



### Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 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.

### PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

#### Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

#### Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency

Illinois State Board of Education

Name of Nominating Authority

Christopher A. Koch, Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Christopher Koch

Date 2/7/14

(Nominating Authority's Signature)

U.S. DEPARTMENT OF EDUCATION  
GreenRibbonSchools

U.S. Department of Education Green Ribbon Schools 2013-2014

Charter  Title I  Magnet  Private  Independent

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

Official School Name Woodland Primary School  
(As it should appear on an award)

School Mailing Address 17366 W. Gages Lake Road  
(If address is P.O. Box, also include street address.)

Gages Lake IL 60030  
City State Zip

County Lake State School Code Number\* 34-049-0500-04

Telephone (847) 596-5604 Fax (847) 856-0311

Web site/URL www.dist+50.net E-mail jbora@dist+50.net

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

Stacey Anderson Date 2-4-14  
(Principal's Signature)

Name of Superintendent\* Dr. Joy A. Swoboda  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Woodland District 50 Tel. (847) 596-5604

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Dr. Joy A. Swoboda Date 2/4/14  
(Superintendent's Signature)

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

**PART II – SUMMARY OF ACHIEVEMENTS**



## 2013-2014 School Nominee Presentation Form

### 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 that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

**Illinois Green Ribbon School Award Program Application**

Sponsored by the Illinois State Board of Education

*Welcome to the Illinois State Board of Education's Illinois Green Ribbon School Award Program. This application may be submitted as a Word document, a Word document with pictures or as a videotaped project. Each school or district participating in the program must align their application with the following pillars (specific examples are encouraged):*

- **Pillar One: Reduce Environmental and Costs**
- **Pillar Two: Improve the Health and Wellness of Students and Staff Including Nutrition and Fitness**
- **Pillar Three: Provide Effective Environmental and Sustainability Education**

*There will be up to four State of Illinois recipients of the Illinois Green Ribbon Schools Award. School districts with fewer than 200,000 students may select one school for which they submit an application. School districts with more than 200,000 students may select two schools for which they submit applications. Additionally, a district may apply as a district rather than selecting an individual school.*

*Applications will be due back to the Illinois State Board of Education by **November 15, 2013**. Please address applications as follows:*

*Illinois Green Ribbon School Award Program  
Illinois State Board of Education  
Public Information  
100 N First Street  
Springfield IL 62777-0001*

*If you have questions or need additional information, please contact the Public Information Division at 217/782-4648.*

*Note that schools selected to be submitted to the U.S. Department of Education will be required to provide a more detailed survey with supporting materials for the information submitted in this application.*

**ILLINOIS STATE BOARD OF EDUCATION – GREEN RIBBON APPLICATION**

**Illinois Green Ribbon School Award Program Application**

<b>School Name and Address</b>	Woodland Primary School, 17361 W. Gages Lake Road, Gages Lake, Illinois
<b>School Principal</b>	Stacey Anderson
<b>Primary Contact Name (if different)</b>	Jennifer Tempest Bova
<b>Primary Contact Telephone</b>	847-596-5604
<b>Primary Contact Email</b>	<a href="mailto:jbova@dist50.net">jbova@dist50.net</a>
<b>School Type</b>	Primary School
<b>Grade Level</b>	Early Childhood through Kindergarten
<b>Enrollment Information</b>	
Total School Enrollment:	727
School District Name:	Woodland Community Consolidated School District 50
Total District Enrollment:	6,245
<b>Population Served</b>	
What percentage of students receive Free or Reduced price Lunch (FRPL)?	34%
What percentage of students are limited English proficient?	26%

**ILLINOIS STATE BOARD OF EDUCATION – GREEN RIBBON APPLICATION**

**PILLAR I—Reduced Environmental Impact and Energy Costs**

**Energy**

**Has/Does/Can you or your school...**

...received any awards for facilities, health or environment?	YES
...demonstrate reduction in energy use?	YES If yes, time period: Project commenced June 2011 with a completion/final certification date of September 2013.
...demonstrate reduction in water use?	YES If yes, time period: Project commenced June 2011 with a completion/final certification date of September 2013.
...demonstrate a reduction in environmental impacts from your transportation fleet? (e.g. carpooling, limiting diesel exhaust exposure, providing safe routes to school) REVIEW CASE STUDY	YES If yes, time period: Project commenced June 2011 with a completion/final certification date of September 2013.
...demonstrate your drinking water is protected from potential contaminants?	YES Please refer to attachment: Central Lake County Joint Action Water Agency 2013 Annual Report Drinking Water Quality
...use on-site renewable energy?	NO
...purchase renewable energy?	YES If yes, percentage of energy: 50%. Please refer to attachments: Carbon Solutions Group Purchase Order Agreement and Carbon Solutions Group Quote
...demonstrate your playground equipment or other structures are safe from environmental contaminants?	YES
...operate a compost program for food and landscaping waste?	NO

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...recycle paper, plastic and other items?	YES
...have a process or policy to control moisture within your buildings and clean-up when necessary?	YES
...have carbon monoxide monitors/alarms?	YES
...removed sources of elemental mercury and prohibit future purchases?	YES
...have a green cleaning policy or procedures?	YES
...have a chemical management plan to minimize student exposure?	YES
...have an indoor air quality plan to support healthy indoor air?	YES

**Using the questions above as a reference, please provide a narrative that describes your school’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Emphasize unique and innovative practices and partnerships (1000 word maximum).**

In September of 2013 Woodland Primary School received the Leadership in Energy and Environmental Design (LEED) Silver Rating Certification for Existing Buildings from the United States Green Building Council. A school that services Early Childhood and Kindergarten students, Woodland Primary is the first elementary school in the State of Illinois to receive this honor. Students and staff made changes in the school that made a difference that can be celebrate now for years to come.

