



## 2015-2016 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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

### U.S. Department of Education Green Ribbon Schools 2015-2016

Public  Charter  Title I  Magnet  Private  **XX Independent**  Rural

Name of Principal: Mrs. Lisa De Core

Official School Name: Urban Community School

Official School Name Mailing Address: 4909 Lorain Ave., Cleveland, Ohio 44102

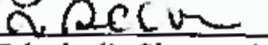
County: Cuyahoga State School Code Number \*:

Telephone: (216) 939-8330 Fax:

Web site/URL: [www.urbancommunityschool.org](http://www.urbancommunityschool.org) E-mail: ldec core@urbancommunityschool.org

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

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

  
Principal's Signature)

Date: 1-20-16



Name of Superintendent: Ms. Margaret Lyons  
 (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Cleveland Catholic Diocese

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

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

*Margaret Lyons*  
 (Superintendent's Signature) Date: 1/21/16

### 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.
- 4.

Name of Nominating Agency: Ohio Department of Education

Name of Nominating Authority: Mrs. Charlotte Jones-Ward

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

*Charlotte Jones-Ward*  
 (Nominating Authority's Signature) Date: 1/25/16

## SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

### Pillar One: Reduced Environmental Impact and Costs

#### Element 1A Reduced or eliminated greenhouse gas (GHG) emission: Energy, Buildings

Urban Community School is located on the near west side of Cleveland, Ohio. Urban was founded in 1968 and was once located on two campuses, St. Malachi and St. Wendelin parishes. In 2005, the school relocated to a new building at 4909 Lorain Ave. Cleveland, Ohio. The 2005 building was built on a brown field consisting of an unused warehouse and its adjacent property. 550 students, from preschool through grade 8, occupy this building. In 2014, an addition was added for middle school students.

Urban Community School has many building features that translate into a healthy environment conducive to learning and the conservation of the Earth's resources. Natural light abounds in the middle school addition. There are timers on computers that power down devices at night and lights that turn off when rooms are not occupied. Ten solar panels have been installed on a school-owned building. This has resulted in an 80% in cost reduction in for electricity in the building.

#### Element 1B Improved water quality, efficiency, and conservation

Bringing reusable water bottles is encouraged in the school and the middle school wing has refillable water bottle stations. The water fountains have filters in them to reduce mineral content improving the taste of the water. The UCS Learning Garden has water retention features and has many native species to Ohio that are drought-tolerant.

### **Element 1C Reduced waste production**

Recycling is routine throughout the school and composting has begun in the early childhood wing of the school. Other conservation efforts include recycling ink cartridges and purchasing 100% recycled paper towels and toilet paper.

### **Element 1D Use of alternative transportation to, during and from school**

Urban Community School encourages carpooling and has installed bike racks to make riding to school a viable option. In addition, the UCS school bus is used for all field trips, which can hold up to 84 students. Classes ride together on the bus when feasible. The UCS staff carpools for all in-services that take place away from our school building.

## **Pillar Two: Improve Health and Wellness of Students and Staff**

### **Element 2A An integrated school environmental health program**

Urban Community School has minimized exposure to hazardous contaminants by prohibiting smoking on our campus. It has properly removed elemental mercury, frequently tests for radon, minimizing triggers for asthma by maintaining year round HVAC contract to ensure cleanliness and proper operation.

### **Element 2B High standards of nutrition, fitness and quantity of quality outdoor time**

Urban Community School has launched a unique partnership to improve the health and wellness of students and staff. In 2014, Urban Community partnered with The Refugee Response and the Cleveland Botanical Garden to establish the UCS Learning Garden. The half-acre garden is a collaboration with an organization that assists refugees to establish themselves in the United States. Many of the refugees come with a background in agriculture. Refugees put that expertise to work by helping to maintain the Learning Garden in the summer months in exchange for access to school-owned production gardens. Production gardens are used for produce that is sold to local restaurants. The Cleveland Botanical Garden staff facilitated the design of the UCS Learning Garden, by conducting a series of focus group sessions composed of staff, students, parents and Refugee Response staff. The result has been a beautiful garden that students and staff cherish and use frequently. In addition, greens and other vegetables from the Learning Garden have supplemented school lunches for students and staff. At times, families have partaken in the bounty of this first year of the Learning Garden. A wonderful by-product has been a growth in understanding in the minds of the students of who refugees are and how they contribute to the community.

Urban Community school has a tremendous fitness program and has several fitness partnerships. St. Ignatius High School runs a summer camp at UCS that includes fitness activities. Kaboom is an organization that facilitated the installation of a playground designed for primary age students. MetroHealth hospital sponsored a weekly after school exercise program and Urban offers karate to students with instruction from a local karate instructor.

