



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:

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

Official School Name:

(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:

(Principal's Signature)

Name of Superintendent:

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



District Name:

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

(Superintendent's Signature)

Date:

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:

Name of Nominating Authority:
(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.

ILLINOIS GREEN RIBBON SCHOOLS APPLICATION



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 [here](#).

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](#) for programs related to each Pillar.

Please reach out to greenribbon@isbe.net if you have any questions or need an accommodation to complete this application. **Applications should be no longer than 18 pages.**

School Applicant Information

1. School Name: Clarendon Hills Middle School

District Name: Community Consolidated School District 181

Street Address: 115 West 55th Street

City: Clarendon Hills; County: DuPage

Zip: 60514

2. Website: <https://www.d181.org/schools/clarendon-hills-middle-school#1>
Facebook page: <https://chmspto.org/>
YouTube: [Click here to enter text.](#)

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

Twitter: @CCSD181

3. Principal Name: Dr. Levi Brown
Principal Email Address: lbrown@d181.org
Phone Number: 630-487-1705 (cell)

4. Lead Applicant Name (if different): [Click here to enter text.](#)
Lead Applicant Email: [Click here to enter text.](#)
Phone Number: [Click here to enter text.](#)

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			Total Enrolled: 534 Graduation rate: 100% Attendance rate: 96.3%
% receiving FRPL: 2.7% % limited English proficient: 1.1% Other measures: Click here to enter text.			

School Summary and Highlights:

Clarendon Hills Middle School (CHMS) is located in Clarendon Hills, Illinois, and serves grades six through eight in Community Consolidated School District 181. A key priority for the school and district is to implement innovative practices to promote environmental stewardship, improve health and wellness, and offer effective environmental and sustainability education among students and staff within the community. Through this work, we foster a culture of environmental responsibility and global awareness among students and staff, leading them to become catalysts for positive change. This has been a focus for CHMS for over a decade and has been the catalyst for several successful projects. The school has taken many steps to become a model Green Ribbon school.

Currently, the District has a “Demand-Response” contract with CPower. Demand response (DR) is a short-term, voluntary decrease in electrical consumption by end-use customers that is generally triggered by compromised grid reliability or high wholesale market prices.

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Also, we have committed to moving forward with Community Solar, a solar energy provider, to participate in energy created from new solar farms. More efficient building automation systems and HVAC Controls were installed in 2021, which have resulted in lower energy consumption. We also power the school utilizing on-site solar and wind energy sources. These are only a few examples of our efforts to implement innovative practices to prompt environmental stewardship.

We are also becoming a beacon for improving health and wellness. At the school, we created an on-site workout center and showers to include stationary bikes, rowing machines, weights, exercise bands, jump boxes, and mats for bodyweight exercise. Students also track their individual heart rates during certain Physical Education class lessons. We also launched a Staff Wellness Bazaar on Institute Days to include Health Care Information, Dental Insurance Information, Healthy Eating, and Gym Memberships.

For our students, we allocated three (3) full-time Social Worker positions, one (1) for each grade level who purposefully travel from 6th through 8th grade with students/families. We have also developed progressive threat assessment procedures and protocols. Within that work, we have included Suicide Prevention contact and information on all student IDs. Students also have the ability to take up to five (5) Mental Health days as excused absences. We are committed to the health and wellness of our students and staff.

In addition, CHMS is offering effective environmental and sustainability education. Most recently, we created a Living Classroom for outdoor educational opportunities and Science cell lab opportunities (see attached photo). This was created in partnership with the Parent Teacher Organization (PTO). The Living Classroom has bench seating for two classrooms, outdoor learning, wifi access, native plants, a pathway from the staff parking lot, and a space for community.

The community uses the space for families to engage in interactive activities, learn about sustainability, and foster a connection with nature. Seniors enjoy therapeutic garden spaces and promoting social interaction. Youth groups also engage in environmental projects, develop leadership skills, and contribute to community improvement.

The classrooms have a curriculum aligned with effective environmental and sustainable education. In sixth grade, students learn how to develop a model describing the cycling of matter and energy flow among an ecosystem's living and nonliving parts. In eighth grade, gather and make sense of information to describe that synthetic materials come from natural resources and impact society. Pillar three of the application lists a complete list of science curriculum alignment.

In addition to enhancing our curriculum to align with effective environmental and sustainable education, we offer after-school activities for our students. The students at CHMS are active members of the EcoClub and Science Fair Club. Most recently, the students have completed such projects as composting biomaterials at all lunches. The EcoClub and Science Fair Clubs provide students with leadership opportunities to improve our environmental and sustainable education efforts.