LEED provides third-party verification of green buildings. It involves satisfying prerequisites and earning points to achieve different levels of certification. The LEED process for Existing Buildings consists of a variety of facility-related areas from Sustainable Sites to Energy Efficiency to Water Efficiency to Innovation. Each category consists of a laundry list of tasks/checklists to mark off along the way. Each needs to be documented in detail to the United States Green Building Council (USGBC) for approval. LEED measures performance and results for optimal operational efficiency ensuring that Woodland Primary will continue to save energy, water, money and other critical resources year after year.

The process of obtaining LEED certification began in 2011 and involved the Woodland Primary School Principal and her staff, the Director of Operations and Facilities and his team, Siemens as well as business partner Transwestern Sustainability Services.

In order to apply, schools must achieve an energy star score of at least a 69 which is percentage-based. This means that 69% of all schools with similar characteristics are performing less than that of Primary.

This is an extraordinary accomplishment for Woodland because something remarkable has been achieved for students served. As a school district, learning is our foundation and through this process, great deal was learned about the school's sustainability that would not have been

uncovered without stringent tests such as air quality, proper ventilation, water usage, waste reduction, supplies and materials.

Many of the changes at Primary that have led to LEED certification have occurred behind the scenes with the support of the district's Operations and Facilities Department. These have included the purchasing of better and more efficient products like water heaters and refrigerators as well as changing the amount of gallons used each time a toilet is flushed. Lights were installed to turn on when rooms were in use rather than being left on when students weren't in the room.

From a staff perspective, utilizing large community refrigerators instead of personal refrigerators or microwaves has been a big change that assisted with cost savings. In addition, recycling as well as purchasing resources that are in alignment with LEED qualifications and turning off computers and classroom lights each day before leaving, have all made a difference.

The results of the program were tangible and long-lasting. Prior to applying for LEED certification, a variety of facility and energy efficiency improvements were completed at Woodland Primary to increase overall building performance. These projects were implemented over the years in multiple phases. Through this proactive approach to aging assets and equipment, Woodland increased efficiency and reduced electric, gas and water usage. In addition, Woodland's facilities staff adopted a range of green and sustainable policies in recent years, including waste management, procurement and cleaning. The facts speak for themselves. Electric usage has decreased by 10% or 88,000 kWh and natural gas by 15% or 9,300 therms respectively. This would be the equivalent of eliminating the average electricity used by 32 homes in an entire year. These combined reductions resulted in a cost savings to date of over \$30,000. The environmental impact has resulted in a 25% drop in electricity and natural gas usage, that will avoid sending 48.6 tons of waste to the landfill. Woodland Primary School, as one of the oldest schools in the district, received its recognition in September of 2013. The program will inherently have a long-lasting impact to the community, set an example to other schools and affect all students served by Woodland. Primary will set an example as continuing best practices in the area of energy conservation and sustainability for a greener, healthier learning environment.

In September of 2013, a school that was built in 1948 achieved LEED Silver Status Certification for Existing Buildings. The process behind pursuing this program was lengthy and began in 2011. The fact that this building was not new and had undergone extensive modifications to achieve this recognition was publicly acknowledged by the United States Green Building Council. What was most important about this recognition was the fact that the children of Woodland Primary would be able to begin their educational career path in a school that, though mature, had an interior makeup that would promote positive learning, a healthy environment and set the stage for a green future at Woodland. While certification and nationwide recognition is a mark of our achievement, it is also a reflection of the team of individuals that work in this district eager to support students and promote learning. We are fortunate to have the leadership of the

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Woodland Board of Education to pursue this certification and make history. Their understanding, support and recognition for making changes to promote a healthy, green, learning environment led to considerable cost reductions and a more productive learning environment. It's important for school districts to thrive and embrace challenges, but during a time when fiscal responsibility is constantly questioned and sacrifices to programs must be made, the efforts made by Woodland Primary School truly made a difference in the structure and quality of this school. And these efforts were made to simply benefit children.

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**PILLAR II—Improve the health and wellness of students and staff**

**Nutrition and Fitness**

**Has/Does/Can you or your school...**

...been certified by the USDA’s HealthierUS School Challenge?	NO
...have a Farm-to-School program?	NO
...have an on-site food garden?	NO
...provide students with at least 120 minutes of physical education per week?	YES
...integrated health measures into school or student assessments?	YES
...conduct at least of 50% of physical education classes outdoors?	NO

**Using the questions above as a reference, please provide that describes your school’s efforts to improve the health and wellness of students and staff through nutrition and fitness programs. Emphasize unique or innovative policies, practices and/or partnerships (1000 word maximum).**

Woodland Primary School is always looking for new and innovative ways in which to improve the health and wellness of students and staff. Our goal: to have students and staff participate in various activities throughout the year to spread the message of wellness and living healthy. Listed below are activities and initiatives implemented at Woodland Primary School to achieve this goal:

-Physical Education classes that include units/activities such as: Yoga, Step aerobics, pedometers, traverse climbing walls, MyPlate nutrition unit, bones/organs unit, First Tee National Golf program, “going green” recycling unit, etc. These units/activities were made possible through generous grants and partnerships with the Woodland PTA, Trustmark Insurance Company, Woodland Educational Foundation, and Boy Scout Troop #627. In total, Primary has received over \$7300 in funds.