## **Pillar Three: Effective Environmental and Sustainability Education**

### **Element 3A interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems**

Environmental education at Urban Community School is education outdoors. Many field trips are offered to students to go to local metro parks, the Cuyahoga Valley National Park and of course, to our UCS Learning Garden. This brings topics on ecosystems, botany, habitats, water quality and field studies to life. Middle school students have conducted stream analysis and insect field studies. Collection and using real data have created authentic experiences for students that indicate the relative health of these ecosystems and the impact of human activity.

Every year, all students in the 6<sup>th</sup> grade level go to the Cuyahoga Valley Environmental Education Center for a 4 day-3 night environmental camp. This camp immerses students in watershed and sustainability concepts and issues. Students build knowledge and skills around the topics of water quality, biodiversity and applying eco-friendly practices to the design of a building. Students also practice environmentally friendly living by measuring food waste, actively

separating items for compost or recycling, and reusing materials in creative ways. The camp strongly promotes environmental literacy in its programming and campus.

The Camp experiences is possible because of the partnership Urban Community School has with the Conservancy for Cuyahoga Valley National Park. The Conservancy provides financial aid to our students, greatly reducing the cost of the camp and has done so for more than 20 years.

**Element 3B Use the environment and sustainability to develop STEM content, knowledge and thinking skills**

Middle school students incorporate sustainability and the environment issues. A recent example is the West Creek water quality project. Water quality testing and benthics was conducted at West Creek MetroPark. The stream ecosystem was studied with the addition of water and steam quality (science). Students were able to draw conclusions about the impact humans have on the stream. Data Analysis (math) was done before going to the stream. Students summarized findings and produced a report based on their findings. Images and data were imported into their documents (technology). Instructors at the park explained the engineering involved in converting a landfill to park space.

**Element 3C Development and application of civic engagement knowledge and skills**

Upon returning from camp 6<sup>th</sup> level students traditionally develop and implement a sustainability project. One recent project focused on the pros and cons of various energy sources. Students presented findings to other classes and developed an energy conservation plan for the school to implement. Practices such as turning off lights and computer monitors were encouraged. The electricity bill was monitored during the start and again at the end of the project. This project resulted in a \$900.00 reduction of electricity charges!

Urban Community received the Adelstein Award in 2013. This is an award from the Cuyahoga Valley Environmental Education Center for the student energy conservation project that was developed after attending environmental camp. In 2014, the school received the Cleveland Cavaliers “Green” Award for several conservation projects.

**SUBMISSION**

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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 [ed.green.ribbon.schools@ed.gov](mailto:ed.green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

**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](mailto: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.

## **Green Ribbon School Application- Urban Community School**

### **Part One:**

School: Urban Community School

District: Diocese of Cleveland

Address: 4909 Lorain Ave.  
Cleveland, Ohio 44012

County: Cuyahoga

Principal: Lisa DeCore

Contact person: Eleanor Reagan

email: [ereagan@urbancommunityschool.org](mailto:ereagan@urbancommunityschool.org) Phone: 440-665-9741

School type: pre-K- 8grade, urban, private/independent

Our school serves more than 40% students from disadvantaged households.

Demographics: 66% of students qualify for free lunch, 8% of students qualify for reduced lunch

Enrollment: 550

### **Part Two: Summary Narrative**

Urban Community School is located on the near west side of Cleveland, Ohio. Urban was founded in 1968 and was once located on two campuses, St. Malachi and St. Wendelin parishes. In 2005, the school relocated to a new building at 4909 Lorain Ave. Cleveland, Oh. The 2005 building was built on a brown field consisting of an unused warehouse and its adjacent property. 550 students, from preschool through grade 8, occupy this building. In 2014, an addition was added for middle school students. Urban Community School is part of the Diocese of Cleveland and is sponsored by the Ursuline Sisters of Cleveland. In its founding and today its mission is to provide quality-individualized education to low-income students. Urban Community School serves a diverse population of families.

## **Pillar One: Net zero environmental impact**

### **Element 1A: Reduced or eliminated greenhouse gas (GHG) emission: Energy, Buildings**

Urban Community School has many building features that translate into a healthy environment conducive to learning and conservation of the planet's resources.

1. Natural light abounds in the Middle School addition. The second floor of classrooms and the cafeteria have skylights.
2. Wide hallways and appealing staircases encourage movement of students.
3. Air-conditioned building filters pollutants and enhances student comfort.
4. The middle school addition has water fountains that fill reusable water bottles.
5. Bike racks are provided to encourage students to use alternative transportation.
6. Timers on computers power down devices at night and lights that turn off when rooms are not occupied.
7. Urban Community has installed 10 solar panels on a building that is part of the school campus.
8. All of the paint used in the building is VOC free.



