



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades 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.

U.S. Department of Education Green Ribbon Schools 2014-2015

Charter Title I Magnet Private Independent

Name of Principal: Mr. Keir Rogers

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

Official School Name: River Trails Middle School

(As it should appear on an award)

Official School Name Mailing Address: 1000 N. Wolf Road, Mt. Prospect, IL

(If address is P.O. Box, also include street address.)

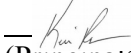
County: Cook State School Code Number *: 050160260021006

Telephone: 847-298-1750 Fax: 847-298-2639

Web site/URL: <http://rtms.rtsd226.org/> E-mail: krogers@rtsd26.org

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

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

 _____ Date: 1/21/15
(Principal's Signature)

Name of Superintendent: Dr. Dane Delli

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



District Name: River Trails School District 26

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

(Superintendent's Signature) Date: 1/21/15

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: Dr. Christopher A. Koch, State Superintendent
(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.

(Nominating Authority's Signature) Date: 1/21/15

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

1. School Name and Address

River Trails Middle School
1000 N. Wolf Road
Mt Prospect, IL 60056

2. School Principal

Keir Rogers

3. Primary Contact Name (if different)

Steve Kosmicki

4. Primary Contact Telephone

224-612-7306

5. Primary Contact Email

skosmicki@rtsd26.org

6. School Type

Middle School

7. Grade Level

6-8

8. Enrollment Information

Total School Enrollment: 500
School District Name: River Trails School District 26
Total District Enrollment: 1423

9. Does your school serve 40% or more students from disadvantaged households?

What percentage of students receive Free or Reduced price Lunch (FRPL)? 40.5%
What percentage of students are limited English proficient? 3%

Cross-cutting Questions (5 points total)

*Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars? **Yes***

(If yes) What program(s) and level(s) were achieved? (500 hundred characters maximum, including spaces)

- SEDAC energy audit -- recommended lighting renovations which were completed in 2012
- Emerald Report (environment and sustainability assessment by EcoSquared)
- Schools of Illinois Purchasing Cooperative -- SCORE Green Cleaning - Gold Certification
- EPA Energy Star -- Energy Star Rating of 83
- Illinois Clean Energy Now -- Rebates of \$183,832 for energy saving projects
- Fuel Up to Play 60 -- Illinois Grand Prize winner
- Presidential Fitness Assessment -- 100% participation with 98% pass rate
- LEED Checklist -- silver level, not certified

Has your school, staff, or student body received any awards for facilities, health or environment? **Yes**

(If yes) List the award(s) and year(s) received: (500 characters maximum, including spaces)

- Schools of Illinois Purchasing Cooperative -- SCORE Green Cleaning -- Gold Certification - 2012, 2013 and 2014
- Fuel Up to Play 60 -- Illinois Grand Prize winner in the Fuel Up to Play 60 For Love of Play contest!

Is there a forum provided where all representative stakeholders involved in the daily operation of the school (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts? **Yes**

If yes, describe: (1,000 characters maximum including spaces)

There are a variety of such forums. The Green Schools Community Committee consists of school staff, administration, students, parents, park district and library staff, village management, chamber of commerce, legislator, architect, energy companies, custodial companies and more. The mission is “River Trails Green Schools will lead the way in promoting environmental sustainability within our community and schools by inspiring our students and staff to protect the environment and be responsible global citizens.” Student and Staff Wellness Committees implement and promote health and fitness programs. The Environmental Literacy Subject Area Leadership Team (SALT) ensures that the curriculum provides a variety of opportunities for the community and school to understand how people, energy, and the environment are dynamically interrelated and to instill a sense of respect and ownership of one’s environment that fosters advocacy and activism.

<p>...demonstrate reduction in energy use? If yes, please describe.</p> <ul style="list-style-type: none"> ● Lighting upgrades with occupancy sensors ● Building automation upgrades ● Univent renovation ● CO2 controls 	<p>Y</p> <p>Time period: 2010 to 2015</p>
<p>...demonstrate reduction in water use? If yes, please describe.</p> <ul style="list-style-type: none"> ● Renovated washrooms with low-flow toilets and automated sensors on toilets and sinks ● No irrigation 	<p>Y</p> <p>Time period: 2008</p>
<p>...demonstrate a reduction in environmental impacts from your transportation fleet? (eg., carpooling, limiting diesel exhaust exposure, safe routes to school) If yes, please describe.</p> <ul style="list-style-type: none"> ● Bio-diesel fuel on buses ● Hybrid electric bus ● Carpooling lane ● Safe routes to school publicized ● No idling signs 	<p>Y</p> <p>Time period: 2013 - 2015</p>
<p>...demonstrate your drinking water is protected from potential contaminants?</p>	<p>Y</p>

