

Illinois Green Ribbon Schools Application

Response ID: 54 Page

1. Page One

Thank you for your interest in completing the Illinois Green Ribbon Schools application. In order to complete this application, you will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. The application guide is provided to help you prepare your application. We strongly encourage you to use it to begin your research. Applications must be submitted electronically, via this survey, to ISBE no later than February 15, 2012.

The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a two-step process. The first step is to complete and submit this form to be selected as a state nominee. If the school is subsequently selected, the second step of the process is to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED). Each state may submit up to four nominees to ED. Upon review, ED will then award approximately 100 Green Ribbons from these nominees.

Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-Green Ribbon Schools Pillars:

Pillar I goal: The school has a net zero environmental impact

Pillar II goal: The school has a positive impact on the health and performance of students and staff

Pillar III goal: 100% of the school's graduates are environmentally and sustainability literate

- 1. These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars.**
- 2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.**
- 3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible**
- 4. If your school is being actively considered, additional documents supporting your answers may be requested.**

As you'll see in the application form below, the Illinois State Board of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

Once you begin your application, you may save and return to it at any time.

You must submit your application no later than February 15, 2012.

2. Page Two

By submitting this electronic application, the school principal and district superintendent (or equivalents) on the next page certify, for public schools, that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. For private schools, the signatures of the school principal and district superintendent (or equivalent) on the next page certify that statements 1 through 7 and statement 12 are true. *In no case, is a private school required to make any certification with regard to the public school district in which it is located.*

- The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
- The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency.
- The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.
- The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations, nor has resolved such a case within the past year.
- The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.
- The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards.
- The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.
- Neither the applicant 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.
- OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation.
- 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.
- 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.
- The school and the district (if the school is a public school) meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

3. Page Three

School Contact Information

School Name

Academy for Global Citizenship

Street Address

4647 W 47th St

City

Chicago

State

IL

Zip

60632

School Website

www.agochicago.org

Principal First Name

Anne

Principal Last Name

Gillespie

Principal Email Address

agillespie@agochicago.org

Principal Phone Number

773.582.1100

Lead Applicant First Name (if different from principal)

Dan

Lead Applicant Last Name (if different from principal)

Schnitzer

Lead Applicant Email

dschnitzer@agochicago.org

Lead Applicant Phone Number

773.582.1100

Level

Elementary (PK - 5 or 6)

School Type

Charter

How would you describe your school?

Public

District and Code

15016299025

School Name

Academy for Global Citizenship

Does your school have at least 40 percent of your students from a disadvantaged background?

Yes

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Application Outline:

<u>Green Ribbon Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Questions: Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts	5 points
<u>PILLAR ONE: Net zero environmental impact: 30%</u>	
Element 1A: Zero greenhouse gas (GHG) emissions	15 points
Energy	
Buildings	
Element 1B: Improved water quality, efficiency, and conservation	5 points
Water	
Grounds	
Element 1C: Reduced waste production	5 points
Waste	
Hazardous waste	
Element 1D: Use of alternative transportation to, during, and from school	5 points
<u>PILLAR TWO: Positive impact on student and staff health: 30%</u>	
Element 2A: An integrated school environmental health program	15 points
Integrated Pest Management	
Contaminant controls and Ventilation	
Asthma control	
Indoor air quality	
Moisture control	
Chemical management	
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time	15 points
Fitness and outdoor time	
Food and Nutrition	
Ultra Violet (UV) safety	
<u>PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate: 35%</u>	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic engagement knowledge and skills	10 points
TOTAL	100 points

5. Page Five

QCC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

NWF Eco-Schools. National Winner in 2008-2009 Eco-Climate Competition. Founding member of Illinois Green Schools Network (branch of the National Green Schools Network)

QCC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

Healthier US Schools Challenge (USDA) Gold with Distinction - (2010), Kiwi Magazine- Green School Award 2011, Eco-Schools Green Grant (2009 & 2010), Captain Planet Award (2010), The Chicago Athenaeum/Europe Green Good Design (2011), USGBC Greenbuild Legacy Project Award (2010), Eco-Schools National Winner in Eco-Climate Competition (2008-2009), ComEd/Smart Ideas Illinois Solar School (2008-2009)

6. Page Six

Pillar 1: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main elements:

A) Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.