-This year, Primary implemented the Coordinated Approach to Child Health (CATCH) program in conjunction with a local hospital to help support health and wellness in our school and community. CATCH is a coordinated approach in the classroom, cafeteria, physical education, at home, and after school to teach children how to be healthy for a lifetime. The CATCH physical education curriculum offers children of all abilities the opportunity to develop skills and appreciation for healthy activity.

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-Woodland Primary School is an avid supporter of the American Heart Association through Jump Rope for Heart. Last year our school raised \$15,865 to help heart disease and stroke prevention research. This total was raised by the hard work and generosity of approximately 250 students and staff members who participated.

-Each year Woodland Primary holds an extensive “Field Day” to close out the school year with one last activity filled celebration. Students and staff spend the entire school day immersed in physical activities ranging from relay races, to inflatable obstacle courses, to heart rate raising bounce houses and beyond.

-Our school has introduced “Yoga in the Classroom” as a way for students to take “brain breaks” during the day. Through “Yoga in the Classroom”, DVDs, and teacher-led instruction, students are able to take quick breaks from sitting in their chairs to stand up, stretch, work on balance, and work on relaxation through breathing techniques. Research shows that stretching increases the cerebrospinal fluid flow to crucial areas of the brain. More oxygen goes to key brain areas, eyes can relax which prevents eyestrain, and the body gets a rest from musculoskeletal tensions.

-During Open House nights students and families have an opportunity to do Yoga together. This is a chance for students to show their parents one of the activities that they take part in during the school year in PE, as well as a chance for parents to take home some basic Yoga tips/techniques that can be used in the home to extend and expand on what students learn at school.

-This year our Dual Language classes will participate in the National “Stack-Up” Cup Stacking Event. This event will be part of a Guinness Book of World Records achievement. In addition to our cup-stacking unit, this event continues to build on our students’ fine motor skills as well as bi-lateral brain function.

-The school has implemented non-edible birthday treats to cut down on “junk food” consumption in all classrooms. This health initiative lowers student exposure to unhealthy “junk” food and gives students alternatives to celebrate their special day. This is also a preventative measure to keep our students with severe food allergies safe in their classrooms. In addition, when holidays are celebrated in school with parties, parents provide healthy foods and snacks. Junk food is strictly prohibited.

-All day students that attend Woodland Primary School have 30 minutes of outdoor recess per day. During recess, students can play on the playground, ride tricycles and scooters, play soccer, basketball, and use other various types of equipment.

-Staff luncheons with “healthy” themes are planned multiple times throughout the year. Staff are invited to share in low-fat and low-calorie foods during their lunch hour. Staff are encouraged to explore new recipes and try new healthy foods that they might have otherwise never tried.

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-Staff volleyball tournaments are held throughout the school year. Primary introduced an “intramural” tournament hosted at the school. Staff from all five Woodland schools are invited to compete. If staff members are not interested in playing volleyball, they are encouraged to serve as cheerleaders. This annual event encourages physical activity and camaraderie amongst staff members.

-Staff walking/jogging clubs are important parts of the afterschool culture at Woodland Primary. There are various groups of teachers who meet up almost daily afterschool to walk/jog the halls and get their hearts pumping.

-Each year, our Physical Education teachers attend the Illinois Association for Health, Physical Education, Recreation, and Dance (IAHPERD) conference in St. Charles, IL. PE teachers gain valuable information that keeps the department on the cutting edge. Our PE teachers have also presented at the conference on behalf of the American Heart Association as advocates for Jump Rope for Heart.

-Our school has worked closely with our lunch provider, ARBOR, to make school lunches as nutritious and healthy as possible. Through a positive partnership with ARBOR, our school has been able to now offer balanced meals to students and staff.

-In looking for new, innovative and technological ways to get staff moving the FitBit challenge was created to track physical activity of staff members. The FitBit challenge takes place in teams to provide encouragement and motivation for all members involved, as well as holding each other accountable. The FitBit challenge has provided a new avenue for staff to participate in physical activity while at school.

-Healthy Options for vending machines have been researched and are being made available to staff. By offering these healthy options, staff has a variety of choices that reduce the caloric intake.

-The district’s PTA partnered with the Woodland Educational Foundation to host an annual “Wildcats Go Green” 5K Fun Run that gets staff, students and community members involved in physical activity. Last year a reward of \$500 was awarded to Primary for having the most participants.