<p>If yes, how?</p> <ul style="list-style-type: none"> Faucets and fountains are cleaned regularly to reduce contamination. During this process, the screens and aerators are removed and cleaned of particulates. Although our water is supplied from a municipal water source with several safeguards already in place, we have a program to control lead in drinking water including voluntary testing and only copper piping used throughout the building. 	
<p>...use on-site renewable energy?</p> <ul style="list-style-type: none"> Solar panel 	<p>Y If Yes, percentage of energy : <1%</p>
<p>...purchase renewable energy?</p> <ul style="list-style-type: none"> Wind turbine 	<p>Y If Yes, percentage of energy : 7%</p>
<p>...demonstrate your playground equipment or other structures are safe from environmental contaminants?</p> <ul style="list-style-type: none"> Our school has no wooden playground structures Woodchips meet or exceed the ASTM F1292-09 standard for impact attenuation of playground surfacing materials and meet or exceed the ASTM F2075-10a standard section 4.52 for hazardous materials Railroad ties are creosol free 	<p>Y</p>
<p>...operate a compost program for food and landscaping waste?</p> <ul style="list-style-type: none"> No landscape waste Grass clippings are left on grass Trimnings are ground down and left as woodchips around bushes 	<p>N (but see comments)</p>
<p>...recycle paper, plastic and other items?</p>	<p>Y</p>
<p>...have a process or policy to control moisture within your buildings and clean-up when necessary?</p>	<p>Y</p>
<p>...have carbon monoxide monitors/alarms?</p>	<p>Y</p>
<p>...removed sources of elemental mercury and prohibit future purchases?</p>	<p>Y</p>
<p>...have a green cleaning policy or procedures? If yes, please describe.</p> <ul style="list-style-type: none"> Board Policy 4:150 states, "Standards for Green Cleaning: the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council." We buy only environmentally friendly cleaning products in our schools. We surveyed all cleaning products & have established guidelines set forth by the State of Illinois as it pertains to "Green Seal" approved products (see attached). The district has a partnership with Schools of Illinois Public Cooperative (SIPC) to improve indoor air quality. SIPC has conducted an audit of the school's cleaning equipment following the "Green Seal" recommendations when purchasing cleaning equipment – Carpet Care Equipment that meets guidelines from the Carpet & Rug Institute – lowering particulates by utilizing 	<p>Y</p>

<p>HEPA equipment with better filtration helping the quality of air in our buildings.</p> <ul style="list-style-type: none"> ● Walk-off carpets are vacuumed daily to prevent dirt from entering the school improving indoor air quality. ● For carpet cleaning, we utilize extracting equipment that lowers the water flow and decreases drying time and chemical exposure with the use of air dryers. ● We've extended our floor stripping cycle from every year in our buildings to every three years, again by utilizing standards set forth by our States' recommendation of a light scrub & recoat, also minimizing chemical exposure. ● These steps reduce irritants to the vulnerable population in our buildings. 	
<p>...have a chemical management plan to minimize student exposure? If yes, please describe.</p> <ul style="list-style-type: none"> ● We buy only environmentally friendly "Green Seal" cleaning products in our schools. ● Though considered safe, chemicals used for cleaning are kept in a locked cabinet or closet not accessible to students and staff. 	Y
<p>...have an indoor air quality plan to support healthy indoor air? If yes, please describe.</p> <ul style="list-style-type: none"> ● We have an environmental testing lab take samples that are compared to outdoor and known safe standards. We have always tested well below permissible standards and have never tested in the danger zone. ● We have removed all asbestos-containing materials from our buildings. ● We have replaced carpeting with tile throughout the school, minimizing mold and dust mites. ● Lunch tables are thoroughly cleaned between lunches to avoid any asthma attacks from food allergens. ● Students are given hand wipes to clean their hands after eating. These are more effective against allergens than hand sanitizer. ● Along with regular inspections, the HVAC equipment is monitored by computer software to maintain fresh air standards. ● Classroom fresh air intakes are maintained and kept clear of debris or obstructions to allow for a constant flow of fresh air. ● Bushes are trimmed away from air intakes. Filters are changed four times annually. ● Operable windows with screens are maintained and cleaned regularly and provide natural ventilation. ● Blinds are cleaned and maintained and provide sun and thermal control. 	Y
<p>...does your school participate in federal, state, or utility school energy programs? If yes, which program(s)?</p>	Y

<ul style="list-style-type: none"> ● Illinois Clean Energy Now ● Energy Star 	
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Describe how any school construction or renovation projects occurring in the past ten years meet green building standards, including any certification earned. Limit 1,000 characters maximum, including spaces.

Renovations have improved energy and water efficiency as well as indoor air quality:

- Low VOC paint
- Fitness Room - recycled content flooring
- Locker Room/Washrooms - low flow plumbing fixtures/sensors
- Replaced infrastructure piping to improve water flow
- Roofing - Additional R-value to roof deck
- New energy efficient air handling units
- Building automation upgrade - adjusts to outdoor air temperature, night and weekend setbacks
- Exhausts and ceiling fans improve air quality in gym (no AC)
- Unit ventilators upgraded to variable speed motors and single zone variable volume control and CO2 sensors for demand control ventilation

According to the USGBC LEED for Schools 2009 Concepts checklist, the school has enough points for Silver certification.

Long-range plans continue to integrate sustainable design practices. The main office will be relocated to provide a vestibule air lock and will contain recycled, walk-off carpet, and improve indoor air quality by trapping contaminants and controlling temperature.

1B—Water and Grounds

What is your school’s water use per person? (gallons/occupancy/year)

- 770 gallons/occupancy/year

Can you demonstrate a reduction in your school’s total water consumption from an initial baseline?

- 23% decline from a baseline of 722,000 in FY07 to 566,000 gallons in FY14. Water renovations were completed after FY07.

If yes, how did you document this reduction (e.g. ENERGY STAR Portfolio Manager, utility bills, school district reports)?

- Documentation was done with utility bills.

Is the school’s landscaping considered water-efficient and/or regionally appropriate?

Perennial flowers and a mix of northern US native plants has been incorporated into our landscaping plans at River Trails Middle School (viburnums, spireas, for example) so that they are more self-sustaining. Also at River Trails, we use masses of plants, rather than individual plantings to better replicate their natural growth habits.

Describe alternate water sources used for irrigation. (500 characters maximum, including spaces)

The grounds are not irrigated. Rain and snow provide water. Landscaping includes self-care perennials requiring less water. We mulch planting beds and tree rings with woodchips generated from our own trimmings, duplicating the forest floor, and decomposing into rich nutrients. Ground moisture is held for the plants' root systems, and natural breakdown sweetens the soil organically without chemicals.

