

Illinois Green Ribbon Schools Application

Response ID: 228 [View](#)

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

Thomas J Waters Elementary School

Street Address

4540 N Campbell Ave

City

Chicago

State

IL

Zip

60625

School Website

www.waters elementary.org

Principal First Name

Titia

Principal Last Name

Crespo

Principal Email Address

tmkipp@cps.edu

Principal Phone Number

773-534-5096

Lead Applicant First Name (if different from principal)

Pete

Lead Applicant Last Name (if different from principal)

Leki

Lead Applicant Email

petekisan@gmail.com

Lead Applicant Phone Number

773-534-5090

Level

Elementary (PK - 5 or 6)

K - 8

School Type

Public

How would you describe your school?

Public

District and Code

15016299025

School Name

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

Yes

4. Page Four

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 EcoSchools 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?

Chicago Conservation Corps - a citywide network working to improve the quality of life in neighborhoods and schools, including waste audits, water usage audits, energy use checks, etc. We have been a member school since their inception over 5 years ago.

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.

National Environmental Education Foundation Green Prize in Public Education Ment Award (2011), Friends of the River Silver Ribbon - Riverbank Restoration (2011), National Gardening Association Youth Garden Grant (2009), EPA/Chicago Wilderness 1st Place in Native Landscaping (2008), Mayor Daley's Landscaping Award - 1st Place Native Landscaping (2008), Neighbor Spaces Garden Stewardship Award (2008), 1st Place Conservation and Native Landscape Award with Riverbank Neighbors, Chicago Wilderness and US EPA (2006), Mayor Daley's Native Landscape Award - 1st Place for River Restoration (2006), Governor's Hometown Award with Riverbank Neighbors for River Restoration (2005), Mayor Daley's School Garden Award (2004), Peggy Notebaert Nature Museum Educational Leader Award (2003), Chicago Academy of Science and Notebaert Nature Museum Award - 1st Place for Best Environmental Program (2003), Environmental Activism Commendation, President Bill Clinton and US EPA (1996), American Rivers - National Award for Best River Educational Project (1994 and 1996)

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.

Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

Yes

Please provide the following information:

Initial GHS emissions rate (MT eCO₂/person) : 1.06

Final GHG emissions rate (MT eCO₂/person) : .79

Percentage reduction : 26%

Time period measured (mm/yyyy - mm/yyyy) : 01/2008 - 12/2011

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? :

Inventory module from CACP's CCC, then double-checked with the simple Business Calculator on carbonfootprint.com

which produced similar figures (.98/person to .70/person = 28% reduction)

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:

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

Yes

Please provide the following information:

Percentage reduction : 10% overall, 32% per person

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

Time period measured (mm/yyyy - mm/yyyy) : 01/2008 - 12/2011

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : CPS Energy Consumption Overview Report

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

On-site renewable energy generation : less than 1%

Purchased renewable energy : 20%

In what year was your school constructed?

1911

What is the total building area of your school?

60,200

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

Yes

Please provide the following information:

Percentage of the building area that meets green build standards (for example, LEED, CHPS, Green Globes or other standards) : 100% of the addition

Which certification did you receive and at what level? : Silver LEED

What is the total constructed area? : 4500 sq ft

What is the total renovated area? : N/A

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?

Yes

Please provide the following information:

List offsets used : Solar panels - generate monthly avg of 139 kWh

Current total GHG emissions (MtCO₂e) : unknown

Baseline total GHG emissions (MtCO₂e) : unknown

Change from baseline : unknown

Time period measured (mm/yyyy - mm/yyyy) : N/A

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

School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.

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

Other (please describe): Timers on boilers and equipment, minimum heat generated when school is empty, policy of lights and computers off when not in use, etc.

8. Page Eight

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

Yes

Please provide the following information:

Percentage reduction domestic : 25% (total domestic and irrigation reduction)

Percentage reduction irrigation : N/A

Time period measured (mm/yyyy - mm/yyyy) : 01/2010 - 12/2011 (meter installed at school during 2009 - annual figures prior to that are estimates and highly variable)

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : CPS and City of Chicago Water Department Annual Records

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 has a smart irrigation system that adjusts watering time based on weather conditions.

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.

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.