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**PILLAR III—Effective Environmental and Sustainability Education**

**Has/Does/Can you or your school...**

...have an environmental or sustainability literacy requirement?	YES
...have professional development and support for environmental and sustainability?	YES
...encourage environmental or sustainability topics in student civic/community engagement projects?	YES
...use outdoor learning strategies to further engage in environmental education?	YES
For schools servicing grades 9-12, please provide: - % of last year’s eligible graduates who completed AP Environmental Science course during their high school career. - % of students scoring a 3 or higher.	N/A
<p><b>Using the questions above as a reference, please provide a narrative that describes your school’s efforts to use sustainability and the environment as a context for learning science, technology, engineering and mathematics. Provide evidence of student learning and assessment results (1000 word maximum).</b></p>	
<p>Woodland Primary School serves students ages 3-6 years old. We value the importance of exposing students for the first time to environmental topics. Laying the foundation for the years ahead will allow future teachers to build upon the understanding that we are creating. As a school that recently received the Leadership in Energy and Environmental Design (LEED) Silver Status Certification for Existing Buildings, we are aware of how maintaining a green, sustainable learning environment impacts student learning. LEED is a first step toward a new focus in our school. Because of the education level of our students, we are introducing our students to what it means to be “green” through examples, activities and stories. In early September, all Early Childhood and Kindergarten students watched informative, non-fiction videos about recycling. The videos were used to give students a clear picture of what recycling and reusing entailed. As part of a half-day Kindergarten and Early Childhood program, our students are being taught the value of recycling. Used glue sticks are now being recycled by the students so they understand how small steps make an impact. Informally, we embrace the practice of literacy in our classrooms and within the arts. Our teachers often read stories about recycling to students and as part of our September celebration to announce the LEED Silver Status Celebration, students learned a song about recycling that they shared in front of parents, community members, and administrators. Our librarian has dedicated a special order to providing additional books on the topic of recycling and caring for our planet. Recently, our literacy specialist wrote a grant that was submitted to the Woodland Educational Foundation to fund the purchase of resources and</p>	

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materials to teach our students what it means to be green. The grant would allow each classroom to have the resources needed to participate in recycling activities including matching and sorting as well as a classroom display that shows examples of how we can recycle and utilize our resources. The literacy specialist has also ordered more books about the various topics of preserving our resources and being responsible for how we treat our planet. Once these new resources are in place, mini-lessons will be created by teachers during weekly team meetings. By combining our efforts and creating lessons together, we are able to produce many activities for students as they learn about this topic. In addition, students are introduced to recycling, reusing and preserving the materials we currently have onsite. Because this is our first year implementing these new initiatives, we are asking for staff feedback on how the new resources and activities have supported student learning. Once this data is collected, it will be shared with staff to review to make improvements. We realize that to keep our status of a green school we need to sustain these practices and model for our students how to keep our school running efficiently and teach them to preserve our resources. Our Early Childhood curriculum includes an entire unit on our environment and how to preserve resources. Students created art projects, participated in stations, and sang songs during this period of study. One of our Parent Involvement events in December is dedicated to building and creating. We have partnered with our local Home Depot to bring in materials to model for students how to use different tools, build using quality materials and create structures with their creativity. Lastly, we are dedicated to teaching students to keep our school clean, reusing materials and empowering our youngest students in the district to make a change. Each spring, Woodland Primary prepares for its open houses to welcome parents and students to the school and review the year's accomplishments. As we plan for the 2014 Open House, we intend to incorporate stations for our parents and students that will provide them with a better understanding of the significance of being a "green" or LEED certified school. The evening will consist of songs, activities and technology applications. Students will be learning new songs and skits themed around our planet and preserving resources. Technology applications that allow students to sort garbage or determine which types of materials can be recycled will be available on iPads. All families will have the option to participate in our fundraiser by purchasing a green Woodland LEED Celebration t-shirt. Proceeds will support students in need of scholarships for summer school. Families will also be invited to have a scoop of tasty frozen yogurt provided by a local LEED certified business, Suzy Swirl. We felt this partnership spoke volumes to our community. By sharing the same beliefs in terms of facilities, our partnership has modeled to the families that we can all share the responsibility of being green whether you go to school or to a local business. To keep the topic of being green and taking charge of their planet going, we will be celebrating Earth Day in April as a school. We plan to invite parents into our schools to assist with learning activities, participate in a green rally, and read stories to our students. In addition, students will use recyclable materials to create games, build and create. This day will be a culmination of our earlier efforts to educate our students. We know we have a huge responsibility to expose our youngest population in the

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district to these concepts. Empowering these students so they can initiate change and make the school a better place because they were there is a very powerful message we are delivering to our students. As a staff it has made us more powerful educators because of the pride we have shared in our school and ourselves. We want to share that sense of pride and ownership with our students. Our vision for our young learners is for them to embrace what they have learned at Primary and apply it throughout their educational career in Woodland District 50.

**Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships (200 word maximum).**

Our curriculum for students integrates recycling and the preservation of our current resources. As a school we collect glue sticks and other used materials that we turn in for a recycling profit. We model and encourage recycling practices for our students. We are teaching our youngest students in the district to make positive changes in our school and to be a part of our green activities to make our school environment the best it can be.

