



## 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 2015-2018

Public  Charter  Title I  Magnet  Private  Independent  Rural

Name of Principal: Ms. Robyn McCloud-Springer, Head of School

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

Official School Name: Chiaravalle Montessori

(As it should appear on an award)

Official School Name Mailing Address: 425 Dempster St., Evanston, IL

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

County: Cook State School Code Number \*: n/a

Telephone: 847-864-0291 Fax: 847-864-2206

Web site/URL: [www.chiaravalle.org](http://www.chiaravalle.org) E-mail: [rspringer@chiaravalle.org](mailto:rspringer@chiaravalle.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.

Robyn McCloud-Springer

Date: 1/25/17

(Principal's Signature)

Name of Superintendent: Ms. Robyn McCloud-Springer, Head of School

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



District Name:

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

Robyn McClelland-Spinger  
(Superintendent's Signature)

Date: 1/25/17

**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: Mr. Tony Smith  
(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.

Date: 1/30/17

(Nominating Authority's Signature)

**SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS**

Provide a coherent summary 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. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

**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](mailto: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.

## **Chiaravalle Montessori, Evanston, IL**

### *Designed for Educating the Human Potential*

Chiaravalle Montessori is an independent school located in Evanston, Illinois for children ages 6 months through 8th grade. In 2015 Chiaravalle completed construction of the North Wing, a multi-story replacement for an aging annex attached to a historical Daniel Burnham school built in 1898. The resulting new structure is the LEED Platinum North Wing is a model for environmental responsibility for the school and Evanston community, dedicated to upholding the Montessori philosophy of being stewards of the Earth. Green characteristics include geothermal heating and cooling, photovoltaics, a green roof, use of rapidly renewable materials and a high-performance building envelope. The project is believed to have achieved two firsts: the first LEED Platinum Montessori school addition in the United States and the first LEED Platinum private school addition in Illinois.

Montessori philosophy places tremendous emphasis on caring for and understanding the natural world. Educating students to understand the related science and moral responsibility of sustainability — along with outlets for their energy and an easy to practice lifestyle is essential. This philosophy is woven into everything the Chiaravalle community does. Toddlers tend the garden. Preschoolers sort recycling. Elementary children work to restore endangered prairielands and manage school-wide worm composting. Middle School students take multiple week-long outdoor education trips and grow hydroponic basil for a local restaurant. Waste-free lunches, non-toxic cleaning products and organic food are part of a comprehensive, sustainable education.

The North Wing has allowed Chiaravalle to significantly reduce energy consumption. 79.4% of core learning spaces and 76.2% of all regularly occupied spaces are daylight. The photovoltaic array generates more than 7% of consumption for North Wing, achieving more than 120% of the initial estimate in its first year. Heating and cooling for the North Wing comes from 15 geothermal wells. Overall, the North Wing is outperforming expectations by 29%.

Students enjoy being in an active school where they can move throughout their day. They sit on the floor, at tables or standing desks and have freedom to use the entire building as their learning space instead of being inactive and seated at a desk for many hours. Students as young as three-years-old can decide to take a “movement break” by grabbing a gym pass whenever they feel the need to move. Additionally, there is an occupational therapy wiggle room for young students to move as needed. Opportunity for sports, yoga, dance and meditation are available each day. Active transportation is strongly encouraged throughout the school community.

Chiaravalle has a student Green Team that works with peers, faculty, and parents to encourage waste free lunches, raises money for important ecological non-profit initiatives they want to support, teach their peers how to use the compost bins, and initiate other student projects. The school is well informed about eco-friendly products, purchasing nontoxic chemicals to clean, recycled and unbleached paper products.

Chiaravalle Montessori continues a long practice of teaching environmental stewardship as an integral part of its Toddler through 8th grade programming. One focal point on campus is the Learning Garden, the school's organic community garden space. The garden is tended by students, faculty and parent volunteers. Students harvest produce for food prep by our classrooms or to be shared at the Parent Café for a good will donation. Grades 1-3 participate in Mighty Acorns prairie stewardship activities, 4-6

graders are the only visitors to Camp Timber-Lee in East Troy Wisconsin who are invited and trained to remove invasive species on their lands. Middle School students also do restorative work at Camp Ronora in Waterleviet, Michigan, volunteer for beach or park clean up, and recently worked in a national park off the Appalachian Trail. Students report energy usage to the school community at community meetings.