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 100%

What types of plants are used and where are they located? : In addition to our vegetable gardens and multiple native plant areas, the remainder of the school grounds were landscaped three years ago after the final asphalt removal. All landscaping consists of regionally appropriate and water efficient plants.

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

Two 500 gallon cisterns and two 50 gallon cisterns (1100 gallons total) collect rainwater runoff from the roof of our new extension. We use this in lieu of potable water. All of our landscaping and native garden areas contain hardy, regionally appropriate plants that do not require any watering. Watering is only done as needed, and only for our heavily mulched vegetable gardens.

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)

In our new addition, all of the fountains, toilets and urinals were chosen with water conservation in mind, and are restricted flow. We have multiple cisterns (1100 gallons total capacity) collecting roof runoff for watering our school garden and grounds, drastically reducing our need for potable water. And while we have made good progress on our school grounds, we don't believe our responsibility for water quality stops there. We feel compelled to reduce the amount of water that runs into Chicago's notoriously overtaxed sewer system, as it is not unusual for the city to release raw sewage into the Chicago River during times of high rain/runoff. This negatively affects the River, Lake Michigan and all of their related ecosystems (including the human ones). Not only have we reduced our roof runoff, but we also have removed every inch of asphalt from the school grounds and replaced it with water-permeable surfaces, and bioswales. Our students testify regularly in front of Chicago City Council in support of higher water quality measures for the Chicago River. See our passionate students in student-directed videos illustrating one rainwater runoff project: "The Gift" (start one minute in) http://www.youtube.com/watch?v=60EhC93pnnY&feature=mfu_in_order&list=UL

9. Page Nine

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) : 76.8 = 8 yd x 12 collections x 80%

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected) : 30.4 = 8 yd x 4 collections x 95%

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) : 2.88 = .144 cu yds/day x 20 day/mo

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 30%

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)

5%

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

100% ECF (TCF/PCF unknown)

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

How much hazardous waste does your school produce (lbs/person/year)? : less than 1/4 lb/person/year

How is the amount generated calculated? : Estimate of computer equipment, toner, bulbs, batteries etc.

List the types of hazardous waste generated : Computer equipment and peripherals, printer toner cartridges and drums, fluorescent bulbs

How is hazardous waste monitored? : It is stored in a secure location and removed at regular intervals

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

Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other

equivalent standard).

Which green cleaning standard is used?

Green Seal

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

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? : 60%

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

We have high-velocity hand dryers in the restrooms instead of paper towels. Our waste recycling process serves as a prototype for other schools, beginning with our student-run and managed whole-school recycling program. Beginning in 1st grade, students have the opportunity to serve as recycling captains where they become responsible for the collecting and reporting on the sorting/recycling process. Our program also includes recycling and composting lunchroom waste – groundbreaking for Chicago Public Schools. In fact, for the past few years CPS has contracted Waters to mentor other schools in lunchroom waste composting – a first in the city. See our student-directed video on lunchroom waste separation: "What A Waste" http://www.youtube.com/watch?v=1X4h7CC124U&feature=mfu_in_order&list=UL The amount of hazardous waste our school produces is limited. However, in an effort to keep hazardous waste out of the landfills, we extend our collection of hazardous waste to the community in our annual "E-Waste Event." Each year we collect 2-3 tons of unwanted electronics from the community and ensure it is disposed of in an environmentally responsible manner. We also collect batteries, cell phones, CDs, print cartridges, etc. from our school community throughout the year, making sure these are responsibly disposed of.

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

81%

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

Survey administered by homeroom teachers 1/12/2012. N=539. Students asked to think about "how you usually get to school" and responded to forced choice question by raised hand: "1) take public transportation (either city bus or EI)" (4%) "2) Ride a school bus" (0%) "3) Walk or ride your bike to school" (41%) "4) Ride in a car" (55%). The students who responded "ride in a car" were further asked how many other students are usually in the car with them. Only the students who rode in a car with no other students (19% of total) were removed.

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

Our school has designated carpool parking stalls.