The school's drinking water comes from:

- Municipal water source

Describe how the water source is protected from potential contaminants. (500 characters maximum, including spaces)

Faucets and fountains are cleaned regularly to reduce contamination. During this process, the screens and aerators are removed and cleaned of particulates. Although our water is supplied from a municipal water source with several safeguards already in place, we have a program to control lead in drinking water including voluntary testing and only copper piping used throughout the building.

For more information see Illinois American Water Reports: <http://www.amwater.com/ccr/Chicago.pdf>
http://www.amwater.com/twq/Chicago_twq.pdf

What percentage of the school grounds are devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms)? Describe uses. (500 characters maximum, including spaces)

- 65%

All grounds except for parking lots are used in ecologically beneficial ways. A retention pond allows water to naturally drain into the ground providing nutrients to plants. All plants are indigenous needing no irrigation or chemicals. Students use the field for PE and sports daily. Classrooms use areas for outdoor lessons such as rocket propulsion, investigating alternative fuels, a plant life unit integrated with Language Arts and Math, building a container to protect an egg dropped from 8 feet. The Park District also uses the fields for softball and soccer leagues.

1C—Waste

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

- 100%

List the amounts of hazardous materials used at your school, including specific products and how they are measured and disposed of properly.

Flammable liquids: **0%**

Corrosive liquids: **0%**

Toxics: **0%**

Mercury: **0%**

When purchasing cleaning chemicals, we opt for water-based vs. solvent cleaning products. Our school has a hazardous waste policy for storage, management, and disposal. Stericycle (approved bio-hazard vendor) properly disposes of any bio-hazard waste such as the very occasional use of sharps that the nurse may need to dispose.

How is waste disposal and recycling tracked? (500 characters maximum, including spaces)

We recycle 416 cubic yards/year tracked by # filled dumpsters. Electronic products are recycled through an approved facility. Oil, batteries and tires from trucks are recycled. Soil and turf nutrients are organically centered fertilizers or Biosolids, which is a recycled waste product approved by the Illinois EPA. All classrooms have recycling containers. Lunch service has been changed from a prepackaged meal to a served main dish and self-serve salad bar, saving on packaging waste. The facilities are inspected by the Region 5 EPA Director.

Describe your school's green custodial program, including green cleaning products, services, advanced equipment, and/or policies. (500 characters maximum, including spaces)

We buy only environmentally friendly cleaning products in our schools. For carpet cleaning, we utilize extracting equipment that lowers the water flow and decreases drying time and chemical exposure with the use of air dryers. We've extended our floor stripping cycle from annually in our buildings to every three years, utilizing standards set forth by our States' recommendation of a light scrub & re-coat, also minimizing chemical exposure.

Describe how your school is implementing Environmentally Preferable Purchasing/Green Purchasing or products and equipment for administration, instruction, and/or maintenance. (1,000 characters maximum, including spaces)

Purchasing procedures ensure that we purchase only environmentally friendly products. We use only SIPC Green products for custodial supplies, green hand wipes for children and staff, and all custodial paper products are recycled. We use environmentally friendly custodial equipment such as low water usage extractors and HEPA vacuum cleaners. Timers on computer carts and watt misers on vending machines limit electrical usage. Recycled and low VOC construction materials protect the environment. Electronic documents, on-line paychecks and benefits, on-line board packets, on-line purchasing, and fobs and software to monitor copiers and printers limit paper and printing. All Chromebooks we purchase are energy star certified. 100% of the school's total office/classroom paper content is fiber from forests certified as responsibly managed and/or chlorine free. We've eliminated all appliances from classrooms. Appliance purchases for lounge and kitchen areas are energy star certified.

ID—Alternative Transportation

What percentage of students take the following to get to/from school?

Walk/bicycle/scooter/skateboard: **7%**
Carpool (2+ students in the car): **15%**
School bus: **69%**
Other public transportation: **1%**

Describe how these percentages were collected and calculated. (500 characters maximum, including spaces)

All students riding the bus have bus passes. We counted the number of bikes and the walkers. A couple students have asked for IDs to be able to use public transportation to get to school. We also counted the cars arriving with 2 or more students to determine the number carpooling.

Has your school implemented any of the following? (Mark all that apply)

Designated carpool parking stalls. **Designated carpool lane**
A well-publicized no idling policy that applies to all vehicles. **Yes**

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

Safe Pedestrian Routes to School or Safe Routes to School. **Yes**

Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school. **Yes**

Describe how your school transportation use is efficient and has reduced its environmental impact. (250 character maximum, including spaces)

Almost all students walk, bike, bus, or carpool. Drop-off and pick-up have been streamlined to minimize emissions. Idling has been discouraged via signs and school newsletters. We have made our routes more efficient, eliminated a bus, and will continue to reduce the number of routes where possible. The buses are housed at the District office reducing the deadhead mileage, which reduces emissions.

Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (1,000 character maximum, including spaces)

River Trails District 26's school transportation is a collaborative effort with Grand Prairie Transit (GPT). GPT is committed to utilizing cleaner, alternate fuels. Bio-diesel fuel reduces the harmful toxic fumes emitted by diesel engines by over 30%. One of the buses GPT uses for River Trails District 26 is a hybrid design, the first hybrid school bus in the State of Illinois. GPT remodeled a school bus into a learning classroom 'Clean Air Bus' and uses it to educate students about environmental impact.

An intergovernmental agreement with the Park District allows their use of buildings in exchange for ground maintenance. This includes a joint field on school grounds with a softball field built by the Park District. Maximizing the facility use prevents redundancy of facilities, reduces energy consumption and retains open spaces. The Park District helped us to create a Community Garden where district families and students maintain plots so that they can grow and tend their own produce.

Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (1,000 characters maximum, including spaces)

A community-wide Green Schools Committee leads the way in promoting environmental sustainability within our community and schools. Committee members include the village manager, park district, chamber of commerce, village library, elected officials, students, parents, teachers, administration, and School Board. The Committee has established four subcommittees: Garden, Education, Student Involvement, and Public Relations/Civic Engagement.

The District is an active member of the USGBC Illinois Green Schools Advocacy Committee. The mission of the committee is "Green Schools within this Generation" and promotes the Center For Green Schools National Agenda. The District has made numerous presentations: April 2013 Green School Symposium, Loyola University Chicago, the statewide 2014 Healthy and High-Performing Schools Symposium and 2014 IASB/IASA/IASBO Joint Conference. Annually, we organize an event on the worldwide Green Apple Day of Service, a day when advocates, including students, teachers, parents, and elected officials come together in support of healthy, sustainable schools by taking action in their communities. These events have included "Tune Up and Pedal" to encourage children to ride their bikes to school, a showcase of the community garden, and creating an outdoor classroom in a courtyard.

Note that schools selected to be submitted to the US Department of Education will be required to further provide a more detailed survey with supporting materials for the above claims.

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

...participate in the USDA's Healthier US School Challenge?	Process has been started for River Trails Middle School. Euclid Elementary School has been certified at Gold and Indian Grove Elementary School at Bronze.
...participate in a Farm-to-School program?	Y
...have an on-site food garden?	District Garden (located at Euclid School)
...spend at least 120 minutes per week in PE?	Y
...integrated health measures into school or student assessments?	Y
...conduct at least of 50% of PE classes outdoors?	Y

Using the questions above as a reference, please provide a narrative of no more than 1000 words, 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.

Health and wellness are a priority at River Trails Middle School. The District has detailed policies for both student and staff wellness focusing on nutrition and physical activity. Board Policy states the following:

"Physical education...shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle."

A community committee consisting of staff, administration, food service, school board, parents and two middle school students meets regularly to monitor the implementation of the policy and to improve it. Recently the policy was changed to include only fruit, vegetables and hard cheese for celebrations and at snack time. A staff benefits committee meets monthly with a focus on staff wellness. The committee developed procedures and obtained board approval for staff to use the fitness room when not in use by students. Other fitness classes like yoga are offered to staff after school. The district recently received a \$15,000 incentive for staff participation in a wellness screening which will be used on further staff wellness programs.

PE classes are outside as long as the temperature is above 30 degrees. Cardio-fitness is required with students roller-blading >3 miles or running >2 miles a week or conditioning at inside/outside stations combining cardiovascular exercise, flexibility, balance and strength. Students use the fitness room (ellipticals, treadmills and stationary bikes) on a daily basis during PE, for after school sports and as part of an after-school fitness club. 85% of the student population participates in after-school intramural or competitive athletics. 100% of the student body takes the Presidential Fitness Assessment with over 98% passing. Students maintain a fitness folder that has their personal fitness/health/nutrition goals, worksheets on target heart rate and cardiovascular exercise. Students use heart rate monitors to track fitness. Students understand the importance of F.I.T.T. (frequency, intensity, time and type). 2 to 4 days a week students work on core exercises as well as upper and lower body strengthening and fast twitch muscles. 2 to 3 days

a week they work on hand/eye coordination (helps with reaction time so students are able to protect themselves by reacting quickly to situations.)

Every year the 8th graders participate in an Outdoor Adventure Field Trip as a culminating fitness activity. They bike from school to Lake Arlington and back, about 5 miles each way. While there, they learn to kayak, play softball, volleyball, bike and run.

The Middle School has a unique partnership with Fuel Up to Play 60, a program founded by the National Dairy Council and NFL. Students are empowered to make small, everyday changes to get healthy and physically fit by choosing good-for-you foods and getting active for at least 60 minutes every day. You will find River Trails Students pictured on the Fuel Up to Play 60 [home webpage](#). On Fuel Up to Play Day students participate in 14 fitness or nutrition stations including yoga, a rhythm movement activity, a registered dietitian demonstration, and science experiments to determine the amount of sugar found in food. Brain Breaks (a few minutes to move during class) help students to focus. Grant money has been used to purchase induction burners, steamers, and a carving station for healthier meals in the cafeteria. Northwestern University student athletes visit on a monthly basis to promote fitness and sports. This month, the student athletes will talk to the students about fencing, being a student athlete, being a leader, and leadership styles. River Trails Middle School is an Illinois Grand Prize winner in the Fuel Up to Play 60 For Love of Play contest, winning \$500 to support health and wellness at the school.

The food service program at District 26 strives to serve high quality whole foods and meet our students taste preferences. In our efforts to serve high quality foods we are members of a large purchasing cooperative that bids high quality products. We are committed to serving local products when possible. We have moved some items back to made-in-house products. For example, we roast turkey breast, eye of round beef roast, and pork loins and carve these for the students as they come through the serving line. We offer a large selection of fruits and vegetables, since we believe that when students have choices we have a better chance of them consuming more fruits and vegetables. We always have fresh produce on the serving line. We have applied for and won grants to create a professional looking demo station. We regularly demo different vegetables with the students, and then those items are offered on the serving line. One of our successes has been with Bok Choy.

The district has a Community Garden where district families and students grow and tend their own produce. By providing students with local foods and giving them opportunities to learn how food is grown, we can encourage them to choose healthier foods. Better nutrition and health awareness has been linked to academic performance.