This year, Middle School students are building an OpenAg Personal Food Computer as part of the MIT Media Lab program. Furthermore, students regularly initiate their own sustainability groups and projects which are supported by faculty. Examples include support for the North Dakota Pipeline protests to keep the route off native lands and out of the water supply, fund and awareness raising around the wolf populations in North America. Now, the school strives to inspire future generations of learners with the use of the North Wing.

Along with LEED Platinum status, Chiaravalle Montessori has been awarded grants from the Illinois Clean Energy Community Foundation and ComEd Smart Ideas Energy Efficiency Program. Having made the commitment to construct a LEED Platinum wing of our building, we fully embrace being a green school and living in alignment with our values.

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## School Applicant Information

- School Name: Chiaravalle Montessori

District Name: Independent School  
 Street Address: 425 Dempster Ave  
 City: Evanston; County: Cook  
 Zip: 60201
- Website: Chiaravalle.org  
 Facebook page: www.facebook.com/ChiaravalleMontessori/
- Principal Name: Robyn McCloud-Springer  
 Principal Email Address: rspringer@chiaravalle.org  
 Phone Number: 8478640291
- Lead Applicant Name (if different): same  
 Lead Applicant Email: [Click here to enter text.](#)  
 Phone Number: [Click here to enter text.](#)

<p><b>Level</b></p> <p><input checked="" type="checkbox"/> Early Learning Center</p> <p><input type="checkbox"/> Elementary (PK - 5 or 6)</p> <p><input checked="" type="checkbox"/> K - 8</p> <p><input type="checkbox"/> Middle (6 - 8 or 9)</p> <p><input type="checkbox"/> High (9 or 10 - 12)</p>	<p><b>School Type</b></p> <p><input type="checkbox"/> Public</p> <p><input checked="" type="checkbox"/> Private/Independent</p> <p><input type="checkbox"/> Charter</p> <p><input type="checkbox"/> Magnet</p>	<p><b>How would you describe your school?</b></p> <p><input checked="" type="checkbox"/> Urban</p> <p><input type="checkbox"/> Suburban</p> <p><input type="checkbox"/> Rural</p>	<p><b>Is your school in one of the largest 50 districts in the nation?</b></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <hr/> <p><b>Total Enrolled: 330</b></p>
<p><b>Does your school serve 40% or more students from disadvantaged households?</b></p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>	<p><b>% receiving FRPL: 0 %</b></p> <p><b>% limited English proficient: 2 %</b></p> <p><b>Other measures:</b> <a href="#">Click here to enter text.</a></p>		<p><b>Graduation rate: 100%</b></p> <p><b>Attendance rate:</b> <a href="#">Click here to enter text.</a></p>

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## School Summary and Highlights:

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- 1. Please describe your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Please highlight any benchmarking initiatives and unique or innovative practices. *Note: This text may be used in promotional publications that describe the winning nominees.***

Chiaravalle Montessori is a school dedicated to upholding our philosophy of being stewards of the Earth. In 2016 we built a LEED Platinum facility using photovoltaic panels, Resista Panels (rice husk building material) geothermal systems, green roofs and lots of natural light and windows to blur the lines between the indoors and outdoors. Lighting, paints and furniture, etc were chosen with the environment and health of occupants in mind. Our school has a green purchasing policy that prioritizes organic foods and ecofriendly products and processes (cleaning, cooking, etc) whenever possible and cost effective. This extends into classroom materials purchases, school events, etc. Each classroom has worm bins for composting and recycling sorting throughout the facility.

Students enjoy being in an active school where they can move throughout their day. Students sit on the floor, at tables or standing desks. They have freedom to use the entire building as their learning space instead of being inactive and seated in a desk for many hours. Students as young as three years old can decide to take a "movement break" by grabbing a gym pass whenever they feel the need to move. We also have an occupational therapy wiggle room for young students to move as needed. Opportunity for sports, yoga, dance and meditation are available each day. Active transportation is strongly encouraged as a school community.