*Solar panels (installed spring 2015)*

### **Element 1B: Improved water quality, efficiency, and conservation**

Urban has installed water fountains that have a sensor to fill reusable water bottles. Rain barrels are used in the learning garden. Plumbing is checked regularly for leaks with timely repairs being made. The UCS Learning Garden has water retention features.





*Water retention feature in the Learning Garden*



*Sensors to refill water bottles*

The most recent water quality report for the city of Cleveland indicates that no lead is detected in city water. The report states that most lead enters water systems from the aging plumbing in homes. The current school building was constructed in 2005 with no lead in the plumbing structures. Cleveland Water Quality (2014)

## Element 1C: Reduced waste production Recycling



Middle school students recycle once a week throughout the school. There are four collections per month from within the school; the dumpster is mostly empty on the day of recycling and it is usually at least  $\frac{2}{3}$  full when we are finished. Since the dumpster is a city recycling bin, neighborhood residents use the dumpster on occasion, so it is difficult to measure the amount recycled by just the school. Many teachers report that more items are in the classroom recycling bins than the trash indicating that students and staff are using the recycling option.

## Compostable and other recycling efforts

Compostable leftovers from school lunch are collected for a family with chickens. A 10-gallon paint bucket goes home every school day to feed the chickens.



School-purchased paper towels and toilet paper made of 100% recycled paper is used throughout the school.

- We have participated in recycling ink cartridges programs and recycling markers.





## **Element 1D: Use of alternative transportation to, during and from school**

### **Alternative Transportation**

Students come and leave school in a variety of ways. The following is the breakdown of modes. 10% walk, 1% bike, 20% bus, 50% carpool. This information was derived by consulting with our bus driver, counting bikes on the bike rack and viewing students' transportation forms which are filled out by each family at the beginning of the school year. Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

In addition, we use one school bus for all field trips, which can hold up to 84 students. We always schedule two or more classes to ride together. The UCS staff carpools for all in-services that take place away from our school building.



*One of three UCS bike racks.*

## **Pillar Two: Improve the health and wellness of students and staff.**

### **Element 2A: An integrated school environmental health program**

#### **Environmental Health:**

The following practices are employed to minimize exposure to hazardous contaminants.

- Our school prohibits smoking on campus and on our school buses.
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. Remediation took place in 2003 during the construction of the 2005 building.
- Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).
- Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR. Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
- All chemicals are in locked areas and are only handled by maintenance and contracted professionals.
- To minimize triggers for asthma, our school is air-conditioned and students are discouraged from wearing strong fragrances such as perfume and cologne.
- HVAC vents are wrapped to effectively maintain dryness.
- Urban maintains a year round maintenance contract with HVAC company to ensure cleanliness and proper operation of all ventilators.

### **Element 2B: High standards of nutrition, fitness and quantity of quality outdoor time**

#### **Nutrition**

Our school has recently established several new garden spaces on our grounds. We have a partnership with Refugee Response Organizations of Cleveland and Cleveland Botanical Gardens that helped create and maintain the gardens, as well as a student garden club that assist with this. The gardens are up and running as of spring of 2015. Urban has a garden coordinator/teacher to oversee the progress and welcome our children to the new learning space.

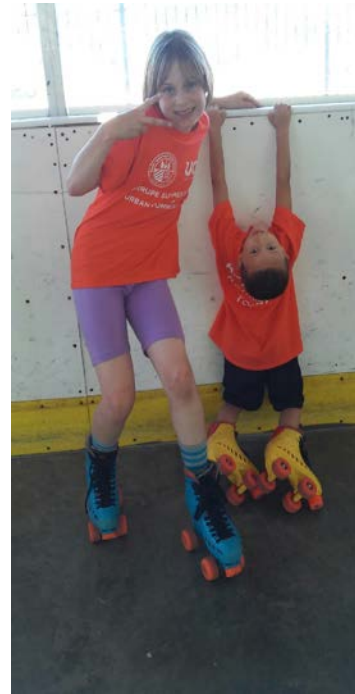
Over the past two years three staff member have attended “The Edible Schoolyard.” This workshop emphasized growing, cooking and eating food from the school garden. In the 2015-2106 school year, we will begin to cook and eat more food grown in the Learning Garden.