The total education and growth of every student at River Trails Middle School revolves around the student's own health. Our health education program provides learning experiences that are relevant to the students' lives. These experiences along with the cooperation of the students' homes and the community will help to promote the healthy lifestyle middle school students need in order to become happy and productive adults. The health program is directly linked to Illinois State Learning Standards and focuses on students gaining knowledge about their own health behaviors and then applying their knowledge to make positive future decisions. Topics include: Human Growth and Development, Communicable and Non-Communicable Diseases, Nutrition and Fitness, First Aid and Safety, Violence Prevention, Internet Safety, Drug Awareness and Prevention, Human Body Systems (Nervous, Circulatory, Respiratory, Skeletal, Muscular and Digestive), Human Sexuality, Communication Skills, Decision-Making, Community CPR and Research Projects.

Our school has a written integrated pest management plan. Yes

The Integrated Pest Management (IPM) plan is provided by Anderson Pest Solutions. It eliminates regular pesticide application and combines several strategies to achieve long-term results. Emphasis is placed on inspection and communication with the facility administration. The focus of the program is to identify and eliminate conditions inside and outside of the facility that could cause pest problems (see attachment).

The park district maintains the school grounds. They also have an IPM Policy. They spray and use chemicals sparingly to keep weeds and pests at a tolerable level, as opposed to a goal of elimination. Many years they do not spray at all. They issue notices to the public explaining not spraying for dandelions, and our reasoning for environmental protection. Soil and turf nutrients are organically centered fertilizers. They have switched to using Biosolids for the majority of turf areas, which is a recycled waste product extensively tested and approved by the Illinois EPA.

Which of the following indoor environmental standards are employed at your school? (Mark all that apply)

The classrooms in our school have good acoustics (less than 45 dBA). **Yes**

Our school has good day-lighting and high-quality electrical light when needed. **Yes**

The classrooms in our school have good relative humidity control (ASHRAE 30-60%). **Yes**

- The Building Automation upgrade for the unit ventilators included single zone variable speed control, which improves part-load dehumidification. Humidity levels are checked regularly using a Sling Psychrometer.

Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (1,000 characters maximum, including spaces)

We buy only environmentally friendly cleaning products in our schools (attached). Though considered safe, chemicals used for cleaning are kept in a locked cabinet or closet not accessible to students and staff. Cleaning products are pre-measured, ensuring the correct ratio of product to water. For carpet cleaning, we utilize extracting equipment that lowers the water flow and decreases drying time and chemical exposure with the use of air dryers. We've extended our floor stripping cycle from every year in our buildings to every three years by utilizing the standard of a light scrub & recoat, also minimizing chemical exposure. Proper techniques are continually reviewed to make certain our staff follow the guidelines set forth as it pertains to daily cleaning. An example is the proper application of spray & wipe cleaners. To minimize product atomization & its exposure to the students & faculty, we stress spraying the cleaner directly into the micro fiber wipe then proceed to clean the surface.

Describe the steps your school has taken to ensure that it is lead-safe (500 characters maximum, including spaces)

Although our water is supplied from a municipal water source with several safeguards already in place, we have a program to control lead in drinking water including voluntary testing and only copper piping used throughout the building. All paints are water-based latex, low volatile organic compounds (VOC). This link shows that there is no lead detected in Mount Prospect municipal water:

http://www.amwater.com/twq/Chicago_twq.pdf.

Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and to promptly clean up mold or remove moldy materials when found. (1,000 characters maximum including spaces)

The school maintenance staff continually monitors for leaks and addresses them as they arise. We therefore can change out the ceiling tile or pipe insulation before it turns to mold. Along with this, we have an

Environmental testing lab take samples that are compared to outdoor and known safe standards. We have always tested well below permissible standards and have never tested in the danger zone. To control moisture when cleaning carpets we utilize extracting equipment that lowers the water flow and we decrease drying time with the use of air dryers. During the summer months, we air condition the buildings to maintain a low humidity level.

*Our school has installed local exhaust systems for major airborne contaminant sources. **Yes***

We do not have major airborne contaminants but we have installed exhaust systems over cooking equipment in the kitchen, in the science labs, restrooms, main hallways, server rooms, home economics room, and the gymnasium.

Describe your school’s practices for inspecting and maintaining the building’s ventilation system and all unit ventilators to ensure they are clean and operating properly. (1,000 characters maximum including spaces)

Throughout the school, all HVAC equipment is inspected and serviced four times annually. These inspections include filter changes, coil cleaning, and vacuuming. In addition, during the inspection, all electrical components are checked and dampers and controls are adjusted to maintain fresh air standards.

Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (1,000 characters maximum, including spaces)

Recent Building Automation upgrades to 123 unit ventilators across the District added CO2 sensors for demand control ventilation which assures the school is up to current state and local code per ASHRE 62.1.

Along with regular inspections, the HVAC equipment is monitored by computer software to maintain fresh air standards. Classroom fresh air intakes are maintained and kept clear of debris or obstructions to allow for a constant flow of fresh air. Bushes are trimmed away from the air intakes. Filters are changed four times annually. Operable windows with screens are maintained and cleaned regularly and provide natural ventilation. Blinds are also cleaned and maintained and provide sun and thermal control.

The Building Automation system allows for night and weekend setbacks to conserve energy.

PILLAR III—Effective Environmental and Sustainability Education

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

...have an environmental or sustainability literacy requirement?	Y
...have professional development and support for environmental and sustainability?	Y
...encourage environment or sustainability topics in student civic/community engagement projects?	Y
...use outdoor learning strategies to further engage in environmental education?	Y
For schools service grades 9-12, please provide: - % of last year’s eligible graduates who completed AP Environmental Science course during their HS career - % of students scoring a 3 or higher.	N/A

What practices does your school employ to help ensure effective environmental and sustainability education?