Students learn to be stewards of the Earth through ongoing sustainability education that begins in toddler classes and continues through middle school. The formal curriculum includes botany, zoology, life science and nutrition and health at each developmental stage. Students learn practical life skills such as how to tend the garden and make meals from the produce they have grown. Classrooms have pets and plants so even the youngest children learn to care for other living things. Students learn to identify and practice healthy choices in food and behavior. There is an educational dashboard for students to track energy usage. On-going service learning includes prairie stewardship, trips to the woods, and gardening. By middle school, students are organizing their own camping trips multiple times per year.

We are currently evaluating different self assessment or LEED certification options for our overall campus and creating an updated 5 year Environmental Strategic Plan.

- 2. Does your school have a forum where those involved in its daily operation (e.g. students, teachers, maintenance staff and cafeteria staff) meet to discuss and implement green initiatives? If so, please describe some of the forum's recent accomplishments and future plans:**

**We have a student Green Team that works with peers, faculty and parents to encourage waste free lunches, raises money for important ecological non profit initiatives they want to support, peer teach how to use the compost bins, etc.**

**The Administrative Team, Faculty, Family Association and Students discuss opportunities to learn, teach or support sustainability topics regularly at bimonthly meetings. A recent accomplishment (in**

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addition to building a LEED Platinum building) has been creating an organic garden and a certified natural yard habitat in spring 2016 and creating programming to support it.

3. Please list any awards or special recognition that your school, staff or student body have received in the last five years for facilities, health, or environment literacy; please list the award(s) and the years they were given.

We have applied for the LEED Platinum and received it. The ceremony will be in spring.

Part of our school yard was awarded a Certified National Wildlife Federation Schoolyard Habitat.

Currely researching LEED certification for campus.

## Pillar I: Reduced Environmental Impact and Costs

### A. Energy

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1. Do you track energy use in ENERGY STAR Portfolio Manager®, or other way in district?

Yes  No

2. If so, how have you tracked your resource usage, for how long, and how has your usage dropped over that time? (Data or graphs can be submitted as a separate supportive document if desired.)

We track our energy usage through Acuviv program tied to the BAS as well as utility billing. And are researching additional tracking software.

3. Please describe the strategies you have implemented or planned to reduce your energy consumption.

We monitor our usage regularly and use timers to reduce consumption on off hours. The new windows, energy systems and improved lighting along with many LEED features have helped reduce our energy consumption to 50% better than a baseline facility.

4. What percentage of your school's energy is obtained from:

- a. **On-site renewable energy generation:** [Click here to enter text.](#)

**Type:** PV panel array has over 9.2 MWH, the first year producing over 120% of the estimate.

These panels supply 50% of the buildings energy. We also have geothermal wells that produce the rest.

- b. **Purchased renewable energy:** [Click here to enter text.](#)

**Type:** We purchased 220 MWH of renewable energy

- c. **Participation in an energy cooperative, USDA Fuel for Schools, DOE Wind for Schools or other school energy program:** currently researching

5. In what year was your school originally built? 1898 for one portion of the school and 2015 for the new North wing.



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6. **What is the total building area of your school?** 56,000 sq ft
7. **Please describe any new construction or major renovations at your school in the past ten years, including the date, the percentage of area renovated. Describe how you achieved green building or similar standards and any certifications earned.**

In 2015 we tore down an aged annex and built a LEED platinum facility to connect to our historic Daniel Bunham building and built the North wing. Highlights of the building include green roofs, PV panels, geothermal systems, large windows, resista paneling and other ecofriendly features. At this time we renovated 50% of our facility. In 2010 we renovated classrooms and hallways in 40% of the original building improving lighting, ventilation, low voc paint, etc.

8. **Please describe your sustainability policy and practice for new or renovated construction materials and building maintenance.**

We followed strict LEED criteria during our process including recycling materials, purchasing locally sourced materials and buying ecofriendly materials when possible.