Beyond its traditional role of educating young minds, Clarendon Hills Middle School extends its reach to empower children, teachers, staff, families, and the entire community. Through innovative building designs and programs, CHMS is

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a living example of environmental responsibility, inspiring learning, and action beyond the classroom walls. We hope this application does a good job of exemplifying the following:

Pillar I: Reducing environmental impact and costs:

- The school has solar panels and a wind turbine that generates electricity added to the electrical grid. There are educational graphic panels located in the school that explain how these systems work.
- The District has a “Demand-Response” contract with CPower. Demand response (DR) is a short-term, voluntary decrease in electrical consumption by end-use customers that is generally triggered by compromised grid reliability or high wholesale market prices. Also, we have committed to moving forward with Community Solar, a solar energy provider, with a goal to participate in energy created from new solar farms coming on-line soon.
- Refillable bottle water stations have been installed throughout the building.
- In 2018 the original 20 year old chiller was replaced with a high efficiency chiller.
- The district reduces waste through recycling materials consisting of clean plastic, cans, paper and cardboard.
- The rough in electric wiring and piping for Electrical car charging stations has been completed
- New more efficient building automation systems and HVAC Controls were installed in 2021 that have resulted in lower energy consumption.

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

- Full-time certified nurse on staff
- Social Worker provided for each grade level who purposefully travel from 6th through 8th grade with students/families
- Standardized Threat-Assessment protocols if necessary
- Staff Wellness Bazaar on Institute Days to include Health Care Information, Dental Insurance Information, Healthy Eating, Gym Memberships, etc.
- District Wellness Committee to promote wellness initiatives such as hydration and step challenges.
- On-site workout center and showers to include stationary bikes, rowing machines, weights, exercise bands, jump boxes, mats for body weight exercise, etc.
- Mental Health Crisis providers advertised through building for all students and staff
- Suicide Prevention contact and information on all student IDs
- District-wide walk/bike to school day

Pillar III: Offering effective environmental and sustainability education:

- EcoClub for all students
- Science Fair Club for all students
- On-site composting by students at lunches (used as fertilizer for native gardens)
- PTO Living Classroom for both outdoor education and Science cell lab opportunities (see attached photo)
- Applied Technology curriculum (please see attached)
- Science curriculum:

6th Grade Science Standards	8th Grade Science Standards
MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
MS-LS2-1	MS-LS2-5

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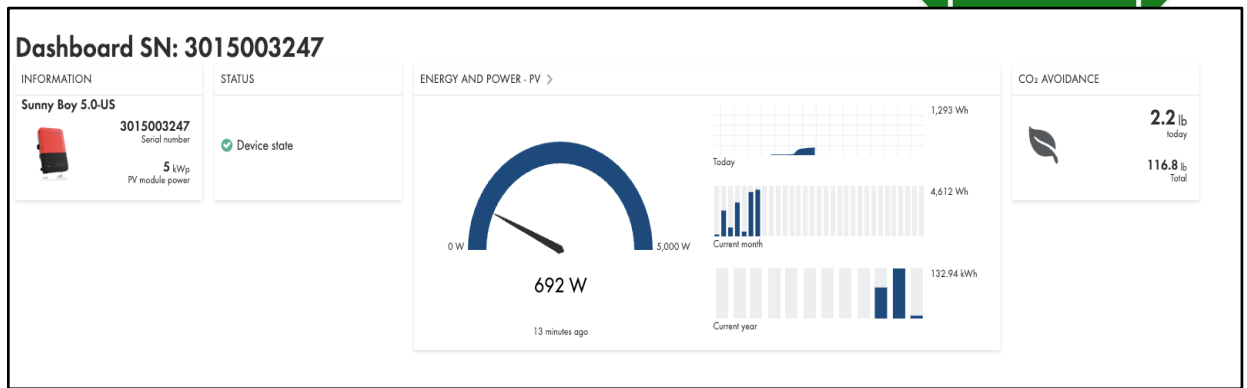
Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
MS-LS2-2 Construct an explanation that predicts patterns of interaction among organisms across multiple ecosystems.	MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	