We have brought in various fruits and vegetables from our small gardens in the past to the cafeteria, and hope to do even more of this when the larger gardens are completed. We have had several after-school cooking classes for students and families to attend voluntarily after school. We have a teacher-run garden club for students to participate in after school, as well as an outdoor learning area on our playground and an outdoor classroom planned in our large garden area. Members of the Garden Club share the harvest from the garden bringing fresh fruits and vegetables to their families.

### **Fitness**

- Our students have up to 100 minutes/week of formal physical education with their physical education teacher.
- We also incorporate activities like aerobics, Zumba, and yoga into our regular classroom time through the use of applications such as GoNoodle and Brain Gym.
- In addition, the children get outdoor recess daily if temperature/weather allows.
- We have a field day and math carnival that take place outside with various activities each school year.
- Each homeroom teacher is responsible for teaching and assessing health topics as described in the state standards.
- Besides on our health and physical education practices, we have an outdoor classroom and garden learning center that was ready in the spring of 2015. Teachers plan on using these areas frequently (weather permitting).
- We also have classroom buddy activities that can occur outside.
- We host an annual 5K called the “Urban RUN.” Our students participate in “Jump Rope for Heart.”

- We are a part of our local CYO sports league and offer volleyball, basketball, and cross-country to our students here at school.
- We also have a karate after school program and Metro Health Hospital sponsors an exercise club for students.
- Our students take many field trips throughout the school year out into the community. Some of these field trips are as follows: Zone Recreation community center, Rocky River Nature Center (hiking), middle school bike trip, middle school camping trip (week-long experience), pumpkin patches, orchards, Mancuso urban farm and the Westside Market.
- Our school also hosts a summer day camp M-F in conjunction with local St. Ignatius High School, in which daily outdoor play (ex: roller skating) and exercise takes place.



*Our new playground.*

### **Nutrition and fitness practices and partnerships.**

The following are examples of the many partnerships Urban Community School has to improve nutrition and fitness.

- During the summer of 2014 a new playground was installed at Urban in partnership with the **Kaboom! Community Playground Builds** organization. Kaboom! organizes the collaboration between corporations, families and staff to contribute to and actually build a playground.

- At the beginning of the school year families who wish sign up to receive a bag of groceries provided by the **Cleveland Foodbank** every Friday. Middle school students spend Friday afternoons packing, labelling and delivering the food to the students who take the bag home.
- **St. Ignatius High School** partners with Urban to offer the Arrupe summer camp every summer. St. Ignatius provides the staff and equipment for the summer camp which blends academics, sports and recreation. Urban hosts the camp and many UCS middle school students attend. In addition, younger students have a summer camp that also keeps academic skills developing with recreation and physical activity.
- The Urban Community School Learning Garden has been established in collaboration with **Refugee Response** and **Cleveland Botanical Garden**. The Refugee Response is an organization that supports refugees new to the country. Many of these refugees have skills in agriculture. In exchange for production plots on school property, refugees assist in maintaining the learning garden over summer months. The Cleveland Botanical Garden will provide in-services and support teachers in using the garden with students.



*The UCS Learning Garden*

**Health-related initiatives or approaches used by the school:**

We have a school nurse and a nurse's aide that provides a health professional on campus everyday. There is a full-time guidance counselor and a school psychologist who is present every Tuesday and Wednesday. We have a peer mediation program run by students in levels 5-8. All staff members have had training in the Olweus Bullying Prevention Program.



Our school has been a part of the ASCD's Whole Child Network for three years. Physical and mental health for both students and staff have been addressed and improved.

### **Partnerships related to health:**

- **Metro Health** provides an after school fitness program which includes exercise for students.
- **Cleveland Clinic** provides health education.
- **Mobile Dentist** provides free checks up including dental cleanings, x rays and fillings at school
- **Neighborhood Family Practice** provides our students with free sports physicals and check-ups at school
- **Fresh Fork Market** provides our families with nutritional education and fresh produce
- **UCS** helps facilitate referrals to **Neighborhood Family Practice** for primary care.

### **Efforts to support student mental health and school climate**

At Urban Community School we have a peer mediation program and a school counselor on the premises every day. Urban faculty and students have been trained in the Olweus Bullying Prevention Program. Older and younger students get together throughout the year in our "Buddies Program". Daily religion classes for spiritual growth, meditation, retreats and service activities to help serve others (proven to benefit one's own mental health). We also have a new student group that meets monthly to check in with students new to UCS to make sure they are comfortable and adjusting well.

## **Pillar 3: Effective Environmental and Sustainability Education**

### **Element 3A: interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems**

#### **Outdoor experiences:**

Field trips are a major way that students have meaningful outdoor learning experiences. Primary grades go to Cleveland Metroparks, Rocky River Nature Center, Huntington Nature Center and the Cleveland Zoo. Older students have had various trips to the Cuyahoga Valley National Park including Greenberry Farm, the Ledges, Towpath Trail, Cuyahoga Valley Environmental Education Center.