**Final question, please describe partnerships your school engages in to help school achieve the components in the 3 Pillars of the Green Ribbon Schools program. Include examples of the impact of these partnerships (200 word maximum).**

Woodland District 50 has maintained partnerships with Siemens Industry, Transwestern Sustainable Services, Waste Management, the United States Green Building Council and other business partners/vendors to assist the district with any and all categories pertaining to requirements to achieve Leadership in Energy and Environmental Design Silver Status certification for Existing Buildings. These include but are not limited to: indoor air quality issues, energy and water consumption, purchasing/procurement of materials and overall sustainable practices. The impact of these partnerships have resulted in a decrease in 10% of electric usage 15% decrease in natural gas usage, which is equivalent to eliminating the average electricity used by 32 homes in an entire year. In addition, Woodland Primary has collaborated as a staff to reduce energy costs by implementing simple changes like community refrigerators, not having any appliances in classrooms, turning off the lights, computers and other items to reduce the amount of daily energy used.



## Woodland Primary School – Building a Sustainable Future

### What is LEED?

LEED™ – Leadership in Energy & Environmental Design – is the most recognized green building rating system in the marketplace today. Developed by the United States Green Building Council (USGBC), LEED provides building owners and managers with a framework for identifying and implementing practical and measurable green building strategies, from design and construction through the ongoing operations and maintenance of given facilities. LEED for Existing Buildings: Operations & Maintenance certification ensures that the facility adheres to a set of rigorous green building policies and practices, ranging from energy and water conservation to optimal indoor environmental quality and waste reduction.

Woodland Primary School is one of only a handful of LEED EB: O&M certified public elementary schools in the country and the **1st** in the state of Illinois to receive Silver Certification.



**SIEMENS**

# Green Building Facts

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## Why is LEED important?

LEED is a globally recognized symbol of green building excellence. It provides independent, third party verification through technical experts that ensure building certification meets the highest levels of quality and integrity and improves human and environmental health.

## How is LEED for Existing Buildings: Operations & Maintenance Certification achieved?

The LEED rating system consists of seven credit categories that address the entire spectrum of green building performance and operations. These include Sustainable Sites, Water Efficiency, Energy & Atmosphere, Materials & Resources, Innovation in Operations, and Regional Priority.

For the certification process, Siemens and Woodland worked hand in hand to document the impact of efficiency improvements and identify additional sustainability measures that would help achieve LEED certification. The final application and supporting information were submitted to the USGBC for final review and approval.

## How did Woodland Primary School obtain this level of success?

Prior to applying for LEED certification, a variety of facility and energy efficiency improvements were completed at Woodland Primary to increase overall building performance. These projects were implemented in multiple phases as part of a 13-year partnership with Siemens. "By taking a proactive approach to aging assets and equipment, we've been able to increase efficiency and reduce electric, gas and water usage in a facility that is nearly 60 years old," says Associate Superintendent of Finance and Operations, Bob Leonard.

In addition, Woodland's facilities staff has adopted a range of green and sustainable policies in recent years, including waste management, procurement and cleaning. "It's a matter of documentation and having an overall awareness of how your buildings are operating" says Director of Operations & Facilities, Don Selzer. "The stamp of approval by the USGBC isn't about a plaque on the wall – it's a validation of achieving the highest level of building performance."

## What are the benefits for Woodland Primary School?

Through the process of becoming LEED certified, Woodland Primary School has improved the indoor environment quality for students and faculty, aided the conservation of water and other natural resources, and increased the energy efficiency of its operations. District 50's Operations & Facilities team along with the leadership team at Woodland Primary School have already seen a quick return on investment. "Our electric usage has decreased by 10% or 88,000 kWh and natural gas by 15% or 9,300 therms respectively," adds Leonard. "To put that in perspective, it is the equivalent of operating 817 flat screen TVs, 4,343 laptop computers, or eliminating the average electricity used by 32 homes in an entire year."

Greening schools, decreased energy consumption, lower operating costs and a greater carbon footprint is the truest model of sustainability. The environmental benefits are somewhat staggering considering a 25% drop in electricity and natural gas usage will avoid sending 48.6 tons of waste to the landfill. "As stewards of the community, we have a social responsibility to do the right things for our entire community and the environment," states Superintendent, Dr. Joy Swoboda.

As District 50 teaches its youngest students about respect for the environment, the school building itself becomes a learning tool for this important lesson. Swoboda adds, "By adopting green building strategies and procedures, it is our hope that our accomplishments at Primary school will serve as a blueprint for not only our district but for our neighboring schools in and around Lake County."

## LEED Profile

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### Facility:

*Woodland Primary School*

### Classification:

*LEED Existing Buildings: Operations & Maintenance*

### Certification Level:

*Silver (51 points achieved)*

### Certification Date:

*September 2013*



# Central Lake County Joint Action Water Agency 2013 Annual Report Drinking Water Quality

## **Dear Water Customer,**

This is your annual water quality report for the period of January 1 through December 31, 2012. Each year the Village issues this report to provide you information about the quality of our drinking water, the source of our water, how it is treated, and the regulated compounds it contains. These reports are issued in compliance with the Safe Drinking Water Act. For more detailed information about our water's quality, including test results for unregulated compounds, contact Melissa Olenick at CLCJAWA at 847-295-7788 or visit our web page at [www.clcjawa.com](http://www.clcjawa.com). *Este informe contiene información muy importante sobre el agua que usted bebe. Tradúzcalo ó hable con alguien que lo entienda bien.*

## **Where does our water come from?**

Our Village purchases water from the Central Lake County Joint Action Water Agency (CLCJAWA). CLCJAWA is an intergovernmental cooperative, formed by the communities it serves: Grayslake, Gurnee, Lake Bluff, Libertyville, Mundelein, Round Lake, Round Lake Beach, Round Lake Heights, Round Lake Park, and Lake County representing the unincorporated areas of Knollwood, Rondout, Wildwood and Vernon Hills.