### B. Water and Grounds

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9. **Can you demonstrate a reduction in your school's total water consumption from an initial baseline or describe your best practices to limit water usage? For example, calculate your change in water usage (in gallons per occupant) over a specified period of time, or a reduction in water used for irrigation.**

Students and staff regularly learn about the value of water and strategies to employ in daily life. We use sensor faucets and low flow toilets to reduce water usage. Rain barrels are used in the garden.

10. **What percentage of your landscaping is considered water-efficient and/or dedicated to ecological or instructional use? Describe the kinds of plants used and locations:**

We use the city park as our playground and have little control over this landscaping. On site, we have (add square footage) of land that is used completely for instructional and sustainability purposes with a garden and certified natural habitat. We use rain barrels and composting to nourish the garden. Plants include (add plants)

11. **Describe the water sources used for irrigation, including any cisterns or rain barrels.**

We use rain barrels for the garden and city water to supplement

12. **Describe any efforts to reduce storm water runoff (e.g., rain gardens) and/or reduce impermeable surfaces.**

We have very little impermeable space surrounding our building. Instead we have opted for mulch on pathways and indigenous plants. We have a large green roof and a small one.

### C. Waste and Chemicals Management

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13. **Describe the strategies you use to divert solid waste (e.g., trash, cafeteria waste, paper, or landscape waste) from landfills due to reduction, recycling and/or composting. Complete the calculations below or provide reduction rates:**

We encourage waste free lunches, use reusable dishes, students bring cloth napkins, we have recycling

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bins throughout the building, garbage cans are labeled as “Landfill”, we use eco-reminder stickers on paper towel dispensers, worm composting in almost every classroom. These have been steady practices for many years so it is hard to track reduction. Now embarking on a SWANC waste reduction audit.

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

At least 75% is post consumer and non-chlorinated. Some art or specialty papers are not recycled but paper and paper products are.

**15. List the types and estimated quantities of chemicals (e.g., laboratory materials, cleaning products, pesticides) managed at your school, and how they are stored, disposed of, and minimized:**

We use very little toxic chemicals in our procedures with the exception of some diluted bleach in the toddler program. Any other chemical needing to be disposed of would be taken care of according to best practices. Use EWG, ISBE and SWANC ecocleaning guides.

**16. Describe how your school purchases environmentally preferable products for use by students and staff:**

Our teachers and purchasing coordinator are well informed about ecofriendly products and may cross check the ingredients and safety according to the EWG and Skindeep websites or ISBE green cleaning guides.

### D. Alternative Transportation

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**17. What percentages of your students walk, bike, bus, or carpool (2 or more students in the car) to and from school? Please explain how these numbers are obtained and calculated, and describe any improvement in this area over time.**

When we designed our new LEED building, architects and consultants assessed our traffic and transportation patterns and helped inform new strategies. Approximately 50% of students walk or bike to school. This number vacillates depending on the weather. We offer two carpool lanes for pick up and drop off, and encourage walking and biking. We even link new families with potential carpool families in their area. Our community is highly progressive and active and prioritizes active/green transportation already. We are installing “No idling “ signs asap.

**18. Describe the plans or strategies to increase the number of students walking and biking to school.**

60% of our students live in our zipcode and many of them walk and bike to school. Overall about 50% of constituents take active transportation. This number declines in the winter months of Chicago. We encourage active transportation through bike to school day events, teaching students about sustainability and health, etc. We have three crossing guards to encourage safe passage. Recently students earned money to add more bike racks to encourage increased active transportation. We will continue to model and encourage active transportation.

**19. Has your school implemented any of the following? Check all that apply.**

Designated carpool parking stalls.

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

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

[ X] Safe Pedestrian Routes to school or Safe Routes to School.

Describe activities in your safe routes program: Crossing guards are posted in 3 areas.

**20. Describe how your school transportation is efficient and has reduced its environmental impact:**

We have invited the City of Evanston out to review our carpool and drop off systems several times over the past few years. Working with the city, we were able to gain a curb cut out for carpool efficiency. We have three crossing gaurds to faciltitate the crossings and bike riding.

