Virginia

Green Ribbon Schools

School Application

2014-2015

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**August 29, 2014**

**Virginia Department of Education**

**Post Office Box 2120**

**Richmond Virginia 23218-2120**

**Intent to Submit Due Date: October 24, 2014**

**Application Due Date: December 15, 2014 at 4 P.M.**

**TABLE OF CONTENTS**

**Virginia Green Ribbon Schools Application**

**2014-2015**

|  |  |
| --- | --- |
| **TABLE OF CONTENTS** | **ii** |
| **INTRODUCTION** | **iii** |
| **APPLICATION PROCESS** | **iii** |
| **AWARD PROCESS** | **v** |
| **GREEN RIBBON SCHOOLS SCORING MATRIX** | **vi** |
| **APPLICATION PACKET COMPLETION CHECKLIST** | **vii** |
| **INTENT TO SUBMIT FORM** | **viii** |
| **APPLICATION COVER SHEET TEMPLATE** | **1** |
| **APPLICATION TABLE OF CONTENTS TEMPLATE** | **2** |
| **SCHOOL ELIGIBILITY, COMPLIANCE AND INFORMATION TEMPLATE** | **3** |
| **ABSTRACT** | **4** |
| **CROSSCUTTING QUESTIONS** | **5** |
|  |  |
| **GOAL 1: REDUCE ENVIRONMENTAL IMPACT AND COSTS** | **5** |
| **GOAL 2: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF** | **9** |
| **GOAL 3: PROVIDE EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION** | **14** |

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**INTRODUCTION**

Virginia is pleased to participate in the fourth year of the United States Department of Education's (USED) Green Ribbon Schools (GRS) award program. The GRS program is authorized by Section 5411(b)(5), of the *Elementary and Secondary Education Act of 1965* (20 U.S.C. § 7243(b)(5)), and USED is responsible for its administration.

The program is intended to recognize both **schools** and school divisions that are making a comprehensive approach to integrating environmental learning with constructive goals for 1) healthy students and school employees and 2) a school facility with a positive environmental impact. Virginia’s school application, though based on the national criteria, provides opportunities for schools in the Commonwealth to highlight Virginia-specific emphases and initiatives. The application is intended to focus on measurable and verifiable results wherever possible. Over the last three years, Virginia has had four public schools recognized by the national selection committee as achieving this prestigious award.

**APPLICATION PROCESS**

The school application is structured around the three GRS goal areas (pillars). Application reviews will be based on the applicant's **demonstrated progress toward** each of the three GRS goals stated below:

* Goal I: Reduce environmental impact and costs.
* Goal II: Improve the health and wellness of students and staff.
* Goal III:Provide effective environmental and sustainability education,

incorporating science, technology, engineering and mathematics (STEM), civic skills, and green career pathways.

The three GRS goals are further subdivided into multiple "elements" in order to provide more detail and explanation for what is meant by that goal. Each element then has one or more questions that enable the applicant to demonstrate the school’s progress and include other measures that reflect similar intent. Most elements have been grouped together into categories for the sake of clarity and organization. An application scoring matrix is provided to give an overview of how the state review committee will weigh each GRS goal and element.

The three following points are important to consider in the application process:

* These are **ambitious goals** and few schools may have achieved all three, or perhaps even 100 percent of any one of the goals. Certain indicators may not be fully attainable at this time due to local or state requirements and restrictions.
* Schools demonstrating **exemplary achievement** in meeting **all three goals** will receive the highest rankings.
* Applicants must document achievement in all three goals using **quantifiable measures** when possible. Applications without documentation will not be considered.

Virginia’s GRS application requires that all operational areas of the applicant school work together to document the school’s progress. It is important to assemble a school and community-wide team to complete the application thoroughly. This team should include:

* administrators (school site and division);
* physical plant and grounds experts;
* food services professionals;
* instructional staff across grades and subjects including physical and health education;
* parents;
* community representatives (e.g., public agencies, private foundations, and civic groups);
* businesses and industry partners; and
* classes or student representatives.