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

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

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):

Waters is a neighborhood-magnet school, meaning children come from the surrounding neighborhood as well as other parts of the city. Waters does not have school bus service; therefore it is encouraging to see 4% taking public transportation, 36% carpooling, and 41% walking/biking. The grounds are pedestrian and bike friendly, featuring wide walking paths with imprints of leaves and animal prints. The school does not own transportation vehicles. Many of our field trip destinations were chosen because they can be walked to. In addition, we take public transportation to our Lake Michigan field trips.

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.)?

100% (unless you count the original building's roof which still drains into the city's sewer system. If you count the building

roof, the percentage drops to 86%)

Q 1D5: 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)

Though we fully realize the inefficiencies of our 100 year old building and similarly-aged mechanical systems, our budgets are restrictive. However, community support and fundraising has allowed us to make changes with the environment in mind:
Small scale: • Flor carpet tiles in office and library: backing is recycled content and entire tile is recyclable. Tiles create less waste by allowing you to replace only worn areas. • Stonescape floor tiles in hallways contain a blend of abundant natural resources, are PVC free and emit no VOC. • Non-VOC paints. • Overhead fixtures converted from T12 to more efficient T8 lamps. • Emergency exit lights (on 24/7) converted to LEDs. Large scale: • When CPS approved an addition, we pushed hard for a LEED certified addition, and then gathered support to fund it. • Our solar panels were obtained through grants. We intend to get more, and are also in active discussions for a wind turbine grant. It is our hope to eventually go off grid. NONE of this has been easy, and has required additional legwork and substantial funding in economically tight times (and with a school population of economically disadvantaged families). It also requires willingness to buck convention, but we fully intend to keep pushing.

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)

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

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 meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

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 has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.

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

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): Yes, inventoried and inspected/tested annually

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)

For the past several years The Organ Wise Guys have been working with our students. The Organ Wise Guys is a nationally recognized comprehensive school program which engages kids in an interactive, cross-curricular program teaching children how to make positive health and nutrition choices, and how to "be smart from the inside out." This program also offers professional development for the teachers. In addition, we supplement our standard lunchroom menu by offering fresh fruits and vegetables from a salad bar (which we received by applying for grants). We have worked hard to remove junk food from the cafeteria, and have also removed all vending machine beverages with high fructose/sugar.

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

Our students get daily recess. Both gym and recess are held outdoors whenever possible. With the asphalt gone, our grounds are the perfect place to run, play, explore. Each spring we host our popular "Field Day" school-wide athletic competition. Various unusual contests and relays are conducted simply for the fun of it. Every classroom takes 3+ outdoor Ecology-related field trips throughout the year, which involve enjoyable lengthy walks and extended time outdoors in all seasons. Whether the focus is the garden (for the youngest students), the Chicago River, a forest preserve, or Lake Michigan, these trips give students the chance to dig for potatoes, gather seeds and leaves, saw down invasive Buckthorn, and go fishing in Lake Michigan. Finally, our beautiful school grounds are open for all to explore. Whether gathering at the log circle, playing soccer in the bioswale, doing homework at the spool tables, harvesting bounty from the classroom garden beds, roasting potatoes in the fire, sampling the many varieties of native berries growing throughout the gardens, observing the annual controlled burn of the native plant areas... Our students always make good use of this unique outdoor space in the city.

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.)?

5%

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)

Unlike many public schools, we insist on daily recess (outdoor whenever possible). Our population and facility space limits us to once-weekly gym class, however we supplement that with: - "Chicago Run," a mandatory 20-week training program and twice-yearly organized one mile run for 2nd grade up - "Girls on the Run" a nationally recognized health and fitness program offered to 3rd-5th grade girls - "Dancing With Class" Free dance program for 4th grade up - Multiple school sports teams, and "All-Stars" free after school homework and sports program - Several tuition-based programs available for specific interests: circus arts, martial arts, etc. - Fitness program for staff Our control over food service specifics is somewhat limited, although we successfully applied for a salad bar grant which now rounds out our students' diets with fresh vegetables. Additionally, the students' work in the school garden enables constant discussion and learning about what is "good" food, and tasting sessions

of garden produce creates believers. For the past few years we have been working with Organ-Wise Guys who provide healthy lifestyle education programs to our children once a month. We have written multiple grants in an effort to bring a more comprehensive healthy-eating curriculum into the classroom, and will continue until something comes through.