Pillar I: Reduced Environmental Impact and Costs

A. Energy

1. **Do you track energy use in ENERGY STAR Portfolio Manager®, or another way in your district?**
 X Yes No
2. **If so, how have you tracked your resource usage, for how long, and how has your usage dropped over that time?** (*Data or graphs can be submitted as a separate supportive document if desired.*)
 - The district energy consumption is tracked by our provider, CPower.
3. **Please describe the strategies you have implemented or planned to reduce your energy consumption.**
 - We have replaced a 20-year old chiller with a more efficient model
 - We have already completed the process of installing LED energy efficient lights in our classrooms complete with occupancy sensors and dimmers
 - As soon as it becomes available, we will begin participation in Community Solar, a solar energy provider, with a goal to participate in energy created from new solar farms coming on-line.
 - New more efficient HVAC building automation systems and controllers have been installed HVAC system timed to work during occupied hours and reduce consumption when unoccupied
 - Fixed/replaced Energy Wheels in school attic
 - Sun/light-dimming film on some south-facing windows
 - Staff is trained to turn off any/all lights when rooms are not in use
 - Installation of solar panels
 - Installation of windmill
 - The Buildings and Grounds Department also has an annual preventative maintenance program to keep overall costs down and to reduce energy consumption.
4. **What percentage of your school's energy is obtained from:**
 - a. **On-site renewable energy generation:** Two sources.
Type: 1. Windmill on north side of building (~1,040 watts); 2. Solar Panels on south-facing roof (7 panels, 23 degree tilt, ~155 watts each
<https://ennexos.sunnyportal.com/11265652/dashboard>

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- b. **Purchased renewable energy:** Wind (Hudson Energy)
Type: June 2018 - May 2019 (14.5%), June 2019 - May 2020 (16%, projected), June 2020 - May 2021 (17%, projected)
- c. **Participation in an energy cooperative, DOE Wind for Schools or other school energy program:** Considering “100 Green-e Certified Energy” as of June 2019
Participate in an electric Demand Response program through-CPower.

- 5. **In what year was your school originally built?** 2000
- 6. **What is the total building area of your school?** 88,268 sq feet
- 7. **Please describe any new construction or major renovations at your school in the past ten years, including the date, and the percentage of area renovated. Describe how you achieved green building or similar standards and any certifications earned.**
No major construction/renovations in the past ten years at CHMS with the exception of the new/more efficient roof installed in 2022.
- 8. **Please describe your sustainability policy and practice for new or renovated construction materials and building maintenance.**

D181 school district has a Facilities Committee has a 10-year Facilities Master Plan (https://www.d181.org/uploaded/Departments/Buildings_and_Grounds/Facilities_Master_Plan/FMP_5.8..18.pdf) of which Energy Conservation and Safety/Security are included in the top five components; This committee meets monthly and is comprised of district staff, school board members, and members of community, and is open to public comment; All building maintenance at CHMS is completed with certified Green Seal cleaning supplies

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.**
 - All water fountain stations have refillable water bottle stations to reduce plastic/waste
 - We do not use an irrigation watering system for outside grounds

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- All bathroom sinks are motion sensitive to save water

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:**

- We do not utilize an irrigation watering system
- Plants/gardens are native species- have twice replaced grass areas with native plants/gardens (north, east, and south sides of building) via grant funding and student participation
- Plants/gardens attract pollinators
- We utilize our partnership with Clarendon Hills Park District for outside learning spaces which contains ponds, local plants, and fields.

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

- None- we do not utilize irrigation systems.

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

- Drainage is funneled underground via gutters and downspouts
- We have plants surrounding the north, east, and south sides of our school building
- Trees line the student drop-off/pick-up
- PTO Living garden has a french drainage system and native plants

C. Waste and Chemicals Management

13. **Describe the strategies you use to divert solid waste (e.g., trash, cafeteria waste, paper, or landscape waste) from landfills due to reduction, recycling and/or composting. Complete the calculations below or provide reduction rates:**

Each classroom has a co-mingle all recycling bin collected daily; Lunch room sorts waste by liquids, daily composting of organic waste from student lunches, plastic recycling, paper recycling, and landfill; students are instructed on how to properly recycle; signage is posted; students are encouraged to bring reusable lunch items.

14. **What percentage of your school's total office and classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?**

100% of our copy paper is PEFC certified or from sustainably harvested forests; Student bathrooms contain air hand dryers; Any roll towels are 100% recycled materials; Toilet paper is roll-less and contains 20% post consumer recycled paper.

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:**

100% of cleaning products are Green Seal certified; Cleaning products are stored in locked locations and disposed of as per manufacturer recommendations; Utilize Integrated Pest Management company: Landmark Pest Management, a member of The Pesticide Environmental Stewardship Program, a GreenPro certification from the National Pest Management Association (NPMA) – the only program of it's kind to receive an award from the EPA.

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

- All cleaning products are 100% Green Seal Certified
- Newest floor machines use zero chemicals: ec-H2O NanoClean technology by Tennant
- Data/Reports can be found at: <https://www.d181.org/departments/buildings-grounds>

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.