The ½ acre UCS Learning Garden provides a meaningful outdoor learning experience just steps beyond our doors. Students visit the garden formally with lessons on botany and gardening given by the

2015-2016 Green Ribbon School Application  
Urban Community School



garden teacher and classes use the garden for art, writing, drama and science. The Learning Garden is in full use as of the 2015-2016 school year.

Kindergarten students take daily walks around the campus watching for seasonal changes.

### **CVEEC camp:**

Every year, all students in the 6<sup>th</sup> grade level go to the Cuyahoga Valley Environmental Education Center for a 4 day-3 night environmental camp. This camp immerses students in watershed and sustainability concepts and issues. Students build knowledge and skills around the topics of water quality, biodiversity and applying eco-friendly practices to the design of a building project. Students also practice environmentally friendly living by measuring food waste, actively separating items for compost or recycling, and reusing materials in creative ways. The camp strongly promotes environmental literacy in its programming and campus.

The camp experience is possible because of the **partnership** Urban Community School has with the **Conservancy for Cuyahoga Valley National Park**. The Conservancy provides financial aide to our students, greatly reducing the cost of the camp and has done so for more than 20 years.



*Students are CVEEC,  
January 2015*

### **Edible Schoolyard Project**

A group of UCS educators attended the Edible Schoolyard Project during the summer of 2014 and 2015. The whole staff was given a presentation on Edible Schoolyard and its

2015-2016 Green Ribbon School Application  
Urban Community School

application to learning experiences. Use of the Edible Schoolyard website's lesson plans is encouraged to integrate sustainability education into instruction.

**Element 3B: Use the environment and sustainability to develop STEM content, knowledge and thinking skills**

Middle school students incorporate sustainability and the environment when doing project-based learning. Projects are designed to incorporate Ohio science content standards with environmental issues. A recent example is the West Creek water quality project. Water quality testing and benthics was conducted at West Creek Metropark. The stream ecosystem was studied with the addition of water and stream quality (science). Students were able to draw conclusions about the impact humans have on the stream. Data analysis (math) was done before going to the stream.

Students summarized findings and produced a report based on their findings. Images and data were imported into their documents (technology). Instructors at the park explained the engineering involved in converting a landfill to park space.



*Student at West Creek conducting a stream analysis*

Middle school students have ongoing contact with a professional from the EPA. When studying ecosystems and later the hydrosphere, Jonathan Moody gave lessons and demonstrations on how EPA professional test water samples. During his lessons, Mr. Moody brought the equipment he uses in the field.



*Jonathan Moody of the EPA*

Another professional students have interacted with is Myles Murray, of AATSolar. Urban Community used grant money to install 10 solar panels on a satellite site of the school. 6th grade students studying energy received lessons on electricity, energy sources and solar energy from Mr. Murray and his colleagues. When the installation took place students were able to observe and get an up-close look at the solar panels and see how they were attached to the roof of the structure.



Students will be able to monitor the output of each panel via computer. Both Mr. Moody and Mr. Murray provided our students with excellent examples of learning green technology and career pathways.

*Myles Murray explaining solar panels to students.*

### **Element 3C: Development and application of civic engagement knowledge and skills**

Upon returning from camp 6th level students developed and implemented a sustainability project. The project focused on the pros and cons of various energy sources. Students presented findings to other classes and developed an energy conservation plan for the school to implement. Practices such as turning off lights and computer monitors were encouraged. The electricity bill was monitored during the start



and again at the end of the project. This project resulted in a \$900.00 reduction of electricity charges!

Urban Community received the Adelstein Award in 2013. This is an award from the Cuyahoga Valley Environmental Education Center for a student energy conservation project that was developed after attending environmental camp. In 2014, the school received the Cleveland Cavaliers “Green” Award for several conservation projects.



The Environment and Wellness staff committee plans conservation projects throughout the school year and special community engagement projects during the week that Earth Day. One example of such projects is the school-wide “Pencil Challenge” in which students were challenged to keep and use the same pencil for a week. This project came out of observations that pencils were frequently found on floors or broken. Students were made to be mindful and aware of not wasting resources. Each level of UCS selects a conservation project to maintain through the school year. For example, middle school students are responsible for school wide recycling. Primary children collect markers for recycling and intermediate children collect ink cartridges. Projects for the 2015-2016 school year are being developed now as well as school wide sustainability mission statement. These projects are evidence that Urban Community School develops a culture of conservation and sustainability among its staff, students, families and the wider community.