**21. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships:**

Grades 1-3 participate in Mighty Acorns prairie stewardship activities, 5-6 graders are the only visitors to Camp Timber-Lee in East Troy Wisconsin that are invited and trained to remove invasive species on their lands. Our students also do restorative work at Camp Ronora in Waterleviet Michigan and volunteer for beach or park clean up in Evanston, Il. They recently worked in a national park off the Appalachian trail. Students report energy usage to the school community at community meetings. Our faculty plan clothing trade days to reduce waste and unwanted upcycle clothing.

## Pillar 2: Improve the health and wellness of students and staff

### A. Environmental Health

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**1. Describe your school's Integrated Pest Management (IPM) program, including any certifications earned, routine inspections, pest identification, monitoring, record-keeping, and pest prevention activities.**

Monthly inspections from Ecolab that uphold strict requirements of Educational Integrated Pest Management Plan. Componenets include inspection, exclusion, monitoring and trapping of warranted pests. Each actions are logged.

**2. Describe the efforts or practices you have in place to minimize or eliminate the use of pesticides, both indoors and outdoors.**

Daily cleaning and careful trash disposal keep pests away. The Natural Habitat yard allows for indigenous/sturdy plants to thrive and be naturally resistant, local animals and bugs to sustain the ecosystem.

In the garden we use natural pest control through strategic plants such as marigolds or natural repellants like coffee grounds.

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3. Describe the actions taken or the practices your school employs to minimize or eliminate exposure to the following specific hazardous contaminants (if applicable):

- a. Elemental Mercury
- b. Carbon Monoxide from fuel burning equipment or appliances
- c. Radon
- d. Chromated Copper Arsenate in wooden playground equipment
- e. Others (e.g., Lead, Asbestos or PCBs)

We proactively test and monitor for all hazardous contaminants on a schedule of every three years minimally by an independent contractor. Facilities manager does a formal assessment 3x per year, and informally on a regular basis with risk assessment. Radon was last updated 5/2016. We do not have any wooden playground equipment. Water, lead and asbestos were assessed in 2016.

4. Describe policies and practices in place to promote security and life safety.

Chiaravalle has a Life Safety manual and updates policies and procedures annually. For accreditation, Chiaravalle follows IL State Board of Education and Department of Child and Family Services requirements for life safety and is inspected regularly for compliance on all life safety issues from fire drills, intruder drills, tornado, etc. We work with the Evanston Police and Fire departments each year to review our life safety plans and practice drills. Professional development in security, CPR and first aid occur annually. Cameras were installed at the front door, upgrades access system and one central entrance were all changes that were implemented in 2015.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school, such as animals in the classroom, sanitation, or other airborne contaminants.

Regular cleaning, plants in classrooms to clean the air, HEPA filters on vacuums

6. Describe actions your school takes to control and prevent leaks, moisture, condensation, and excess humidity; and to promptly cleanup mold or remove moldy materials when it is found.

We routinely look for any unexpected disrepair or wear in the facility and respond appropriately and swiftly to avoid further damage. For example, if we had a water issue we would clean it and use a dehumidifier with follow up by roofers or any needed professionals, etc. Routine property condition assessments help us prepare for preventative work to avoid leaks, mold, etc. Geothermal systems help by creating low humidity environments. We have a formal mold remediation plan with an independent contractor to implement if needed.

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

Yes  No

*If Yes, list the rooms with these features and their uses:*

Kitchen venting, gym, large systems on roof above the gym.

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8. **Describe your school's preventive maintenance program for the building's ventilation system, including unit ventilators to ensure it is clean and operating properly:**  
HVAC and air handling systems checked and filters changed up to 4x per year. North Wing has upgraded, high performing systems.
9. **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, including any periodic measurements and record keeping:**  
We have addressed and updated these systems during phases of renovation processes. Architects and other experts in this field have made recommendatiosn we have implemented such as installing ceiling fans, replacing windows, etc.
10. **Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action:**  
We have undergone this type of evaluation and will continue to do so every few years.
11. **Describe your green cleaning policies, equipment, products and practices, and green cleaning certifications or awards:**  
We use nontoxic chemicals to clean, buy recycled and unbleached paper products, promote waste-free lunches, recycling and composting throughout. We do not currently have any certifications or awards beyond LEED platinum rating yet.