A written definition of environmental literacy. **YES**
An environmental or sustainability literacy requirement. **YES**
Integration of environmental and sustainability concepts across the curriculum in multiple disciplines. **YES**
An environmental or sustainability elective course. **YES**
An AP Environmental Science course (high schools only). **N/A**
An environmental or sustainability student club. **YES**
An assessment of environmental and sustainability learning and achievement. **YES**
Professional development in environmental and sustainability education for all teachers. **YES**

Provide specific examples of actions taken for each practice employed, highlighting innovative or unique practices and partnerships for each checked practice. (6,000 characters maximum, including spaces, for all examples provided for practices highlighted)

The environmental literacy requirement is embedded in the District's State standards-based science curriculum. All students are required to pass science at every grade level, which includes units in environmental literacy. Children engage in activities and lessons designed to build a sense of stewardship towards the environment. These qualities and characteristics are integrated throughout the building as children apply their literacy skills as a means to contribute to environmental best practices. Staff hold children accountable by ensuring that key assessments are mastered.

Students in grade K-5 progress towards a Science, Technology, Engineering and Math (STEM) curriculum in the upper grades. The purpose of this process is to prepare students to not only achieve in academics but within the college and career readiness standards. Students develop elements of environmental literacy alongside of science, technology, engineering and mathematics curriculum and instruction. Students then apply these standards in grades 6-8 by participating in dedicated STEM classes that reinforce traditional academic skills and environmental literacy.

The sustainability elective course takes place in our STEM lab. Students investigate wind energy. Design teams create wind turbines by designing the blades and testing them using our wind turbine stand. Students also study nuclear energy, fossil fuel, solar power, wind power, bio-fuels, and geothermal sources of energy. The topic of energy transfer, in particular heat transfer, is illustrated by using a popsicle stick and tagboard paper house constructed by the students. This house is illuminated to replicate the indoor heating of a home. Temperature readings are measured and thermal pictures are taken to see where heat is being lost. Students are then challenged to use different materials for insulation and again take temperature and thermal pictures to find the best solution. This is a culminating activity, which focuses on energy conservation. Students also research a product lifecycle - choosing something they use daily - trace it back to the raw materials from the earth, and create a lifecycle, which includes processing, manufacturing, packaging, distribution, use and disposal. This project makes students aware of how all products came from natural resources, and can become part of a landfill if not either biodegradable, recyclable or reusable. In addition, the students grow worms by composting, plant seedlings and transfer them to the District Garden.

Trane has partnered with River Trails School District to upgrade one existing classroom to a state of the art, modern STEM Lab where students can touch, feel and control renewable energy and technology and see the impact it has on the environment right from the classroom. The room has been fitted with 3 kinds of lights: the first third is the latest LED technology, the second third is fitted with 25E T-8 bulbs with reflectors, and the last third has the existing 32W T-8 bulbs. All 3 areas maintain the same lighting levels. Students will be studying the difference in energy consumption. Data from an educational solar panel and

weather station are displayed on a LED screen. The data is tied into the HVAC to perform experiments on temperature, electricity, and energy use. Univent panels are clear so that students can observe the univent components physically operate and change during the various cycles. In addition, a state of the art Graphical Interface allows the students to make changes to set points and parameters in the classroom (such as CO₂ and temperature levels) and watch the univent respond to these changes in real time on the graphic via an LED screen.

The middle school science curriculum integrates the development of hands-on learning experiences with next generation science standards. Students engage in processing and applying the scientific method in project-based learning and classroom experiments. For example, a unit on alternative energy affords the students opportunities to compare and contrast renewable and nonrenewable energy resources by researching local, national and global sources. Students describe alternative uses of fossil fuel through modeling, presentations and computer generated prototypes. The school architect instructs students on geothermal systems. Significant elements of STEM are included in these learning modules as a means to demonstrate how different curricular areas work together, much like the scientific method is used to investigate the world of science. These learning experiences build on core scientific knowledge while encouraging and sustaining innovative ideas to real world problems.

Assessments are infused into the curriculum to ensure that students are applying their new knowledge. Therefore, in order to receive a comprehensive passing grade in science, students must continuously demonstrate environmental and sustainability literacy. Based on this hands-on approach to the integration of environmental and sustainability concepts in the science curriculum, 100% of students score proficient on the integrated assessments.

Teachers have experienced a wide range of professional opportunities in the area of environmental and sustainability standards. Specifically, the professional development works in alignment with local and national science standards as described in the district curriculum. Teachers received hands-on training as a means to implement best practices in the environmental standards. Additionally, teachers are taught how to incorporate these standards into science lessons and opportunities for learning. The professional development focuses on how to increase the awareness of staff and professional knowledge of global sustainability efforts so that students have a comprehensive and macro understanding of the impact of this type of programming.

III A—STEM Content, Knowledge and Skills

How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge? (2,000 characters maximum, including spaces)

One element the school currently utilizes is full curriculum and instruction modules from Project Lead the Way, which is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy. All middle school students experience sustainability and the environment through a curriculum unit called Energy and the Environment. Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Another way the school utilizes sustainability and the environment is through the general education science, which includes the integration of STEM into next generation science curriculum. For example, during a water conservation unit, students examine the water quality of a local stream by collecting and interpreting physical, chemical, and biological data. Another example in the general science curriculum is a comprehensive project surveying the Plant Kingdom. Students examine the botanical biodiversity of a local forest and develop a plant collection.

How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (2,000 characters maximum, including spaces)

Our Trane STEM Lab Partnership provides a platform in the classroom that creates real-world learning, engaging students to explore, expand and create new learning experiences with hands-on activities, working in teams, and exploring new technologies. Through our partnership, we can help shape the minds of tomorrow, providing early exposure to engineering, math and sciences, creating the leaders of today and into the future with these 21st century fields and careers.

The Project Gateway STEM program is the framework for the school in using sustainability and the environment as a context for learning green technologies. In the design and modeling curriculum, students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. A theme within these designs is the application of green technologies and career pathways.