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)

- Our school has an environmental or sustainability literacy graduation requirement
- 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)

Our Ecology Program is integrated into every subject taught at the school, as concepts are woven through not only science and math, but also language arts, drama, music, art. Each grade level has a specific environmental focus (e.g. the Chicago River System, Lake Michigan, the effects of invasive species on a local forest preserve) and most of the Ecology curriculum revolves around that particular topic, including tests, quizzes and projects. All students are accountable for responsible waste management in our whole-school, student-managed recycling program. Children from first grade onward can become recycling captains, while older kids tend to the compost bins and monitor the process. In addition, all students participate in cultivating food from the garden. In effect, the environmentally-based requirements of our graduates are built-in to other subjects, and indeed into the day to day life of the school. Much of what our students do day in and day out revolves around being sensitive to the impact of our actions on our earth. Indeed, when the EPA's Energy Star Bus came through, they "... came away with a sense that these students' environmental education is woven into every activity they undertake." (http://www.energystar.gov/index.dfm?c=bus_tour.bus_tour_updates#oct12)

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)

Our Ecology Program is closely tied to our Science Program, though is integrated across every subject taught at the school. Students calculate rainwater run-off per square foot of pavement in math class. Measurements in the forest preserve provide fodder for estimating number of wildlife/plant species per acre during science. Additionally, one portion of drama revolves around our own "Snake and Turtle" folktale – a story of how the Chicago River ran through the school grounds over 100 years ago. Our music teacher works with the students after fieldtrips to create songs reflecting their collective observations and experiences. Our art teacher helps students to become skillful observers so that they can capture critical details in their field

journals. Regular tests, quizzes and completion of special projects cover factual content. Our proficiency score in Science was 83% in 2011. Other assessments come in several forms. Two examples: prose responses to field journals (with suggestions about observation techniques, capturing detail in sketches, thinking about how to express ideas with similes/metaphors), or the much-anticipated 1st grade "Tree ID Trophy Showdown" where classrooms vie against each other to identify trees by only bark, leaf or seed.

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)

Every homeroom teacher actively participates in their classroom's field trips and classroom content led by the Ecology Program Director. Our Ecology Program Director is full time, and serves as constant mentor to all teachers as well as being an active member of the Science Committee. Eight of our 22 teachers are also on the Science Committee and work to unify the science curriculum across disciplines, as well as coordinate thematic units with field trips and activities with our external partners. Working within the Chicago Math and Science Initiative, they plan the scope and sequencing of the various classrooms. The mentorship of our full-time Ecology Program Director allows for daily interaction and cross-fertilization of ecology and sustainability concepts with other subjects, including not just math and science, but also art, music, drama and language arts. Our ongoing relationship with the Shedd Aquarium adds additional professional development by providing modeled lessons in K-5 classrooms, materials and long-term coaching for hands-on science. Finally, the philosophy of our school dictates an ongoing emphasis on environmental stewardship. Our teachers are trained and fully vested in our many sustainability-based standard daily practices that we have developed for our school.

Q 3A2: If your school serves grades 9-12, please provide the following information:

Q 3B1: 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)

Our solar panels provide real-time and historical data which students evaluate and interpret regularly. One science lesson about rainwater runoff evolved into a 8th grade class's gift to the school – a successful campaign to remove excess asphalt around the school yard. A math-heavy project, students calculated runoff per square foot of asphalt and estimated totals based on historical rainfall. See their story here (start one minute in) <http://www.youtube.com/watch?v=60EhC93pnnY&list=UUbXJrbHKtIImvauwlc7kAbA&index=9&feature=plcp> While studying the Chicago River and history, one class discovered the original path of the River wound through the school grounds. Friends of the Chicago River noted Waters' work in precipitating the recent increase in quality standards for the Chicago River. Their studies provided the background, and their impassioned testimony rallied Illinois Pollution Control, and Metropolitan Water Reclamation District Boards to action. Second graders study the river biomes in three seasons, measuring air, water, and ground temperature. In the classroom they follow up; comparing the various measures, explaining changes through the seasons, generating conclusions. Students in Mighty Acorns run transects, identify all plants in the frame, and monitor changes over time. In the classroom they debate a number of "what if" scenarios using ecological simulation games.