### B. Nutrition and Fitness

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12. **Does your school employ the programs below to promote nutrition, physical activity and overall school health? Give details about program and successes:**
- Participates in the USDA's Healthier US School Challenge.  
: [Click here to enter text.](#)
  - Participates in a Farm to School program or similar local food program.
  - Our school has an on-site garden.
  - Our cafeteria provides fresh meals daily with healthy choices for students.
  - At least 50% of our students' annual physical education takes place outdoors.
  - Health measures are integrated into assessments.
13. **Provide specific examples of actions taken which are innovative or unique practices and partnerships:**  
Healthy food preparation and choices are taught as early as toddler programming. This evolves as students grow. Our students have kitchens in classrooms in grades 1-8 to encourage this nutrition and practical life skill.

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We have kitchen crew program where kids meet a cooking challenge, shop for a recipe they chose, then cook and serve peers. By Middle School students do all the planning, purchasing and cooking on all their trips. We bring in doctors to teach about nutrition and incorporate nutrition and exercise into health instruction and sports classes. Organic, sugar-free and local food purchased as often as possible. WE serve food at a homeless shelter monthly.

**14. Describe how outdoor education, exercise and recreation are promoted within the curriculum and outside the classroom.**

Students enjoy being in an active school where they can move throughout their day. Students sit on the floor, at tables or standing desks. They have freedom to use the entire building as their learning space instead of being inactive and seated in a desk for many hours. Students as young as three years old can decide to take a “movement break” by taking a gym pass and playing on an obstacle course set up for them whenever they feel the need to move. We also have an occupational therapy wiggle room for young students to move as needed. Opportunity for sports, yoga, dance and meditation are available each day. Active transportation is strongly encouraged as a school community.

**15. Describe efforts to improve nutrition, health, fitness of students and staff, highlighting innovative practices and partnerships:**

Students learn to be stewards of the Earth through ongoing sustainability education that begins in toddler classes and continues through middle school. The formal curriculum includes botany, zoology, life science and nutrition and health at each developmental stage. Students learn practical life skills such as how to tend the garden and make meals from the produce they have grown. Classrooms have pets and plants so even the youngest children learn to care for other living things. Students learn to identify and practice healthy choices in food and behavior. There is an educational dashboard for students to track energy usage. On-going service learning includes prairie stewardship, trips to the woods, and gardening . By middle School, students are organizing their own camping trips multiple times per year

### C. Coordinated School Health, Mental Health, School Climate, and Safety

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**16. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues?**

Yes  No

If yes, describe the health-related initiatives or approaches used by the school:

Everything we do is on a coordinated and integrated basis. Students from the earliest ages learn developmentally appropriate skills to support their health, the health of humans, animals and the health of the environment. It is woven throughout the culture and curriculum of the school. At early ages children learn to “listen to their bodies” taking movement breaks having snack as needed. We integrate social emotional learning, stress reduction, peer mediation, etc. daily.

**17. Does your school partner with any outside institutions, businesses, clubs, nonprofit organizations, or community groups to support student health and safety?**

Yes  No

If yes, describe these partnerships:

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Our students work with a variety of non-profits for service learning experience and health. These include cross generational art at a retirement home to promote wellness, students work at a diaper pantry to improve the health of low income babies and moms, Middle School students serve food at a local soup kitchen. We hire yoga, dance and some martial arts instructors. We bring in the YWCA to talk about relational health and violence or bring in speakers of interest.

**18. Describe your school's curriculum content for student health and fitness as well as its applied learning:**

We have a written, developmentally appropriate curriculum that is integrated and applies to the whole child, community and environment. Our philosophy as a Montessori school is that all things are connected so we encourage this wrap-around approach that includes formal gym class, health class, play time, wiggle room spaces, open gym time, and ongoing opportunities to practice skills and make healthy choices. Mental health, yoga, peace council, peer mediation, mindfulness and positivity are parts of our compassionate and holistic curriculum. There are formal lessons, cultural experiences and daily activities that support this learning.