Every year an engineer comes out to work with advanced math students funded by a career grant. The engineer talks to the students about different areas of engineering and how engineers influence society and sustainability. Students take a field trip to NTN Bearing Corporation, visiting their engineering facility to learn about more efficient ways to impact the environment.

An annual Career Day highlights a variety of careers with speakers in many sustainable professions including an engineer, architect, dietitian, and a chef that speaks about organic sustainable wellness in terms of foods.

IIIB—Civic Knowledge and Skills

Describe students' civic/community engagements projects integrating environment and sustainability concepts and specify at which grade level each is implemented. (2,000 characters maximum, including spaces)

Students engage in civic projects by sustaining outdoor common spaces at the school. Students participate in beautification activities to ensure that the school is environmentally sound as well as visually pleasing to the community. The Student Council hosts an environmental clean-up each year. The Science Club has been looking at alternative fuel sources including renewable sources and biodegradable fuels.

River Trails has community support for the development of community engagement as evidenced by the large and comprehensive career symposium conducted annually. The career symposium provides students with opportunities to connect with environmental and sustainability based careers through presentations and workshops facilitated by professionals from the community.

The students are also involved in helping to promote health and wellness in the community. The Honor Society holds food and clothing drives for our less fortunate community members. The Builders Club works with the Park District to host a Monster Mash to engage young children in physical activities.

A partnership with the local high school district offers a Family Literacy program to community members with limited English. The program is funded by a grant from the Illinois Secretary of State's office and teaches English to parents and their younger children. As a fun way to learn English we hold a variety of gardening classes and culture exchanges of cooking utilizing the middle school Home Economics kitchens. As a result, several families have plots in our community garden. On evenings and weekends, you can see parents and children out tending to their produce.

Describe students' meaningful outdoor learning experiences at every grade level. (2,000 characters maximum, including spaces)

The science and STEM curriculum facilitates outdoor learning to teach an array of content designed to engage the broader community and natural outdoor learning environments. Teachers plan and integrate the natural world when weather permits as best practice and as directed in the science and STEM curriculum. Students gain understanding and experience regarding the broader community as a means to make connections with the local, national and global communities.

At the seventh grade level, students are challenged to think big and towards the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model for indoor and outdoor learning experiences, alternative energy sources and evaluate options for reducing energy consumption. The focus of the program involves problem solving, group decision making, exploring nature and its uses, and collaborative critical thinking activities.

Examples of outdoor lessons at the eighth grade level include rocket propulsion and investigating alternative fuels. The seventh grade has an integrated Language Arts and Math unit on plant life. They collect and study a variety of plant samples. The sixth grade builds a container to protect an egg dropped from 8 feet. In the STEM class students research solar energy by using mini photovoltaic panels attached to small generators. The gear attached to the generator engages with an axle to turn the wheels of a car and propel the vehicle forward. This illustrates the transformation of energy from solar to mechanical energy.

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).

A change has been taking place at River Trails Middle School in which environmental literacy and sustainable practices are being integrated into the daily culture. Students, staff and other stakeholders are increasing their interest in creating a healthy and ecologically sound school for current and future generations. More time is being spent educating the community about best practices in going green. The Green Schools Community Committee has established a vision to:

- Empower students and the community to understand their natural world and their impact on it.
- Provide opportunities for students to make connections between the science they learn and the science they experience in their natural environment.
- Create opportunities for the community and school to understand how people, energy, and the environment are dynamically interrelated.
- Promote the health and well-being of students, staff and community.
- Instill a sense of respect and ownership of one's environment that fosters advocacy and activism.

Students presented their alternative energy projects to this committee. The highlight was a windmill, designed by students and created with a 3D printer, which could lift 235 grams.

This same committee has implemented and sustained a District community-based garden to further integrate green philosophy into the lives of children.

An interdisciplinary Environmental Literacy Subject Area Leadership Team is defining what Environmental Literacy means for our school district as it relates to how people, energy, and the environment are dynamically interrelated. Many positive changes continue to occur at River Trails Middle School that are meaningful and contribute to a healthy and green learning environment.

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 (500 character maximum, spaces included).

Our Trane STEM Lab Partnership, which is the first of its kind, provides a platform in the classroom that creates real world learning. It engages students with hands-on activities to explore expand and create, while working in teams and exploring new technologies. Through our partnership, we can help shape the minds of tomorrow by providing students early exposure to engineering, math and sciences and thereby creating the leaders of tomorrow in these growing fields.

Our Trane STEM Lab Partnership provides a platform in the classroom that creates real world learning, engaging students to explore, expand and create new learning with hands-on activities, working in teams, and exploring new technologies. Through our partnership, we can help shape the minds of tomorrow, providing early exposure of engineering, math and sciences, creating the leaders of tomorrow in these growing fields.

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).

The community/school garden has become a wonderful community collaborative project. A parent originally promoted and researched the concept of a school and community garden. Our school architect helped to find an appropriate site. The local park district joined forces with our Buildings and Grounds department to clear the area. Local builders located topsoil. A Boy Scout has made the garden his Eagle Scout project. He built a fence around the garden and laid interior paths. The elementary students at both schools had a contest to name the garden. Middle school students designed the logo. A central office staff member donated seeds for the students to plant. Teachers work with the students on seed germination, maintaining the seedlings, and replanting in the garden when the weather permits. A seventh grade STEM class helps with water conservation. Our water supplier provided a grant for a rain barrel irrigation and storm water diversion system. Food service brings in chefs to encourage children to try the vegetables grown in the garden.

Many of our families qualify for free and reduced lunch and live in apartments that do not have areas for gardening. By providing families and students with local foods and giving them opportunities to learn how food is grown, we can encourage them to choose healthier foods. Better nutrition and health awareness has been linked to academic performance.