Q 3B2: 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)

Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Not at all grade levels

If not in all grades, please specify which grades.

8th grade annually, grades 3+ most years

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

100%

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 100% of 8th Grade projects, other grades approximately 75%

What percentage of students completed such a project last year? : 80%

Q 3C2: 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)

Historically, the 8th grade's gift to the school revolves around ecology. Many classes have expanded our garden over the years by removing asphalt (often by hand), building coldframes, creating native edible gardens, creating a classroom garden area. In all projects, students helped plan the project timeline and often worked with school boards and local government. Projects also involved rallying school/community volunteers as well as borrowing their equipment since there was often much heavy labor involved. See transformation (30sec): <http://animoto.com/play/WomEqHjQATvuNp04zE4uCg> We're fortunate to have an engaged parent community and active group of 100+ community members eager to help. Community members often serve as additional guides on the 60+ field ecology trips taken each year, as well as tend the garden over the labor-intensive summer months when the students are not in school. One small garden, the "Refuge Garden" was a result of a year-long multi-class project. Newly arrived immigrants from Central and South America and Bosnia participated in "Journeys and Refuge," a writing/publishing project. The stories of the Waters School families' often difficult life journeys and experiences were transformed into iconic images on mosaic benches and paving stones in a new garden area freed of asphalt.

Q 3C4: 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)

Waters has been working to make environmental responsibility and stewardship a priority for nearly 20 years. Along the way, we have forged relationships with many organizations – mostly out of necessity, as much of what we were doing in the beginning was unexplored territory in urban school settings. Together with our partners we developed pilot programs, worked out the kinks, and watched as those programs blossomed. Some of these include: - The "Mighty Acorns" program with the Nature Conservancy, Sierra Club and Forest Preserve District. 3rd–5th grades work to restore ecological health to a nearby forest preserve by identifying native plants and controlling invasive plant species. This program still continues at Waters and now runs in many other schools. - Chicago Conservation Clubs worked with us to pilot assessment and monitoring of lunchroom waste. This led to our sophisticated student-run whole school recycling program, as well as our process for dealing with lunchroom waste. Chicago Public Schools has recognized our expertise and contracted us to mentor other schools in lunchroom waste composting (a first in the city). - Friends of the Chicago River has served as an ongoing partner for water quality advocacy. Passionate letters and testimony from our students have been credited for a decision to upgrade standards for Chicago River quality. - Friends of the Parks provide support for our Lake Michigan study trips. - The Chicago Botanic Gardens and Seven Generations Ahead use our gardens as a professional training site for educators. It serves as both example and inspiration as to what is possible. - Finally, we relentlessly share our knowledge. Many have come for advice and training on various aspects of our program (whole-school recycling, school gardens, composting, etc.). Different facets of our program are now flourishing at many nearby schools as a result of our mentoring.

Q 3C5: 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)

Our goal is to teach students how to live within the cycles and limits of our natural world. Our fully integrated program has three parts: Resource Conservation: reduce materials and energy consumption, reuse/repurpose, recycle the highest possible percentage of waste. School/Community Gardens allow full participation in the agricultural production of healthy foods. Field Ecology: concentrated on-site study of interactions between human environment and local ecosystems (e.g. river, lake, forest). We believe environmental education is critical, and it's woven into every school day and integrated across subjects. Examples: Extensive calculations of rainwater run-off in math class led to a successful student-led campaign for the removal of schoolyard

pavement in favor of water-permeable playgrounds and bioswales. Environmental concerns become science fair projects. Individual student journals kept over three years running document observations and changes in a forest preserve through sketches, writing, and poetry. From Pre-K onwards, our students understand their actions have impact. We ensure that they're enabled to enact change, and teach them that they are duty-bound to do so. Our students take this responsibility to heart, and often provide testimony at County and School Boards. Student-directed videos show their passion:
www.youtube.com/watersmedia

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

Feb 15, 2012 17:34:52 Success: Email Sent to: petelekisan@gmail.com

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

Official School Name Thomas J Waters Elementary School
(As it should appear in the official records)

School Mailing Address 4540 N Campbell Ave.
(If address is P.O. Box, also include street address.)