## **Pillar 3: Effective Environmental Literacy**

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**1. Describe what *sustainability* means to your school or district in particular. How is sustainability included in your mission to educate students?**

Montessori's primary goal is peace education. A major tenant of this peaceful Montessori philosophy is that all things are connected and we have a responsibility to be our best versions of ourselves while contributing to the greater good of society and the Earth. Sustainability means protecting our health, living things and the Earth through making wise choices on a consistent basis. Educating students to understand the related science and moral responsibility of sustainability- along with outlets for their energy and ways to practice this lifestyle is essential. This philosophy is woven into everything we do as a school community even in toddler programming. There are academic expectations and opportunities at every level.

**2. Does your school have a written definition and requirement for environmental literacy? Is there an assessment required?**

**3. What practices, working groups, or committees does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken.**

Question 2. We have a written sustainability education curriculum for students from toddler through 8<sup>th</sup> grade. We use authentic assessment to gauge student mastery of the information. This is largely demonstrated through project based learning. Outdoor education and environmental stewardship service learning are required at every level of the school. Middle School learns hydroponic gardening and sells their basil to the community. Teachers are trained in environmental topics and have ongoing professional development to support learning new concepts and skills. Question 3. We currently have a committee for strategic planning that is focusing on sustainability and how to improve our self assessment and goal setting. Master planning is a Board Level committee that integrates sustainability into their decision making priorities, the Family association also supports green events and the garden initiatives, there is also a student green team.

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**4. Describe how your school promotes student and teacher engagement with the community and civic involvement outside the school? Have there been green themes to their work?**

Outdoor education and environmental stewardship service learning are required at every level of the school as described earlier in this application. Local prairies and national parks are examples of these student outreach efforts. Middle School students learn hydroponic gardening and sell their basil to the community and restaurants. Furthermore, students regularly initiate their own sustainability groups and projects which are supported by faculty. Examples include supporting the North Dakota Pipeline protesters to keep the route off their land and out of the water supply, fundraising and awareness around the wolf populations in North America, etc.

**5. How does your school use sustainability and the environment as a context for learning STEM? How is sustainability and the environment incorporated into the curriculum in all areas?**

As referenced earlier, Chiaravalle has an integrated curriculum which encourages STEAM (we include Art) through hands-on exploration and project based learning. The North Wing space inspired a number of student projects such as researching solar panels and tracking energy usage and savings. Students have built models of geothermal systems, generated science projects such as how to cook using the sun as a heat source, etc. Sustainability is even integrated into our arts. For example: students have enacted the big bang theory in drama and made films they created about plant root systems.

**6. How does your school use sustainability as a context for learning green technologies and/or career pathways?**

Sustainability is an ever present topic in our school that inspires learning. We are continually responsive to student interests. For example: Middle Schools students recently saw a video of a TED talk regarding building a food computer using instructions for a MIT designed unit. This is an exploration of urban farming and technology. They will be building this by hand.

**7. Describe how does your school share environmental education or sustainability events with other schools or organizations?**

We give tours of the North Wing and serve as a resource for other schools considering green buildings. As Head of School, I have copresented with our Architect/LEED consultant to present at several national education conferences on green and active schools and written articles on the topic. We host other organizations in our LEED space such as community writers groups, mom and child play groups, chess tournaments, the Rotary club, etc.

**8. Does your school have a green team, garden club, or a community green committee on sustainability? Who participates? What kinds of project or activities do they undertake? What roles do they play in the school?**

Yes. The Green Team identifies opportunities to improve our sustainable practices and build awareness at school. They labeled all the paper towel dispensers with "Made from Trees" signs to build awareness. They also labeled garbage cans as "landfill" and presented at student meetings to teach peers. These students also made home made non-toxic cleaning products. The Chiaravalle Family Association are the adults who organize garden volunteering days, build new garden beds, supervising our young gardeners, etc.



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**9. If applicable, describe how the school grounds are devoted to environmentally educational uses:**  
Our entire school is a learning lab that takes urban sustainability into account through the materials and resources in the classrooms, the educational dashboard to track energy usage in the hallway, the organic garden, the Da Vinci maker studio where we use recycled materials and create inventions, the library which is an incredible resource for research and nature inspired literature. We have a green roof learning garden where students can see the kinds of plants on it, etc.