Clarendon Hills Middle School is part of the Consolidated School District 181, which provides the opportunity to be a neighborhood school. Approximately 74% of students do not ride the bus and are therefore able to walk or ride a bike to school if desired. The number is determined by dividing an average count of bus riders over a period of time divided by total enrolled students.

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

We are currently working with our PTO to purchase additional bike racks as there is a growing need/demand.

Partnering with the Clarendon Hills Police Department, there are multiple communications sent to parents and the community regarding walking and bike routes, carpooling recommendations, and safety surrounding these topics.

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

Designated carpool parking stalls. - N/A

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

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. - No, it is 16 feet.

Safe Pedestrian Routes to school or Safe Routes to School. - YES

Describe activities in your safe routes program: Crossing Guards, Train Safety training via partnership with Clarendon Hills Police Dept, Traffic study to increase safety related to traffic flow

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

CCSD 181 contracts transportation services with First Student. Each year, we determine which students are eligible, confirm which families opt out of bus service, and develop a final list of students who need transportation services. Based on that data, First Student uses software and stakeholder input to maximize bus usage and develop the most efficient routes in order to reduce energy consumption as a district. Additionally, First Student has a "no idling" policy which promotes student safety and helps to further reduce fuel consumption.

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

Preparing school electricians to provide EV charging stations in parking lot to encourage green commuting by staff.

Student Eco Club works to promote recycling and composting and educate students/staff about the importance of various aspects of the environment throughout the building multiple times during the school year. We have a USAgain bin outside the school to collect gently used clothing and shoes to reduce the amount of textile waste going into landfills and currently have a clothing drive going on through Eco Club. For every full bin of clothing we collect, USAgain plants a tree (partnered with Trees for the Future). Our Eco Club has also partnered with the Village of Clarendon Hills in promoting the Park District's new park which includes bee hives to increase pollinators in our community and has made "bee candy" to sustain bees over the winter. The Eco Club designed and painted a four foot bee statue placed in downtown Clarendon Hills to promote this effort.

Also, we are partners with: Illinois Clean Energy Community Foundation, Commonwealth Edison, NEED, and Foundation for Environmental Education: (<http://www.illinoisolarschools.org/solar-schools/clarendon-hills/clarendon-hills-middle.php>)

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

A. Environmental Health

- Describe your school's Integrated Pest Management (IPM) program, including any certifications earned, routine inspections, pest identification, monitoring, record-keeping, and pest prevention activities.

Utilize Integrated Pest Management company: Landmark Pest Management, a member of The Pesticide Environmental Stewardship Program, a GreenPro certification from the National Pest Management Association (NPMA) – the only program of its kind to receive an award from the EPA. Please reference Pest Control tab: <https://www.d181.org/departments/buildings-grounds>

- Describe the efforts or practices you have in place to minimize or eliminate the use of pesticides, both indoors and outdoors.
We do not use any pesticides on any plants/landscaping.
- Describe the actions taken or the practices your school employs to minimize or eliminate exposure to the following specific hazardous contaminants (if applicable):

Elemental Mercury - No Elemental Mercury present

Carbon Monoxide from fuel burning equipment or appliances - Carbon monoxide detectors are located throughout building; Internal Air Quality (IAQ) tests are conducted here is the most recent report: https://drive.google.com/file/d/1uM95lpZYBWFpvunkgn_xAf-sen1RIA7p/view?usp=sharing

Radon - Radon tests are conducted, here is the most recent report:

[https://www.d181.org/uploaded/Departments/Buildings_and_Grounds/Testing_Reports/Radon/School - District 181 CHMS.pdf](https://www.d181.org/uploaded/Departments/Buildings_and_Grounds/Testing_Reports/Radon/School_-_District_181_CHMS.pdf)

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Chromated Copper Arsenate in wooden playground equipment - None, as we do not have playground on school property

Others (e.g., Lead, Asbestos or PCBs) - No Asbestos, No Lead present, No PCBs present, Additionally we test Water Quality with most recent report:

Air Quality: https://drive.google.com/file/d/1uM95lpZYBWFpvunkgn_xAf-sen1RIA7p/view?usp=sharing

Water Testing:

<https://docs.google.com/document/d/1yEcLMQCKOPoWkjzPH5Rg5CLw65cWuXpteqRCgKrdW0/edit?usp=sharing>

Asbestos Testing:

https://docs.google.com/document/d/1_vUi33MjIJCoojSyCgo35LMM70QeMCv9/edit?usp=sharing&oid=104862215149300778411&rtpof=true&sd=true