River Trails Middle School, Mt Prospect, IL

Leading the Way to Promote Environmental Sustainability within our Community and Schools

Take a walk through River Trails Middle School, and you can't miss the evidence of students and staff leading the way in all three Green Ribbon Pillars.

Sustainability begins with the students and environmental literacy. An existing classroom has been transformed into a state of the art, modern STEM Lab where students can control renewable energy and see the environmental impact in real time. The school building itself becomes a living teaching tool. Through a partnership with Trane Co., students study the difference in energy consumption comparing the energy usage of three kinds of lights: the latest LED technology, 25E T-8 bulbs with reflectors, and 32W T-8 bulbs. Data from a solar panel and a weather station is tied into the heating and air-conditioning system so that students can perform experiments on temperature, electricity, and energy use. The students make changes to set points and parameters in the classroom (such as CO₂ and temperature levels) and watch the unit ventilators respond to these changes in real time via graphics on an LED screen. Thermodynamic experiments on materials start with students mocking up a miniature house out of popsicle sticks and paper. Thermal imaging diagrams where heat is being lost and how to use different insulating materials to find the best solution to minimize heat loss. Students learn about wind energy and blade design by creating their own wind turbine blades with a 3D printer. They factor the length, width, pitch, and number of blades in order to create a turbine that generates the most energy. Using a kilowatt reader, students measure the amount of energy necessary to run a small desk lamp, to determine which turbine blade design produces the most energy.

Social Studies explores how government and business policies affected the environment through history; how after the Civil War, settlers watched land that had been respected by Native American tribes for thousands of years, quickly dissipate. How as early as the 1870's, oil businesses were harming the environment, albeit unbeknownst to them, with gasoline leaking into the ground and water.

Leading a healthy lifestyle is a way of life for these middle school students. In the outside fields, they run more than 2 miles a week. After school, you will find most students participating in intramurals, competitive athletics or working out on treadmills and ellipticals in the Fitness Room. Named the Illinois Grand Prize winner by 'Fuel Up to Play 60' in the 'For Love of Play' contest, RTMS students celebrate their achievements on the Fuel Up to Play website. Participation empowers students to make small, everyday changes to get healthy and physically fit by choosing good-for-you foods and getting active for at least 60 minutes every day. Students rotate through 14 fitness or nutrition stations including: yoga, a rhythm movement activity, nutrition demonstration, and science experiments on sugars found in food. A national pilot program with Northwestern University brings college athletes on monthly visits to River Trails to promote fitness, sports, and athletic leadership. Healthy and fun choices at lunch include local produce, a large selection of fruits and vegetables, a salad bar, and through Fuel Up to Play 60 grant money: induction burners, steamers, and a carving station for healthier meals in the cafeteria. Special tastings introduce students to exotic vegetables like Bok Choy. Eighth grade culminates with a 10 mile bike trip to Lake Arlington for kayaking, biking, volleyball and softball.

Indoor Air Quality is at its highest due to operable windows in every classroom, "Green Seal" cleaning products, computer-controlled CO₂ monitoring, and clean biodiesel and electric buses. The school has earned the Gold Certification for green cleaning from the Schools of Illinois Purchasing Cooperative for 3 years in a row. Recent upgrades to unit ventilators added variable speed motors, single zone variable volume control and CO₂ sensors for demand control ventilation. Exhaust and ceiling fans improve air quality in the gym without air-conditioning.

Culture of Green and Resource Efficiency -- On your walk through the school, you are sure to come across the student recycling club. Students research a product's life cycle from natural resources to the landfill, exploring biodegradable properties, recycling and reusing. Chromebooks and Google Apps for Education allow students to turn in papers without printing. On-line purchase orders, paychecks, and board meetings, print centers, and monitoring software further reduce printing. Timers turn off carts when charging is complete. All classrooms have high-efficiency T8 lights and occupancy sensors. Washrooms have low-flow automatic flush toilets and automatic washbasins. For bus transportation, River Trails School District partners with Grand Prairie Transit for their commitment to utilizing cleaner, alternative fuels. Bio-diesel fuel reduces the harmful toxic fumes emitted by diesel engines by over 30% and their hybrid bus design is the first hybrid school bus in Illinois. One bus was transformed into a 'Clean Air Bus' classroom to educate students about environmental impact. As a result of our green initiatives, River Trails has been recognized with EPA's ENERGY STAR for 2014.

Leading the way to promote environmental sustainability within our community, River Trails reaches out to involve the community in our green efforts. Our community-wide Green Schools Committee was launched with participation by the park district, chamber of commerce, village library, elected officials, parents, students, teachers, administrators, and School Board. A variety of events has helped us engage the community and sustain momentum. Volunteers from Kraft Foods and local Boy Scouts, funded by local businesses, built a community garden where families in the nearby apartments can grow their own fresh produce. With the help of a grant from our water supplier, we built a rain barrel irrigation and storm water diversion system to water the garden. River Trails School District annually organizes an event on the global USGBC Green Apple Day of Service - a day when advocates including students, teachers, parents, and elected officials come together in support of healthy, sustainable schools by taking action in their communities. In 2012, we held a "Tune Up and Pedal" day to encourage riding bikes to school; in 2013, we grew a community garden; and in 2014, created a lively, outdoor classroom in an unused courtyard. As part of our Family Literacy Program, parents and children learn English through a variety of healthy living classes include composting, cold weather vegetables, starting seedlings indoors, and shared cooking experiences.

This year students will be working hands-on with our architects and engineers to design a new front entrance for the school. Green technologies will be a major consideration as they work on this design. River Trails knows that a green society starts with *this* generation of lifelong learners and students leaders!