B) Improved water quality, efficiency, and conservation.

C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.

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Q1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

Yes

Please provide the following information:

Initial GHS emissions rate (MT eCO₂/person) : 61.92/person/month

Final GHG emissions rate (MT eCO₂/person) : 57.26/person/month

Percentage reduction : 7.5%

Time period measured (mm/yyyy - mm/yyyy) : 8/1/2010-6/30/2011 compared to 8/1/2011-12/31/2011

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? :
Excel chart based on actual energy production and our usage from ComEd compared year to year.

Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

No

If your school received the certification, please note the year it was achieved and the score received:

we meet the Energy Star Certifications

Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

Please provide the following information:

Percentage reduction : 9%

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : kBtu/Student

Time period measured (mm/yyyy - mm/yyyy) : 8/1/2010-6/30/2011 compared to 8/1/2011-12/31/2011

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : Excel chart based on gas use compared year to year.

Q 1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation : <1%

Purchased renewable energy : Beginning in February when our current energy contract is up, we will be purchasing 100% from Renewable, certified Wind Energy Sources!

In what year was your school constructed?

Building, approximately 1975. We began using the facility in 2009

What is the total building area of your school?

11,280 sq ft

Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?

No

Please provide the following information:

Q 1A6: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?

No

Please provide the following information:

Q 1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

No

Please provide the following information:

Q 1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has an energy and water efficient product purchasing and procurement policy in place

Other (please describe): Monthly monitoring of energy, gas and water usage. Education and usage updates to staff and students on current status and how to reduce our impact.

Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

No

Please provide the following information:

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

- Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
- Our school's landscaping is water-efficient and/or regionally appropriate.
- Our school uses alternative water sources (ie. grey water) for irrigation before potable water.
- Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Please provide the following information about your school's landscaping

- What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 100% (urban setting, our agriculture is all in raised bed gardens and in an ground native/rain garden)
- What types of plants are used and where are they located? : Vegetable plants in the native garden, watered with collected rainwater and native plants/grasses in our rain garden including, prairie dropseed, blue switchgrass, shasta daisies, bee balm and coropsis

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

We use 4 rain barrels for our garden, including our old 40 gallon water heater which has been cleaned and repurposed as a rain barrel.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

Q 1B3: Our school's drinking water comes from:

Municipal water source

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

We educate our students and staff on respectful water use. We have ordered mini-meters to be installed throughout the building so we can publically gather and chart usage, working towards a reduction goal.

Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

- A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 6
 - B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 12
 - C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 3.2
- Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 71.7

Q 1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost

should be counted)

approximately 95%

Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

100%

Q 1C4: Please provide the following information about your school's hazardous waste

How much hazardous waste does your school produce (lbs/person/year)? : 0

How is the amount generated calculated? : We do not allow any hazardous or toxic chemicals including cleaning supplies and paint. Our dry erase markers also do not include toxic materials.

List the types of hazardous waste generated : na

How is hazardous waste monitored? : By inspecting every chemical/product that enters the building

Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products

Which green cleaning standard is used?

Q 1C6: Does your school use "third party certified" green cleaning products?

Yes

Please provide the following information about the green cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 100%

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : Green Seal

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

Solid waste: we have reduced our dumpster collection from 1x week to 1x every other week. We monitor our trash bag use as an indicator as well.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

25%

How was this data collected and calculated? (Maximum 100 words)

We did a survey when launching our Walking School Bus last year.

Q 1D2: Which of the following policies or programs has your school implemented:

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

Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.

Our school participates in a "Safe Routes to School"

Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

We encourage carpooling by mapping where our students live and sharing that data (with parental consent). We have established a walking school bus that enables safe walking and bike riding to school. We do not own any school vehicles, except 1 bicycle. We have incentives for staff to carpool.