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

Implemented a new visitor system requiring parent/community Driver License/IDs; Partner with three local police departments for multi-daily safety checks; All staff must wear ID badges with picture and fob; All entrances are secure with locks and/or ID-safe doors; All community volunteers for clubs/field trips are checked on Sex Offender list (<https://www.d181.org/our-district/safe-schools>); Installed 3M film on external ground-level windows; School represented on district Safety and Crisis Committee which partners with both fire and police departments; Institute multiple safety drills (fire, lockdown, tornado, bus evacuation, etc.) which includes speakers on Internet Safety for students as well as Train Safety; Each classroom has an Emergency button which alerts the main office and opens loud speaker two-way communication; All staff trained on EpiPen usage; Key staff members utilize radios on daily basis and wear safety vest in emergencies to identify themselves to first responders; District and main offices are automatically notified if 911 is called anywhere in the building; Conduct roundtop emergency situation training with fire and police departments; Safety drill debrief occurs following every drill; Two emergency evacuation sites available; Hired company to conduct a traffic study for pick-up/drop-off and bus safety; All busses equipped with video recordings

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.

HEPA air filters in each classroom & space (gym, cafeteria, MRC/library, etc.)

Internal Air Quality (IAQ) walk-throughs are conducted every 90 days. Formal IAQ reports are made every three to four years and here is the most recent report:

[2023 Air Quality Report](#)

Have individualized [Allergy](#) and [Asthma](#) Action Plans

Implemented comprehensive Food Allergy Management Plan in partnership with District Nurse and Community Members which accomplishes many student safety goals including the elimination of all top 8 allergens in all core curriculum:

https://www.d181.org/uploaded/Parents/Health/District_181_Food_Allergy_Management_Plan.pdf

[Comprehensive District Food and Allergy Management Plan](#)

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- **Describe actions your school takes to control and prevent leaks, moisture, condensation, and excess humidity; and to promptly clean up mold or remove moldy materials when it is found.**
 - Mold/moldy materials not present at least the past three years
 - Routine inspections
 - Use of Green Seal Certified cleaning elements.
- **Our school has installed local exhaust systems for major airborne contaminant sources.**
X Yes No

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

- All custodial closets, storage rooms, and bathrooms have an exhaust system.
- All classrooms have access to windows that open and HEPA air filters.
- **Describe your school's preventive maintenance program for the building's ventilation system, including unit ventilators to ensure it is clean and operating properly:**
 - Filters are changed three times per year.
 - The unit is cleaned out and lubricated once per year.
- **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:**
 - Adequate ventilation checks are done as part of building routine preventive maintenance program.
 - All classrooms have access to windows that open.
 - All classrooms have HEPA air filters.
 - Internal Air Quality (IAQ) tests are conducted every 90 days, and here is the most [recent report](#)
- **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:**
 - Routine inspections
 - Routine testing for lead in water
 - Mold/moldy materials not present at least the past three years
 - Use of Green Seal Certified cleaning elements
 - A checklist is used during walk through checklist multiple times throughout the year to check for indoor air quality: Internal Air Quality (IAQ) tests are conducted every 90 days, and here is the most recent report:
https://www.d181.org/uploaded/Departments/Buildings_and_Grounds/Testing_Reports/Fall_2017_Indoor_Air_Quality/Clarendon_Hills_Middle_School.pdf
- **Describe your green cleaning policies, equipment, products and practices, and green cleaning certifications or awards:**
 - All products are Green Seal Certified.

B. Nutrition and Fitness

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- Does your school employ the programs below to promote nutrition, physical activity, and overall school health?

- Participates in a Farm to School program or similar local food program.
- Our school has an on-site garden.
- X Our cafeteria provides fresh meals daily with healthy choices for students.
- X At least 50% of our students' annual physical education takes place outdoors.
- X Health measures are integrated into assessments.

Give details about programs and successes:

- Fresh food options provided daily by the cafeteria at low cost for all students, including Free/Reduced lunch program
- Effective 2017, our food suppliers have taken the following actions for 100% of our chicken supply by 2024, or sooner if possible:

Meet the Global Animal Partnership (GAP) maximum stocking density standard of <6 pounds per square feet. Provide chickens with enriched environments including natural light, litter, hay bales and perches that meet GAP standards. Use GAP approved genetic strains for slower-growing chickens. Render chickens unconscious prior to shackling using Controlled or Low Atmospheric Stunning that is widely hailed as humane. Demonstrate compliance with the above standards via a third-party auditing system.

As of 2020, 100% of the shell and liquid eggs in our supply chain are cage-free. Quest is committed to the sole use of cage-free eggs to support our belief in Animal Welfare.

The supplier is committed to sourcing milk that is local and free of added growth hormones.

They purchase sustainable seafood that follows the Marine Stewardship Council's guidelines and recommendations.

