was the only district among thirty surrounding districts that passed inspection, highlighting our exceptional standards.
- The forthcoming water report, as mentioned by Mr. Lau, is anticipated to further underscore our commitment to environmental health.

Through these concerted efforts, Hayes Elementary and the LPS District exemplify a comprehensive approach to environmental health, ensuring that our facilities and grounds are not only conducive to learning but also safeguard the health and well-being of our students, staff, and community.

Pillar III: Effective Environmental and Sustainability Education

Describe how your early learning center, school, or district improved effective environmental and sustainability education throughout the curriculum. This section should describe hands-on, place-, project-, and problem-based, authentic learning across the curriculum, not limited to one subject, such as science courses. All STEM and civics work should be described as it relates to environmental and sustainability learning and should include descriptions of any environmental or sustainability literacy standards, assessment integration, and professional development. Co-curricular opportunities such as field trips, study abroad, clubs, and service learning may also be included. In cases where the answer applies to the whole district, please indicate this, and describe what your school does above and beyond your district's efforts. **Each element description should be 300 - 600 words** and incorporate relevant metrics to demonstrate progress when possible.



Element IIIA: Interdisciplinary Learning

Provide examples of interdisciplinary learning opportunities at your early learning center, school, or district around the key relationships between dynamic environmental, energy, and human systems.

Our commitment to interdisciplinary learning is evident through a multifaceted approach that involves both Enrichment programs and contributions from each grade level.

Weekly Green Team Enrichment Classes: Every student at Hayes Elementary takes part in Green Team Enrichment classes, pivotal for environmental stewardship understanding. Activities range from decorating brown paper bags for a local grocery store to encourage their use, engaging in upcycled art projects, and creating animal portraits for social media to facilitate pet adoption. We also plan environmental presentations, featuring topics such as DTE Energy, endangered animals, exotic pets, the rainforest and the importance of bees, combining creativity with environmental awareness.

The school partners with recycling programs like NexTrex, Crayola ColorCycle, Staples writing implements program, and collects used ink cartridges, and batteries. Emphasizing the 5 Rs (Refuse, Reduce, Reuse, Repurpose, Recycle), actively involve both students and the community.

First Grade: Students study the environment in their Geography unit, exploring human vs. natural characteristics and understanding human impacts on the environment. They promote "Green Thinking" within their classroom communities and participate in activities like "Waste Free Wednesdays," recycling, and conserving energy.

Second Grade: In the second-grade Civics unit, students explore making the community better through rules, laws, and community service. Waste-free practices, recycling, and art projects using recycled materials are integrated into classrooms. Reusable water bottles are encouraged.

Third Grade: The study of Michigan Economics in third grade involves understanding how people use resources to produce goods and services. Teachers send electronic newsletters to save paper, and students use recycled materials for projects, including designing houses to withstand severe weather.

Fourth Grade: Students in the fourth grade delve into an Energy Module, learning about energy sources and sustainability. They participate in DTE Energy's "Think Energy" program, receive energy-saving kits, and engage in activities like seed extraction and planting. Fundraising events contribute to school beautification.

Art: The art classroom seamlessly blends artistic expression with environmental themes, encouraging creativity and instilling an appreciation for the planet. Projects center around endangered animals, ecosystems, and recycling, often incorporating found objects or recycled materials. Collaborations with local environmental artists and organizations contribute to heightened community awareness. Art seamlessly becomes a medium for addressing environmental issues, offering meaningful expressions and inspiring creative advocacy.

LMC (Library Media Center): The library supports Green Team efforts through discussions and relevant book additions. Books on environmental issues, energy conservation, and stories like "One Plastic Bag" are included in the collection. Book displays promote environmental awareness.

Music: The Music Department addresses cultural awareness, uniqueness, respect, and friendship at all grade levels. Fourth graders work on songs related to Earth and conservation issues.



Project Lead the Way (STEM): Our STEM education program focuses on providing hands-on, project-based learning experiences in the fields of science, technology, engineering, and mathematics. In our modules and units related to environmental science and sustainability, students learn about various environmental issues, renewable energy sources, sustainable design practices, and the impact of human activities on the environment. The goal is to engage students in real-world problem-solving and critical thinking within the context of environmental challenges.

Physical Education: The PE program incorporates environmental awareness by emphasizing outdoor education, encouraging students and families to adopt environmentally friendly lifestyle choices. Activities include nature walks and a Bike & Roll to School Event in May to promote environmentally responsible transportation.