Q 1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction,

athletic or recreational areas, walking or running trails etc.)?

85%

Q1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

We lock up our thermostats so they are centrally controlled upon request. We educate on energy use and assign students to turn off lights and count-down when kids are using water. We have compost, landfill and recycling bins in every room and outdoors to enable easy access at all times-- the bins are well signed. We work with vendors to reduce/eliminate excess packaging. For example with one of our food vendors, we have built a plan where they deliver in food-grade plastic totes instead of cardboard boxes and we swap out empty totes for thier full ones.

10. Page Ten

Pillar 2: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance of students and staff.

Pillar 2 includes two main Elements:

A) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress toward Pillar 2.

11. Page Eleven

Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

Pest control policies, methods of application, and posting requirements are provided to parents and school employees. Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).

Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.

Our school prohibits smoking on campus and in public school buses.

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not

releasing Carbon Monoxide? (yes/no/no combustion appliances):

12. Page Twelve

Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

Our school participates in the USDA's Healthier School Challenge or another nutrition program.
Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
Our school has an onsite food garden.
Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.
At least 50% of our students' annual physical education takes place outdoors.

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

HUSSC- Gold with Distinction. We have a comprehensive nutrition education program that spans in- cafeteria education, in-class lessons and daily sustainability and wellness class. Our kitchen staff is trained and heavily involved in educating about our meals-- which are part of our innovative all-organic, scratch made and increasingly local breakfast and lunch program. We have an integrated curriculum tying our garden into nutrition education. We are not currently allowed to use our garden food in the cafeteria, so we are working with Chartwells- Thompson (our food service provider), FamilyFarmed and the Chicago Botanic Garden to develop a School Garden Food Safety Manual. We are developing direct relationship with 12 local farms.

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

Our students participate in 40 minutes of Health and Wellness and/or Spanish physical education every day. They also have a minimum of 20 minutes of un-structured recess each day. After breakfast, every student participates in 12- 15 minutes of yoga in their classrooms. We encourage teachers to use physical education as a building block for their lessons i.e. if we have 10 kids on this side of the room (the teacher quickly has 10 kids run to one side of the room) and 4 run to that side of the room, how many students are left on this side etc. Our charter is environmental sustainability and we integrate this into every aspect of our school, from basic math, to purchasing policies, to cleaning supplies to setting our printer to double side and reusing single sided paper, to starting a recycling program at school for our families and nutrition education workshops. Since we are in a heavily industrial area, we have field trips to farms, wetlands, nature preserves and campsites to expose our students to true rural nature.

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

100%

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

We are partnering directly with farms to procure local and organic produce. We give preference to other local vendors of any/all goods. We partner with local urban farms and resources for our garden needs (including a local commercial composter) and local restaurants to help support our families (Top Chef Stephanie Izard invited our families (81% of whom qualify for free and reduced lunch) to her thanksgiving meal). We offer fair and reasonably priced CSA shares to our families (all organic produce) and hold workshops for families and the community on urban gardening, healthy cooking and nutritious living.

13. Page Thirteen

Pillar 3: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

- 1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.
- 2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.
- 3) Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community.

Each question in this section is designed to measure your school's progress toward Pillar 3.

14. Page Fourteen

Q3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your graduates? (Please check all that apply)

- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Please describe your classroom based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

Everyday our students have Sustainability and Wellness class that integrates, science, nutrition, physical education, alternative energy etc into a classroom curriculum. We have a set of assessment tools used to assess the students literacy of environmental sustainability. It is difficult to determine an exact % of "proficient" or better, but anecdotally, we have kindergarteners asking for worm-bins for their birthdays, and we have the highest participation rate for our food program. We have kids starting recycling and composting programs at home and kids who are actively involved in reducing our impact here at school.

Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

100% of our teachers participate in some level of sustainability Professional Development. This weekend 4 teachers will be attending a workshop held by Growing Power on how to integrate garden lessons into state standards. One of our staff has used professional development funds to become a Master Gardener. Other teachers have attended energy efficiency workshops sponsored by Illinois Institute of Technology and other hands-on experiences including trips to wind and solar farms.

Q3A2: If your school serves grades 9-12, please provide the following information:

Q3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Please describe. (Maximum 200 words)

Sustainability and the garden are the central modes of delivering educational content. As an inquiry based school (IB) we use our environment to spark questions and guide the education. For example, when our students are to learn Midwest geography, they go to the kitchen to see where our food comes from by reading the labels (literacy). They then have to find the places on a map (geography and technology.) They then measure the distance and learn about miles (math) and then walk a mile to understand how far a single mile is (PE). Similarly our students (2nd grade) track the energy that our solar panels harvest and graph it. They learned about electricity generation, PV vs. Thermal solar and how the electricity grid works. We ask our students to carefully observe and document nature and then ask them to turn those observations into creative new ideas. Our entire model is based on using the natural world as the lens by which to learn and inspire, so this concept permeates throughout all

of our curriculum.

Q3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

Please describe these college and career connections. (Maximum 200 words)

Q3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

If not in all grades, please specify which grades.

What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 100%

What percentage of students completed such a project last year? : 60%

Q3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

If not in all grades, please specify which grades.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

Our schoolyard garden and urban chickens are examples. Students meet with local farmers to choose what to grow. They make a list and then track how many seeds they sow and how much produce they harvest. Throughout the harvest process, we run workshops with parents to show what we have done (including the students) and to teach them how to grow at home- no matter the space, including indoor herb gardens. This naturally leads into a compost lesson and then into chickens! At least 10 home gardens have come out of this as well. A prime example of an array of subjects is our Tea Garden. AGC's Director of Sustainability traveled to Japan on a Fellowship to learn about agriculture in Japan. Upon return, he worked with the students to grow herbs for tea. While the students were initially not interested in the tea, we infused education about Japanese history and culture (including watching a tea ceremony) and talked about geography and Japanese history. We then talked about proportions (2 lemon balm leaves to 1 mint leaf) and the students became excited about creating their own signature teas and tasting them.

Q3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

We have partnerships with the Chicago Botanic Garden in creating the School Garden Food Safety Manual. We have partnered with the Ball Horticulture (local business)- they help supply us with plant material and we host them for volunteer days. We have partnerships with local food companies such as Bleeding Heart Bakery and Goodness Greeness to expand their markets into schools and provide nutrition education. We are close partners with Chicago Public Schools and Chartwell Thompson to help raise the conversation of healthy food in schools. Recently we have partnered with University of Chicago, School of the Art Institute of Chicago, Harris School of Public Policy, the Field Museum and the Center for Humans and Nature on different research projects focused on healthy eating, nutrition education, urban agriculture, cafeteria design and green school construction. We have also developed close partnerships with the design firm of Cannon Design in their pursuit to expand their green school buildings. Most recently we have begun a partnership with Southwest Airlines (our school is mere blocks from Midway airport). They are helping to enable our professional development travel while giving our students access to pilots and airport tours. We also have a strong partnership with the University of Illinois Extension- including their master gardener program.

Q3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

We focus a lot on all-family education. We believe that sustainability is a life-style not just an "in-school" approach. We have helped a mother enroll in the Chicago Conservation Corps and she has led workshops for other parents on green cleaning supplies in your home. We have helped 2 unemployed mothers start a green-cleaning business as well. Measurements are harder to pin down so we have begun to document anecdotes and pictures of green living in action. This is the core of our assessments as it shows how these lessons manifest themselves-- not in a test or not when asked, but in real life.

15. Page Fifteen

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. Once you proceed past this page, your application is considered submitted and will not be available for further editing.

16. Page Sixteen

Thank you for submitting an application to Illinois Green Ribbon Schools.

Your application will be reviewed along with all completed applications following the application deadline of February 15, 2012.