They offer only organic, shade grown, fair trade, and rainforest alliance coffees and teas.

- Students are enrolled in two fifths more PE than the state requirement.
- Physical education also uses heart rate monitors to help students track their rates to develop a knowledgeable and long-term lifestyle.
- Students are enrolled in a third more than the state requirement of Health courses at CHMS.
- All 6th graders participate in nutritional education including MyPlate, Dietary Guidelines and create meals in and outside of school to promote a healthy lifestyle in Family and Consumer Sciences class.
- At least 50% of 7th and 8th graders participate in nutritional education that examines eating habits, food preparation and life skills that help create an overall healthy life in and out of school in Family and Consumer Sciences class.

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

- Partner with cafeteria vendor on food options as it pertains to health and allergens present in food offered
- Partner with PTO on food options as it pertains to health and allergens present in vending machine
- Partner with local Rotary Club/Community House to encourage participation in annual fun run

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- **Describe how outdoor education, exercise and recreation are promoted within the curriculum and outside the classroom.**
 - PE/Health is required every school day for all students (3/1 quarters respectively) with all PE teachers also certified in Adapted Physical Education (APE) to meet the needs of all students
 - Lunch (30 minutes) has physical activities everyday either outside or inside (location based upon weather)
 - Annual seventh grade outdoor field trip focused on team building via physical challenges in the woods
 - Annual sixth grade outdoor field trip to learn about biodiversity and the effects that invasive species have on it; other topics include habitat restoration and macroinvertebrate sampling
 - Sixth grade science spends time outdoors during our ecology unit learning about biodiversity in our school yard and pond; activities include using quadrats to determine biodiversity in various areas of the school yard; testing the pH of the pond and sampling macroinvertebrates to determine water quality; other environmental education activities from Project Learning Tree, Project WILD, Project WET such as “Oh, Deer.”
 - Offer cross country for all grade levels (continued growth in participation), and competitive volleyball, basketball, and track for grades seven and eight.
- **Describe efforts to improve nutrition, health, fitness of students and staff, highlighting innovative practices and partnerships:**

Modified the Master Schedule this past year to allow for the Gym to be open during all lunches to allow time for students to be active everyday (play basketball, volleyball, etc.), even during bad/cold weather days; Use of heart rate monitor straps for all students in PE classes to self-monitor and set individualized goals; Host the Veterans Day Military Mile Obstacle Course challenge; Brain breaks during class time which include physical movement; Host annual student-faculty volleyball and basketball challenges; Host 3on3 basketball competitions; Installed/fixed showers in PE offices to allow and promote staff physical exercise before/after school; Weekly staff basketball game Friday mornings. Fitness center with stationary bikes, rowing machines, jump boxes, etc. provided for students and staff for personal fitness/health.

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

- **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:
Conduct annual staff, student, parent School Climate survey and use results for continuous improvement; Mental Health: Provide three Social Workers (one per grade level) which stay with cohort/students as they move up grade levels; Social Workers provide bi-annual school-wide checks with students; Implement 1-5-9 system with all staff members (each staff member chooses 1 disconnected student to make a connection with 5 times a week for 9 weeks) – this is part of our School Improvement Plan (SIP); Purposefully hand-schedule each individual student to be in Advisory (“homeroom”) with a teacher they will see at least once again during the day to build opportunities for relationship building/connections; Physical health checks are conducted by building nurse as needed (ie – sight/hearing)

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- **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:

Very close partnership/relationship with Clarendon Hills Park District, Fire Department, and Police Department; Conduct and follow all Safety Drills/Certifications; Partner with local business as one of our safety evacuation locations; Building serves as a designated community safety location; Partner with local Rotary Club/Community House to encourage participation in annual fun run

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

The health and physical education curriculums align with the Enhanced Physical Education and Health Standards established by the Illinois State Board of Education (ISBE). The PE curriculum has an emphasis in the area of physical fitness and healthy workout habits. Progressive fitness topics are taught at each grade. Health similarly progresses through age-appropriate topics (ie – decision making, nutrition, germs, cleanliness, etc.) each grade level. The number of minutes of PE and Health go above and beyond those required by ISBE, and PE/Health are offered five days a week for all quarters for all grade levels at Clarendon Hills Middle School

Pillar 3: Effective Environmental Literacy

A. School Culture of Sustainability

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

The Clarendon Hills Middle School Mission is: **“It is the mission of Clarendon Hills Middle School to develop lifelong learners through a challenging education by promoting academic excellence, developing critical thinking, encouraging creativity, and fostering respect for self, community and the environment.”** The promotion of respect for self, community, and environment are critical to our school's mission and as such these themes are promoted through daily activities, clubs, curriculum, guest speakers/assemblies, etc.