## **How is our water treated?**

Our water is pumped from Lake Michigan and treated at CLCJAWA's Paul M. Neal Water Treatment Facility in the Village of Lake Bluff. The enhanced water purification process used by CLCJAWA is unique. First, the water is treated with ozone to kill organisms and break down contaminants. Ozone is produced on-site from air, bubbled into the water, and then converted back into oxygen. The water is then mixed with coagulant to remove sediment and other material from the water. Once clarified, the water is further refined as it passes through filters containing activated carbon and fine sand. Next, the water is treated with ultraviolet light to inactivate any remaining organisms. Finally, the purified water is treated with chlorine to protect it as it travels through the water main, fluoride for dental health, and a small amount of an often used food additive called phosphate. Phosphate protects the water from the metals found in our homes' plumbing systems.

CLCJAWA is a six-time Excellence in Water Treatment award winning facility. CLCJAWA was the third facility in the nation to achieve this distinction presented by the Partnership for Safe Water. This voluntary water quality program, sponsored in part by the United States Environmental Protection Agency, holds its awardees to higher standards than required by current drinking water regulations.

## **How is the water delivered to my tap?**

CLCJAWA utilizes 36 miles of pre-stressed concrete water main installed in 1991 to deliver water to your Village. Your Village, in turn, maintains its own water distribution system.

## **How is our water's quality assured?**

Our tap water quality is consistently monitored by the Village, by the Illinois Environmental Protection Agency (IEPA), in the CLCJAWA Water Quality Lab, and by other independent labs. This aggressive water quality assurance program is thorough: bacteriological tests are conducted six times more often than required, water clarity is monitored every 10 seconds, and our water is checked for hundreds of contaminants.

## **How is our drinking water regulated?**

To ensure tap water safety, the U.S. Environmental Protection Agency (USEPA) prescribes limits on the amount of certain contaminants in our drinking water. Water quality may be judged by comparing our water to USEPA benchmarks for water quality. One such benchmark is the Maximum Contaminant Level Goal (MCLG). The MCLG is the level of a contaminant in drinking water below which there is no known or expected risk to health. This goal allows for a margin of safety. Another benchmark is the Maximum Contaminant Level (MCL). An MCL is the highest level of a contaminant that is allowed in drinking water. An MCL is set as close to an MCLG as feasible using the best available treatment technology.



## What regulated compounds are found in our drinking water?



The table below lists all of the regulated compounds detected in our water. bolded compounds were measured by the Village, all other compounds were measured by CLCJAWA. The values shown in the Level Detected column are those used by the EPA to determine compliance with drinking water standards. Because each compound is regulated differently, this value may be a running average, a 90<sup>th</sup> percentile, or the maximum single value. The Sample Date column indicates the date when the sample was collected. When more than one sample is collected, this column shows the date of the maximum value. Explanation of MCLG and MCL may be found in the Abbreviation Table below.

Compound (Units)	Level Detected	Range of Levels Detected	MCLG	MCL	Violation ?	Sample Date	Primary Compound Sources
Alpha Emitters (pCi/l)	2.6	Single Sample	0	15	No	11/12/08	Decay of natural deposits
Barium (ppm)	0.0197	Single Sample	2	2	No	7/5/12	Erosion of natural deposits, runoff, metal refinery discharge
Beta/Photon Emitters (mrem/yr)	3.9	Single Sample	0	50	No	11/12/08	Decay of natural deposits
Bromate (ppb)	1	<1 – 3.7	0	10	No	7/24/12	By-product of disinfection
<b>Chlorine (ppm)</b>	<b>0.88</b>	Chlorine levels vary by location. Contact your Public Works Department for levels in your area.					Added for disinfection
Combined Radium 226/228 (pCi/l)	1.6	0.88 - 1.6	0	5	No	'08 – '12	Decay of natural deposits
Fluoride (ppm)	1	0.86 - 1.03	4	4	No	2012	Added for dental health
Nitrate (ppm)	0.447	Single Sample	10	10	No	4/2/12	Naturally occurring
Sodium (ppm)	8.0	Single Sample	None	None	No	7/5/2012	Erosion of natural deposits, runoff
<b>Total Haloacetic Acids (ppb)</b>	<b>5</b>	Levels vary by location. Contact your Public Works Department for levels in your area.					By-product of chlorine disinfection
<b>Total Trihalomethanes (ppb)</b>	<b>11</b>	Levels vary by location. Contact your Public Works Department for levels in your area.					By-product of chlorine disinfection
Turbidity (% acceptable)	100%	100%	None	0.3 TT	No	2012	Lake sediment, soil runoff
Turbidity (NTU)	0.09	0.02 - 0.09	None	1 TT	No	2012	Lake sediment, soil runoff