City Chicago State Illinois Zip 60625

County Cook State School Code Number* 010220

Telephone (773) 534-5090 Fax (773) 534-5087

Web site/URL www.waters elementary.org E-mail fm.crespo@cps.edu
tm.kippe@cps.edu

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.

Titia Crespo Date 3/13/12
(Principal's Signature)

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

District Name* Chicago Public Schools Tel. 773-553-1497

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.

Jacob Date March 14, 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 3/17/12
(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.



Waters Elementary School (a Chicago Public School) serves nearly 600 students from many different ethnicities, cultures and economic levels, the majority of which are minority and low-income. For most schools exposing children to ecological studies is simply not in the budget. However, for almost 20 years Waters has been dedicated to making environmental responsibility and stewardship a priority, as we believe learning about the environment is as necessary as reading and math. And although we are frequently hindered by the financial realities of a public school system, through sheer determination we have been able to implement many innovative projects and programs not found at other schools – especially those in urban settings.

The goal of Waters School Ecology Program is to teach students how to live within the cycles and limits of our natural world. Our program involves every student, Pre-K through 8th. It is fully integrated across subjects (math, science, health, language arts, history, social studies and also music, drama, art), as well as woven into the daily routines of the school. The Ecology Program is built upon three tenets:

- 1) **Resource Conservation:** Reduction of material and energy consumption, reuse and repurpose whenever possible, and recycle the highest possible amount of waste. Our whole school recycling program is student-managed and extends to the lunchroom as well. CPS has recognized our expertise in this area and has contracted our school to mentor others in lunchroom waste composting (a first in the city).
- 2) **Field Ecology:** Concentrated on-site study/observation of local ecosystems (e.g. Chicago River, Lake Michigan, local forest preserve) where students examine and begin to understand the interactions and impact of human environments upon our natural resources.
- 3) **School/Community Gardens:** No longer asphalt, our amazing school grounds now consist of school and community gardens, multiple native plant areas, fruiting shrubs... The garden allows full participation in the agricultural production of healthy foods, and provides a place to connect with the community members that help maintain the gardens.

In addition to our unique Ecology program, we are passionate about promoting healthy lifestyles.

- Unlike many urban public schools, we insist on daily recess – outdoors whenever possible.
- Many additional physical activities are held both during and after school to supplement gym and recess.
- The complete removal of asphalt allowed the creation of a thriving oasis containing gardens, native plant areas, water permeable playgrounds, bioswales, walking paths An exceptional environment to explore and play.
- Through grants we have been able to supplement the standard lunch menu with a salad bar containing fresh fruits and veggies.
- Our relationship with Organ-Wise Guys ensures our children learn about positive health and nutrition choices.

While we are under no delusions about the inefficiencies of our 100 year-old building and similarly-aged mechanical systems, budgets are restrictive. That said, community support, fundraising and grants have allowed us to make changes with the environment in mind:

- Solar panels
- Silver LEED addition
- Environmentally friendly floor tiles, carpet tiles, paints, etc.
- Lighting fixtures converted for efficiency

While our students were not officially involved in the preparation of this application, student-collected data supported the results. In fact, it is the work of our students we have to thank for much of our progress over the years.

We work hard to enable them to make positive changes in their world, and teach them they are duty bound to do so. From Pre-K on, we ensure our students:

- Gain the sense that they have impact with their personal actions. Waste separation and conservation become second nature at school and habits are carried home.
- Understand that they have the power, and the duty, to enact change – even if it puts them in an awkward position. As recycling captains, students are in the unlikely role of grading their classmates *and teachers* and discussing needed improvements in class recycling rules.
- Know that they have a voice; their ideas are worthwhile and will be taken seriously. Testament to this is the fact that a recent 8th Grade's class gift was actually a successful campaign to remove pavement around the school in favor of water permeable playgrounds and bioswales in order to decrease rainwater runoff. In addition, Friends of the Chicago River acknowledged the impact of our students' impassioned testimony in precipitating the recent increase in river quality standards.

And while we will continue to reap the rewards of their efforts over many years, we feel that the most significant impact of our program lies much deeper. We firmly believe that we have caused a systemic change in who these students are, and how they will interact with our world going forward, as they become enabled, informed and empowered. That is perhaps the most important contribution we can make to support their future, and ours.

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