Through these interdisciplinary learning opportunities, Hayes Elementary educates students about the environment, energy, and human systems, actively involving them in practical applications and fostering a deeper understanding of our interconnected world.

Element IIIB: 21st Century STEM

Demonstrate how your early learning center, school, or district uses the environment and sustainability to develop STEM content, knowledge, and thinking skills, to prepare graduates for the 21st-century technology-driven economy.

At Hayes and across the LPS District, our STEM program is strategically designed to intertwine environmental education and sustainability with innovative STEM content. This approach not only builds foundational knowledge but also hones critical thinking skills vital for navigating the 21st-century technology-driven economy.

Kindergarten Curriculum:

- Our youngest learners delve into the study of living organisms and their impact on the natural environment. This early introduction to environmental science helps kindergarteners understand the dynamic interactions between various organisms and their habitats.
- The concept of 'reduce, reuse, recycle' is embedded in the curriculum, where students engage in hands-on activities to classify items based on their potential for reduction, reuse, recycling, and composting. This instills an early appreciation of resource conservation and environmental responsibility.

Fourth Grade Focus on Energy:

- The study of energy forms a core part of our curriculum for fourth graders. Students explore how energy is derived and utilized, engaging in practical projects like building wind energy devices and experimenting with solar panels.
- A particularly innovative aspect of this program is the use of everyday items, such as potatoes, to create batteries, demonstrating the principles of energy conversion in an engaging and tangible way.
- The culmination of the energy unit involves students applying their learned concepts to solve fictional energy challenges for a community. This not only reinforces their understanding of energy principles but also develops their problem-solving skills.



Preparation for a Sustainable Future:

- Our STEM program is meticulously crafted to align with the needs of a 21st-century society where environmental concerns are increasingly pivotal in decision-making processes.
- Through our curriculum, students evolve into thoughtful decision-makers, cognizant of the individual impact on the environment. This emphasis on mindful decision-making is crucial in preparing them to be active, responsible contributors in a world where technology and environmental sustainability are deeply interconnected.

The integration of environment and sustainability into our STEM curriculum at Hayes and the LPS District is more than just an educational strategy; it is a commitment to nurturing responsible, environmentally aware, and technologically adept citizens of the future.

Element IIIC: Civic Engagement in Sustainability Issues

Discuss how your early learning center, school, or district develops civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability issues in their community.

At Hayes, we recognize the importance of developing civic engagement and environmental literacy as key components of our students' education. Our approach involves hands-on projects and community partnerships that not only enhance learning but also contribute positively to our local environment.

Partnership with 3 Bs Native Plant Garden:

- Our collaboration with the 3 Bs Native Plant Garden in the Hayes neighborhood is a prime example of community engagement. Students actively participate in creating educational signs for the garden, identifying various birds and butterflies alongside their host plants.
- The founder of the Garden presented to our 3rd and 4th graders about the significance of native plants and conducted a memorable Monarch butterfly release, starting with eggs rescued by our students. This experience not only teaches about local ecosystems but also instills a sense of responsibility towards preserving biodiversity.

Civic Projects and Field Trips:

- Recognizing the need for a bench in the park, our students initiated a project to collect, sort, and weigh plastic bottle caps resulting in the donation of a bench crafted by Green Tree Plastics. The project not only provided valuable lessons on recycling and community service but also endowed the bench with lasting significance—a symbol representing the ongoing impact of our students' dedication and contributions for future generations.
- Annual field trips to the garden, including activities like strawberry picking and participating in Community Day, provide practical learning experiences about agriculture and pollination.

Time Capsule Project:



- Our fourth graders engaged in a unique project by filling and burying a time capsule, to be opened at their graduation in 2030. This activity connects them with their future selves and the long-term impact of their actions on the environment.

Environmental Literacy Education:

- At Hayes, all students have access to environmental literacy education. Our library media center is equipped with relevant materials and displays, further fostering an understanding of environmental issues.
- Last June, we distributed milkweed seeds to all families, raising awareness about the plight of Monarch butterflies, which are classified as endangered by the World Wildlife Fund (WWF). This initiative instructs students about the critical role of pollinators and the importance of habitat conservation.