Compound (Units)	Level Detected	# Sites Over Action Level	MCLG	Action Level	Violation ?	Sample Date	Primary Compound Source
<b>Lead (ppb)</b>		Levels vary by location. Contact your Public Works Department for levels in your area.					Household plumbing corrosion
<b>Copper (ppm)</b>		Levels vary by location. Contact your Public Works Department for levels in your area.					Household plumbing corrosion



Abbreviation	Definition
<b>Action Level</b>	Action Level is the level that triggers special treatment or other required actions by a water supply.
<b>MCL</b>	Maximum Contaminant Level is the highest level allowed by EPA in drinking water.
<b>MCLG</b>	Maximum Contaminant Level Goal is the level of a contaminant below which there is no known or expected health risk.
<b>NTU</b>	Nephelometric Turbidity Units. Turbidity is a measure of water clarity.
<b>pCi/l</b>	pico Curies per liter. EPA considers 50 pCi/L to be a level of concern for beta particles.
<b>pos/month</b>	The maximum number of positive samples collected in a calendar month.
<b>ppb</b>	Parts-per-billion is also referred to as micrograms per liter ( $\mu\text{g/L}$ ). Equivalent to one ounce in 7,350,000 gallons of water.
<b>ppm</b>	Parts per-million is also referred to as milligrams per liter ( $\text{mg/L}$ ). Equivalent to one ounce in 7,350 gallons of water.
<b>TT</b>	Treatment Technique refers to a required process intended to reduce contaminant level drinking water.

### Lead and Copper:

Some homes with old lead service lines, lead plumbing, or copper plumbing with lead solder, may have lead and copper in their water. To minimize these levels, the Illinois EPA requires that CLCJAWA add phosphate to our water at a concentration of 0.3 ppm orthophosphate. This commonly used food ingredient coats the inside of your plumbing with a thin film. The film reduces lead and or copper levels that may have otherwise leached from your plumbing into your water.

CLCJAWA was in full compliance with all drinking water regulations this year

### Sodium:

There is no state or federal MCL for sodium. Monitoring is required to provide information to consumers in case you are concerned about sodium intake for dietary reasons. If the sodium level in our water was greater than 20 ppm, and you were on a sodium-restricted diet, you would be advised to consult a physician.

### Turbidity:

Turbidity is a measure of water clarity. Treatment facilities monitor turbidity because it is a good indicator of water quality and the effectiveness of their filtration and disinfection systems. At CLCJAWA, turbidity is checked every ten seconds in numerous locations by automatic monitoring equipment and every four hours, by hand, in the laboratory.

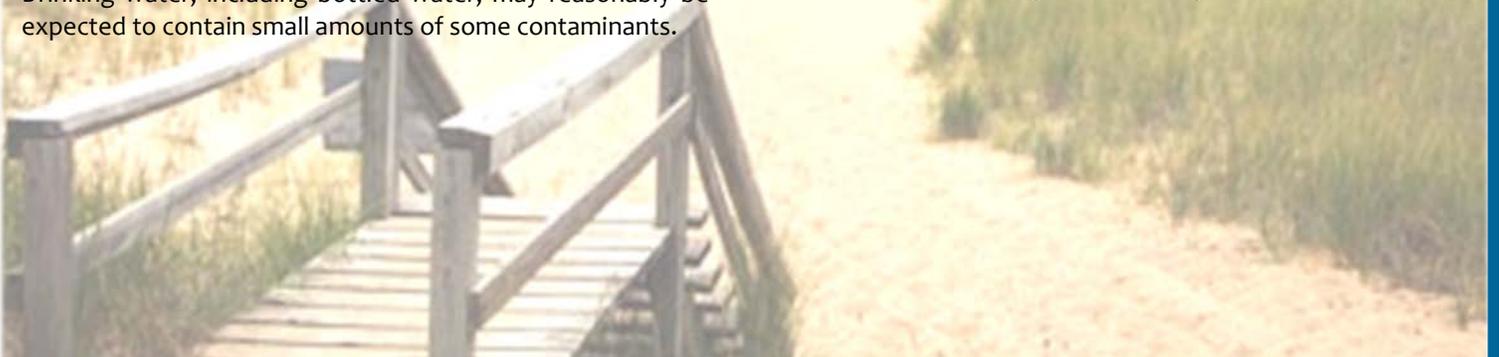
### Where do water contaminants come from?

Drinking water, including bottled water, may reasonably be expected to contain small amounts of some contaminants.

The presence of contaminants does not necessarily indicate that water poses a health risk. More information about contaminants and potential health effects may be obtained by calling the US Environmental Protection Agency's (USEPA) Safe Drinking Water Hotline at 1-800-426-4791.

Both tap and bottled water come from rivers, lakes, streams, ponds, reservoirs, springs, and wells. As water travels over the surface of land or through the ground, it dissolves naturally occurring materials and can pick up substances resulting from the presence of animal or human activity. Contaminants that may be present in untreated water include:

- Microbial contaminants such as viruses and bacteria can be naturally occurring or may come from sewage treatment plants, septic systems, and livestock operations.
- Inorganic contaminants such as salts and metals can be naturally occurring or result from urban storm water runoff, wastewater discharges, oil and gas production, mining, or farming.
- Pesticides and herbicides come from sources such as agricultural and residential storm water runoff.
- Organic chemical contaminants including synthetic and volatile organic compounds are by-products of industrial processes and petroleum production but can also come from gas stations, urban storm water runoff and septic systems.
- Radioactive contaminants can be naturally occurring or be the result of oil, gas, and mining activities.