1. What role has the administration played in the culture of sustainability at your school?

As the Principal, I promote and endorse Green practices at CHMS. This includes a focus on:

- Recycling and composting at all lunches
- Funding and promoting EcoClub and Science Fair clubs ([winning awards](#) for environmental-focused projects)
- Promoting carpooling for pick up and drop off
- Promoting bike riding and walking to and from school
- Partnering with PTO to purposefully design and install Living Classroom
- Promote a Green lifestyle through personal actions of reusable lunch items, drive an EV, inject such topics into interpersonal conversations

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

As the Principal, I have served as a representative on the district-wide Facilities Committee. It is through this committee which decisions are made surrounding sustainability of the environment within the premise of our school district. One example of this is the decision-making surrounding the new construction of the one other middle school in the district, Hinsdale Middle School –care

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for the environment in that construction and demolition of the old building, as well as reusing furniture within old buildings throughout the district or donations rather than going into landfills.

The Eco Club at CHMS promoted school-wide recycling, composting, and pollinator education as well as creating natural/local gardens to replace grass. Compost made from student collected organic waste is used in our native gardens. In addition, Eco Club has sponsored used clothing drives to reduce the amount of textiles going to landfills with USAgain. In addition, Eco Club participated in the Trash-or-Treasure program sponsored by Rubicon and National Wildlife Federation by collecting candy wrappers which will be recycled into doggy bags for local animal shelters. Members also created “candy boards” for overwintering bees at a local apiary, Richmond Gardens.

Partnering with our PTO we have installed a native plant based Living Classroom to promote pollinators, students learning outside the classroom, as well as plant use for Science cell lab lessons.

3. **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?**

We have an EcoClub open to any/all students. They promote the environment and sustainability in a variety of ways, primarily student driven: replacement of grass with natural garden, promotion of recycling and composting programs, clothing drives to reduce the amount of textiles going to landfills with USAgain, partnering with park district to promote new parks.

4. **Describe other ways your school integrates sustainability into daily habits and culture of the school’s staff, volunteers, students and community (e.g., recycling days, no bottled water, murals, themed events, virtual backpacks, etc):**

We recycle and collect organic waste daily in all classrooms and the lunchroom.

- We provide daily options for reusable water bottles.
- We talk about the importance of both care for the school for sustainability, and heavily emphasize safety.

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

Each year we pick a theme to follow, sometimes continuing it over a few years. This year’s focus again is Kindness, which fully emphasizes aspects of the Green Ribbon – care for self, others, the environments surrounding ourselves. We continue to touch upon this topic in a variety of ways from speakers to student created PSAs, etc.

B. Curriculum and Pedagogy

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

Science Dept?

In 6th and 8th grades students participate in units related to the following:

- Environmental Assessment (Health of local pond)
- Ecology

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- Importance of Biodiversity
- Effects of Invasive Species on Biodiversity
- Conservation (Energy & Resources)
- Resource Use
- Sustainability

*At the close of each unit in 6th and 8th grades, students take a district required Common Assessment.

**7. 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?**

Through our science curriculum, students learn about the environment through both text and hands-on experiments.

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

In 6th grade science, one field trip is to Fullersburg Woods which includes woodland restoration, where the kids will learn about invasive species and then help remove some invasive plants in order to promote the health of the local forest preserve. Another example is in 8th grade science, we have always approached environmental education from a student-centered perspective in which students are assisted in becoming aware of what we as humans can do to decrease our negative impact on the environment. We use various lessons to address broad topics such as: energy and water conservation, waste management, and environmental sustainability. One of the ways we have addressed issues related to renewable and non renewable energy sources was through a Research Simulation Task and Literary Analysis. Each student was assigned an energy source to learn more about. After researching this source of energy, students had to construct an essay which addressed the following question: (We have done this in other ways, but decided to go with the essay as a writing practice last year.) Question: Will _____ (your energy source) help humans achieve / maintain a state of environmental sustainability? There were informational requirements for different parts of the essay. Students were later placed on teams in which they were the experts for their particular source of energy. The teams then used all of their research based information to engage in a Town Hall Debate in order to decide and choose which should be the primary and secondary sources of energy for the town of Periodicville. The Wind Energy Challenge is an engineering design project in which teams of students are asked to design a structure which can harness the winds energy to move a load a distance of 1 ft. Students are given a limited amount of supplies to start, but may purchase more using fractional points. Before construction, students research features of common structures that are able to capture wind energy and convert it into mechanical energy. They explore design features of common wind capturing structures such as propellers (pitch, number of blades, width, surface area), sails (size, surface area), etc. Students then design, build, test, and optimize their designs. The culminating discussion involves the role wind energy might play in environmental sustainability efforts.