Through these diverse initiatives, Hayes Elementary is not just imparting knowledge but is actively engaging students in real-world applications of sustainability. We are cultivating a generation of informed, responsible citizens who understand the value of civic engagement and environmental stewardship in their community.



Additional Information

Please provide any *additional* information (no more than 350 words) regarding the efforts of your early learning center, school, or district that you think make your application stand out as a U.S. Department of Education Green Ribbon School.

Hayes Green Team, involving every student and staff member, engages students in climate action and integrates sustainable practices throughout the school, from the lunchroom to various classroom activities. In 2016, Hayes achieved Michigan Green School status, with Leader of the Pack students pivotal in this accomplishment. Despite challenges in the inaugural year, their dedication led to Emerald and Evergreen statuses, showcasing the school's commitment.

Hayes features a distinctive program known as the Leader of the Pack, a program for students recognized for leadership, selected based on teacher recommendations. In the first year of applying for Green School status, they assumed duties for all projects, symbolizing a broader commitment to eco-friendly practices. The next year, the application process opened to all students, leading to the club's expansion to 30 members. They engaged in diverse projects, including designing T-shirts and repurposing old campaign buttons. They wrote letters to local restaurants, urging straws only upon request, and performed skits for school-wide assemblies. Hayes became one of three Michigan schools to go strawless through the *Skip the Straw* campaign. The club raised funds and collected, sorted, and weighed hundreds of pounds of plastic bottle caps through Green Tree Plastics, resulting in two benches for Hayes and one for the neighborhood native plant garden.

Recent staff reorganization and the addition of a STEM class enhanced flexibility, allowing a full day of enrichment classes. A collaborative decision integrated art and Green School initiatives, providing a unified learning experience. Reading Intervention, delivered by dedicated Title One staff, is complemented by Enrichment classes, fostering a personalized and tailored education.

Under the guidance of our art teacher, Green Team Enrichment empowers students to adopt eco-friendly habits. Our art projects are dedicated to environmental causes, ranging from crafting posters spotlighting endangered animals to projects that educate about alternative energy. Additionally, students channel their creativity into constructing cardboard kitty forts, which are then donated to the Michigan Humane Society. Drawing inspiration from environmental artists, students create their own masterpieces, while also contributing funds to support Team Seas and aid efforts addressing the Australian wildfires.

Community engagement is vital to our mission. Local parades and contributions to the park's native plant garden showcase our commitment to spreading environmental awareness. These events let students connect with the community, sharing their dedication to sustainability. A testament to our collaborative spirit is seen in the school-wide living painting during an Art for the Sky residency—an inspiring artist program that not only produces a giant artwork but also imparts essential concepts like collaboration, interconnection, impermanence, and gratitude. This experience enhances artistic expression and encourages unity and interconnectedness among students. The students become paint drops, forming a giant Sea Turtle, the symbol for going strawless, visible only from the sky. The adventure concludes in a gigantic living painting shaped by the forms of participants, led by art-activist Daniel Dancer, emphasizing unity, nature's importance, and life's impermanence.



At Hayes Elementary, we believe environmental education empowers students as agents of change. Our initiatives cultivate a profound understanding of environmental issues, providing skills and motivation for meaningful action. This commitment to environmental excellence and community involvement sets us apart as a model Green Ribbon School.



Assurances

By submitting this application, we assure that:

- All information submitted is true to the best of our knowledge.
- If nominated, we will submit 5-10 high resolution photographs with descriptions including who, what, when, and where. Photos should be action shots, not posed. By sending these photos, we understand that we will be giving the U.S. Department of Education permission to use them in their newsletter and social media.

Name of Principal/Director: Mr. Larry Grezak
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School/Center Name: Hayes Elementary School
(As it should appear on an award)

Official School Name Mailing Address: 30600 Louise Court Westland, MI 48185
(If address is P.O. Box, also include street address.)

County: Wayne State School Code Number *: 82095

Telephone: 734-744-2725 Fax: 734-744-2727

Web site/URL: <https://www.livoniapublicschools.org/Domain/17>
E-mail: clakatos@livoniapublicschools.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.

Principal/Director: Lawrence S. Grezak Date: 1/8/24

Type Full Name for Digital Approval

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

District Name: Livonia Public Schools

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

Superintendent/Director: Andrea Oquist, Superintendent Date: 01/08/2024

Type Full Name for Digital Approval

Send completed applications by 5:00pm EST on January 9, 2024, to: MDE-ED-GRS@michigan.gov