**PRODUCT CONTENT LABEL**  
**CSG CleanBuild™ RECs**

For more information about this product, contact Carbon Solutions Group,  
1-866-499-1456, [www.carbonsolutionsgroup.com](http://www.carbonsolutionsgroup.com)  
New renewable generators started operating on or after January 1, 1999.

This is a renewable certificate product. For every unit of renewable electricity generated, an equivalent amount of renewable certificates is produced. The purchase of renewable certificates supports renewable electricity generation, which helps cover conventional electricity generation in the region where the renewable generator is located. You will continue to receive a separate electricity bill from your utility.



***100% Renewable***

The Green-e Program certifies that CSG CleanBuild meets the minimum environmental and consumer protection standards established by the non-profit Center for Resource Solutions. For more information on Green-e certification requirements, call 1-888-63-GREEN or log on to [www.green-e.org](http://www.green-e.org).

**Contract Administration**

Each Party hereby designates its employees identified below as its contract administrator for this Agreement. The contract administrator(s) shall be responsible for representing their respective employers in all matters relative to the administration of this Agreement.

CSG Administrator  
Scott Maloney  
866-499-1456  
[SMaloney@CarbonSolutionsGroup.com](mailto:SMaloney@CarbonSolutionsGroup.com)

Purchaser Administrator  
**Robert Leonard**  
Phone: **847-596-5610**  
Email: **[bleonard@dist50.net](mailto:bleonard@dist50.net)**

State/Country: IL/USA

Thank you for requesting a Green Power quote for your LEED project from CSG, we appreciate the opportunity to work with you. Carbon Solutions Group has been helping LEED projects achieve the Green Power Points within the LEED rating systems for over 5 years. We have completed well over 1,000 projects. It is our commitment to help our clients understand the process of achieving these points, and we commit to walking each client through the submittal process.

#### What is a REC

A Renewable Energy Certificate (REC) is a tradable environmental asset that represents the environmental attributes of one-megawatt hour (MWh) of renewable electricity. RECs are sold separately from the actual power generated to consumers who want to essentially "green" their existing power source. This arrangement provides the renewable energy generator an additional revenue stream while allowing the REC purchaser to keep their existing utility and make the environmental stewardship claim that a certain percentage of their electricity is generated from renewable resources.

#### About Green-e

Green-e Energy is the nation's leading voluntary certification program for renewable energy. For over a decade, Green-e Energy has been certifying renewable energy that meets environmental and consumer protection standards that it developed in conjunction with leading environmental, energy and policy organizations. Green-e Energy also requires that sellers of certified renewable energy disclose clear and useful information to potential customers, allowing consumers to make informed choices.



#### **CSG's easy four-step process to obtain the Green Power Points:**

- 1) Review Quote
- 2) Request Green Power/Carbon Credit Purchase Agreements, sign and return.
- 3) Upload countersigned purchase agreement to LEED online.
- 4) Process Payment



March 13th, 2013

Edward Malesevich,

The table below outlines the amount of Renewable Energy Certificates (RECs) needed in order to obtain the Green Power points in accordance with **LEED EBOM v2009** for Woodland Schools District 50 - Primary LEED project. We would provide Green-e certified Renewable Energy Certificates for this LEED Certification. This quote assumes electricity usage on 565,870 kWh/year based on the information provided.

% Green Power	2-Year Electricity Usage (MWh)	Cost per *MWh	Total Cost
100% (6 EA Points)	1,132	\$0.99	<b>\$1,120.68</b>
75% (5 EA Points)	849	\$0.99	<b>\$ 840.51</b>
62.5% (4 EA Points)	708	\$0.99	<b>\$ 700.92</b>
50% (3 EA Points)	566	\$0.99	<b>\$ 560.34</b>
37.5% (2 EA Points)	425	\$0.99	<b>\$ 420.75</b>
25% (1 EA Point)	283	\$0.99	<b>\$ 280.17</b>

**\*REC price quote is valid from 14 days after date of issue**

LEED EBOM V3 requires that all energy consumed that is not from electricity needs to be offset by purchasing Carbon Offsets. The information you have provided states that this building consumes 7,090,550 kBtu of Natural Gas for a total CO2 emissions of 375 Tonnes/year. We will use this number to quote the amount of Carbon Offsets that need to be purchased to cover emissions:

% Carbon Offset	2-Year CO2 Emissions	Carbon Credit Verification Type	Price/Tonne	Total Cost
100%	750	CAR or VCS Carbon Credits	\$3.50	\$2,625.00
75%	563			\$1,970.50
62.5%	469			\$1,641.50
50%	375			<b>\$1,312.50</b>
37.5%	282			\$ 987.00
25%	188			\$ 658.00

Please contact us with any questions. We can easily provide you with a green power purchase contract within an hour if needed at no additional cost. Please keep in mind that a REC is an investment in renewable energy generation and goes towards aiding in the development of the market for new generation. However, a REC should not necessarily be used for claims of carbon neutrality. This is due to the fact that a REC does not have to prove additionality, whereas a carbon offset must go through these additional rigors.

Best Regards,

Scott Maloney