In 8th grade Science, our staff attended the Illinois Clean Energy Community Foundation Workshop in January of 2023. The workshop focused on the current data and information related to renewable and non-renewable energy sources as well as sustainability for the future. Lessons related to how solar energy can be used to power devices were incorporated into our current environmental science unit

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Eighth Grade Science also engages students in the following laboratory: Foul Water Lab (exploring methods of safe water treatment), Oil Spill Investigation (exploring efficient methods of cleaning oil from ocean water), How Long Does Trash Last (exploring trash decomposition times).

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

Sixth grade has a unit and goes on a field trip to a natural park in order to test and understand variations in environments, soil, water, etc. They also focus on the importance of organisms, ecology, erosion, and plants. Seventh grade participates in team building exercises during a field trip to local woods. Eighth grade has a unit on watershed, pollution, fertilizers, etc. They also take a field trip to the local water treatment plant regarding this unit.

10. If applicable, describe how the school grounds are devoted to environmental education uses:

We partner with the Clarendon Hills Park District to use their ponds, etc. behind our building for science labs. The new PTO Living Classroom is also used for these purposes.

C. Community Involvement

11. 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?

Promotion of a new district park with decoration of bee statues placed throughout the community. Partnered with PTO to design and install a Living Classroom with native plants, pollinators, and the ability for student and community members to use.

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

We regularly partner with the local Clarendon Hills Park District, Police and Fire Departments, the D181 Foundation, Community House, Rotary Club, and PTO. These partnerships work well to provide services, information, opportunities and speakers to students, staff, and parents.

13. Describe how your school shares environmental education or sustainability events with other schools or organizations?

One method is through the Facility Committee which includes representatives from different schools, outside community members, and School Board members, and serves as a forum to discuss such topics. Another method is through conversations with other schools through a variety of mediums: emails with local principals,

D. Professional Development

14. In your required staff professional development for all teachers, is sustainability education or environmental education training included? If so, please describe what this entails.

In the DuPage Countywide Institute Day, staff have attended presentations from SCARCE, Morton Arboretum, Urban Stream Research Center, Fullersburg Woods on environmental and sustainability topics.

15. What workshops or professional development events have your teachers attended themed around environmental topics?

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Science teachers will attend the 2023 Illinois Clean Energy Community Foundation Solar Workshop - National Energy Education Development (NEED).

In the DuPage Countywide Institute Day, staff have attended presentations from SCARCE, Morton Arboretum, Urban Stream Research Center, Fullersburg Woods on environmental and sustainability topics.

16. Have your teachers or staff earned any certifications in environmental education? What kind have they earned?

Project WILD, Project WET

17. Have any of your teachers or staff received any awards related to environmental education?

President's Award for DuPage County Forest Preserve District Amphibian Monitoring Program

18. Do any of your teachers or staff hold environmental education related volunteer positions or memberships? Yes.

- Naturalist Aide - Forest Preserve District of Cook County - Sandridge Nature Center - South Holland

Environmental Education Association of Illinois

North American Association of Environmental Education - YES (Sierra Club member, National Audubon Society member)

Children and Nature Network

Northern Illinois Nature Preschool Association

Chicago Wilderness

Local environmental related clubs - YES (Forest Preserves of Cook County Volunteer, Palos Restoration Project, DuPage County Forest Preserve District, Special Event Volunteer at Fullersburg Woods, Amphibian Monitor for Natural Resources Volunteer, Native Plant Nursery Volunteer for Natural Resources, Restoration Workday Volunteer for Natural Resources)

Supporting Materials

Attach a minimum of three photos and a maximum of five photos with your application (photo size limit 5 MB). 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 Illinois Green Alliance, the Illinois State Board of Education, and the U.S. Department of Education permission to use them.

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

Image 1: [Living Garden](#) - partnered with our PTO to design and install a native garden with pollinators and space for students to learn, and replacing a grassy area (Pillar III)

Image 2: EcoClub - Composting - [Eco Club Compost](#) (Pillar III)

Image 3: Fullersburg Woods field trip - [Fullersburg Woods](#) (Pillar III)

Image 4: EcoClub - [Planting Native Pollinators](#) (Pillar III) - Students replaced grass areas on school grounds with native pollinators to provide

Image 5: Water Quality Lab and Biodiversity Science Lab - [Water Quality Lab](#) (Pillar III)

Submit Your Application

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Applications must be received by 5:00 PM on December, 22, 2023. 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 greenribbon@isbe.net. Submittals via other methods will not be accepted.