**10. Describe students' outdoor learning experiences at multiple grade levels. How do they support curriculum content?**

This is a developmental trajectory which meets the needs of each level. Such as: Toddler- garden, filling bird feeders, nature walks, books about animals and the Earth

Preschool- learn geography, basic science about land and water forms, recycling, botany and zoology, gardening and cooking skills, farm field trip.

**11. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships:**

To help educate and inspire other schools and organizations to increase sustainability and wellness efforts, Head of School travels and co-presents workshops with LEED Schools expert on the advantages of green and active schools- USGBC IL conference, Ed Spaces in Cincinnati, etc. Head of School and teachers co-present on wellness and the neuroscience of compassion and how it improves well being, student instruction and school culture (American Montessori Society, Montessori in the City Adolescent Conference and Independent School Association of the Central States). We host tours for educators who want to learn about sustainable spaces and host mission appropriate community events for our city. We work with a local retirement home, the business district, Rotary Club, YWCA to partner of projects supporting these pillars in our community. We work with the IL Association of Montessori Schools and the Independent School Association of Central States to advocate for and implement these pillars through education, special events, and encouraging politicians in our area to support these changes.

**12. Describe other ways your school integrates sustainability into daily habits and culture of the school's staff, volunteers, students and community (ie: recycling days, no bottled water, murals, themed events, virtual backpacks, etc):**

Today alone students are holding a recycled craft fair to raise money for the World Wildlife Fund, students creates a painting of a life sized squid that took up an entire room, kindergarteners washes out milk cartons to recycle and elementary kids collected teracycle wrappers from snack. At the holiday party this evening, we are using reusable dishes and serving organic food. Students shop for gifts for their family in the classroom "gift shop" where people have donated unused gifts. A parent is collecting blankets to give to homeless Evanston residents during this subarctic weather. Vegetables and basil grown here were sold to families.

**13. Any other school practices, visions, projects, plans or information you want to include to showcase the environmental work your school has achieved?**

We are an incredibly educated, organized school that treasures our culture of respect for all- and respect for the

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Earth. While we have accomplished so much in the past few years, we are eager to expand our gardening program to feed more meals to students or local homeless shelters. We are also eager to complete our 5 year Sustainability strategic plan and possible LEED campus certification process.

## Supporting Materials (Optional)

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Attach up to five images and one video file with your application.

Please provide a brief description (300 characters) for each. Please number image file to match its number below:

**Image 1:** The Active School image captures toddler gym, open gym time for preschoolers when they get to opt in to gym time whenever they need to move and an elementary yoga class to cultivate mindfulness and well being.

**Image 2:** The aerial view of the school illustrates the new LEED platinum North Wing and key sustainability features.

**Image 3:** The energy view of Chiaravalle Montessori illustrates the multiple sources of ecofriendly energy that we have installed to recude our carbon footprint.

**Image 4:** Image 0774 is a photo of Middle School students on a hiking and service learning trip to the Appalacian trail near Harper’s Ferry, VA.

**Image 5:** Image 2015 shows a 4 year old preparing a garden grown carrot for snack time. Teaching children to make good choices, understand where food comes from and how to serve themselves are all essential skills.

**Video 1:** The Tree song demonstrates the integration of social emotional learning, music and environmentalism. This song is traditionally performed as a gift by 1-3<sup>rd</sup> grade students to graduates during commencement ceremonies. <https://www.youtube.com/watch?v=z6dwYz8NrRs>

## Submit Your Application

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**Applications must be received by 12:00 PM on Friday, December 16, 2016.** Applications are being collected by the U.S. Green Building Council – Illinois Chapter on behalf of the Illinois State Board of Education (ISBE).

For an application to be considered, it must be **submitted via email** to [info@usgbc-illinois.org](mailto:info@usgbc-illinois.org). Submittals via other methods will not be accepted.

**Questions?** Contact USGBC-Illinois at 312-245-8300.