If you have any questions, please contact Illinois' Green Ribbon Schools program coordinator, Ann Muraro-Lacopa.

Email Confirmation

Jan 12, 2012 16:07:50 Success: Email Sent to: dschnitzer@agochicago.org

17. Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.



PENDING OMB APPROVAL

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify, for public schools, that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. For private schools, the signatures of the school principal and district superintendent (or equivalent) on the next page certify that statements 1 through 3 and statement 8 are true.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *quantified achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school and, in the case of a public school, the public school district, meet applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and are willing to undergo EPA on-site verification.

PENDING OMB APPROVAL

U.S. Department of Education
2012 Green Ribbon Schools

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

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

Official School Name Academy for Global Citizenship
(As it should appear in the official records)

School Mailing Address 4647 W 47th St.
(If address is P.O. Box, also include street address.)

City Chicago State IL Zip 60632

County Cook State School Code Number* 150162490

Telephone (773) 582 1100 Fax (773) 582 1101

Web site/URL www.agschicago.org E-mail dschnitze@agschicago.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

[Signature] Date 3/12/12
(Principal's Signature)

Name of Superintendent* Mr. Jean Claude Brizzard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Chicago Public Schools Dist 299 Tel. (773) 553-1500

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

[Signature] Date March 19, 2012
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space. In no case, is a private school required to make any certification with regard to the public school district in which it is located.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *quantified achievement*⁶ toward reaching the goals of each of the three Green School Pillars and elements.⁷

For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

The signature by the Nominating Authority (the CSSO, DoDEA or BIE) 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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire

⁶ The quantified assessment should be based on the common metrics provided in state level evaluator guidance.

⁷ In future years, evaluators will be required to review the school community's comprehensive *green school plan* that incorporates, at a minimum, the plan elements listed under "The Three Pillars and Elements," and a *baseline assessment* for each of the elements of the plan; however, this documentation is not a requirement in the pilot year.

PENDING OMB APPROVAL

school.)

- ✓2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and
 - 3) environmental and sustainability education.
- ✓3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *quantified achievement* toward the three Green School Pillars and Elements.
- ✓4. The school and the district meet applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and are willing to undergo EPA on-site verification.

Name of Nominating Agency Illinois State Board of Education

Name of Nominating Authority Christopher A. Koch, Ed.D
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

Christopher A. Koch

Date 3/12/12

(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov, or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Andrea Suarez Falken, Director, Green Ribbon Schools, Office of Communications and Outreach, 5E227, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-8173.

Summary of Achievements



4647 West 47th Street
Chicago, Illinois 60632
info@agcchicago.org

773.582.1100 (t)
773.582.1101 (f)
www.agcchicago.org

The mission of the Academy for Global Citizenship (AGC) is to “empower all students to positively impact the community and world beyond.” We believe that in order to achieve this mission, AGC must demonstrate the highest level of environmental responsibility. In doing so, our students learn to respect the earth, its natural resources, themselves, and each other. Using this as our foundational approach to education, our students learn core standards through the lens of environmental responsibility.

Specifically, our students are engaged from the moment they walk on to the property. With the help of our families and community, we have transformed our urban asphalt parking lot into a flourishing organic garden. Students are engaged with the garden each winter, working with local farmers to choose seeds. In the early spring they plant in our greenhouse and as part of their earth day celebration, students transplant their seedlings into the garden. Throughout the year, they tend to our 3 schoolyard chickens and learn about animals, lifecycles and food production.

Students then enter the building and are greeted each day by an organic, scratch made and locally sourced breakfast. Students supplement their quinoa oatmeal or whole grain pancakes with fresh fruit. Organic lunch and snack round out a school day based on the foundation of healthy eating. From the cafeteria, students head to their classrooms where they participate and lead in daily yoga- a time to focus, center and prepare for the day ahead.

After each meal, students separate their compost, landfill waste and recycling. We have contracted with a compost hauler and now run a zero-waste breakfast and lunch program. The students use their waste from snack to feed their classroom worm bins. They collect the compost from the worm bins twice a year and use it on our flowers, native garden and ornamentals. Throughout their entire day and permeating into their homes, students learn about how living environmentally responsibly can enhance their quality of life and have systemic benefits on other aspects of how they live (food waste=compost=healthy soil=healthy plants...)

Each unit is infused with sustainability curriculum: for example the first grade community unit looks at the role of farmers in our community and blends into the transportation unit as they study walking, bicycles, alternative fuel vehicles in addition to the standard modes. Each day, students participate in a 40 minute Sustainability and Wellness class that uses nutrition, health and environmental sustainability as the backbone for learning how the world works and how to make healthy choices (this includes science, PE, and nutrition education.)

Reaching into the community, AGC is committed to sparking massive environmental change by empowering the community with knowledge and opportunity. To do this, we run dozens of community workshops on topics such as, small space gardening, backyard composting, healthy cooking, green-home-cleaning, and water and energy reduction. Most of the workshops are for parents and students as we see that working together as a family yields the longest lasting results. We are working on developing a green-jobs training program in response to the need within our family-base for quality jobs. We have also launched a Parent Ambassador program where we train parents in leading some of the workshops described above and give them the opportunity to spread the workshops to other parents and into their communities. This is one of our methods of empowering and creating a sustainable program- one that does not require staff to lead each time.

In addition to all that can be seen and heard at AGC, we are passionately committed to running our operations in an environmentally and fiscally responsible way. We have partnered with PortionPac, a local cleaning supply company that has been making environmentally responsible products for nearly 50 years. As a locally based company, we are supporting our local economy while maintaining a clean and healthy school and not polluting our air or water. We require fragrance and dye free soap that at a minimum meets Green Seal Certification. We use IPM for any pest issues and have policies about what paints, adhesives and markers we use (we use toxic-free, re-fillable dry erase markers.)

Our mission is to empower students to positively impact the community and world beyond.

Academy for Global
Citizenship, Inc. 5912 Oak
Ave. North, Chicago, IL
60642

Printed on 100% recycled
FSC paper made with 100%
recycled energy

We track our energy and gas use and set annual reduction goals each year. This year we began purchasing our electricity through a provider that purchases only wind power (Viridian). In addition to purchased electricity, we have a small solar installment in which the students monitor and track how much energy we are creating through clean means (<https://enlighten.enphaseenergy.com/systems/16754/solar>)

Every aspect of our operations and education pass through the lens of environmental sustainability and starting in kindergarten, our students are the driving forces of these actions. We believe that nothing in education should be proprietary. We have created a Sustainable Schools Handbook and are about to release the second draft. We have spoken at over 100 conferences from community meetings to TED events across the country. Our goal is to spread the word on sustainability-centric education as the lever for sustained success.

We use their natural affinity towards nature and their natural curiosity to inspire explorations into how the world works in unison with people and animals. Our students were integral in preparing this application as they assisted in collecting the data, weighing our compostable waste, monitoring energy and reporting their findings. Lastly, we are working to develop a net-positive energy campus that will act as the environmental-thriving center of Chicago.

The disadvantaged students include those who are from low income families, Limited English Proficient, in need of Individualized Education Programs (IEP), or migrant students. Low-income students are pupils aged 3 to 17, inclusive, from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches. http://www.isbe.net/sis/pdf/program_indicators.pdf

MURARO ANN

Subject: FW: Green Ribbon Schools

From: McQuillen, Deirdre [<mailto:Deirdre.McQuillen@Illinois.gov>]

Sent: Monday, March 19, 2012 8:37 AM

To: MURARO ANN

Subject: Green Ribbon Schools

Ann-

Sorry, this took so long to get back to you. All three of our Bureaus checked their records and we have no violations pending against any of the 3 finalist schools.

If you need anything else just let me know.

Thanks.

Deirdre McQuillen
Illinois EPA/Partners for Clean Air
Outreach Coordinator
phone: 217-558-0073
fax: 217-785-8346