WHAT TO SUBMIT

***This application packet is for individual school applicants. There is a separate application for school division applicants.***

The full GRS packet sent to the Virginia Department of Education must consist of three required parts and an optional fourth appendix.

1. Virginia GRS Core Application

The GRS core application **must not exceed the 20-page maximum** prescribed by USED. The core application (pages 1-20 of this document) is designed so that the school response to each item cannot exceed a maximum per section. The parts of the core application are the:

* completed and signed (in blue ink) Cover Sheet using the blank Cover Sheet template (page 1 of this document);
* Table of Contents template (page 2 of this document);
* completed School Eligibility, Compliance, and Information sheet using the blank School Eligibility, Compliance, and Information template (page 3 of this document); and
* completed application sections (Pages 4-20) including the Abstract, Crosscutting Questions 1 and 2, and Elements 1A through 3C (items/questions 1-55).

2. Virginia GRS Appendix A

Include a list of the application writing team with names and positions. (Do not include the names of students, only the number of student participants.) (Two pages maximum)

3. Virginia GRS Appendix B

Include documentation for each question, organized to mirror the numbering system for Goals and Elements presented on the Table of Contents template, page 2 of the application.

4. Virginia GRS Appendix C (optional)

Include up to five (5) pages of captioned color photographs for review by the Virginia GRS nominating team. Each page may not have more than four (4) photographs.

***Please keep in mind, Appendices A, B, and C are intended for the Virginia GRS state review team. The 20-page core application must stand on its own. USED will not accept any additional material/information other than the 20-page core application of the schools that the Virginia review team sends forward for the national review.***

HOW TO SUBMIT

The Virginia Department of Education (VDOE) will accept electronic submissions only. These must be submitted as four .pdf documents: the core application, pages 1-20; Appendix A; Appendix B; and Appendix C. Appendix A is limited to two pages; Appendix B does not have a prescribed page limit; and Appendix C, an optional component, must not exceed five pages.

The completed school application must be sent to Barbara P. Young, science specialist, Office of Science and Health Education, Division of Instruction, Virginia Department of Education at [Barbara.Young@doe.virginia.gov](mailto:Barbara.Young@doe.virginia.gov).

TECHNICAL ASSISTANCE FOR SCHOOLS

Schools should submit the nonbinding **Intent to Submit** form, page viii, of this application packet by September 22, 2014. However, the submission of this form is **not** a requirement for participation in the 2014-2015 GRS state nomination process.

To assist schools in preparing their applications and to respond to questions, the VDOE will host an informational webinar on Wednesday, September 24, 2014, at 4 p.m., and a follow-up webinar on Wednesday, October 15, 2014, at 4 p.m. Registration information for the first webinar is posted on the VDOE GRS Web site at <http://www.doe.virginia.gov/support/facility_construction/healthy_buildings/green_ribbon/index.shtml>.

APPLICATION DEADLINE

All completed applications are due to the VDOE by Monday, **December 15, 2014, by 4 p.m.**

**AWARD PROCESS**

This award process consists of two steps. The first step is to complete and electronically submit the state application by **4 p.m. on December 15, 2014**. In year four of the GRS program, Virginia is permitted up to five PreK-12 school or school division nominations. An expert panel of Virginia scientists, environment and health experts, educators, facilities professionals, and community leaders will select up to five state nominees. Of these five nominees, at least one must be a private school and one must be a school or a school division with schools that have at least 40 percent of students from disadvantaged backgrounds (Title I or Title I-eligible school). The VDOE will forward up to five (5) state nominees to the national selection committee. All public school applicants must be state accredited for the 2014-2015 school year. Title I school applicants must not be identified as a Priority or Focus school for 2014-2015.

After a national selection committee has reviewed states’ nominations, USED will recognize 50 or more GRS awardees from the participating states. All of the applications forwarded to USED from Virginia will not necessarily be chosen as USED GRS awardees. Those schools and school divisions selected from the national pool of state nominees will be invited to an awards ceremony in Washington, D. C.

It is expected that schools in this fourth year of the GRS will not necessarily be able to provide complete responses in all cases for each indicator. Through the GRS process, applicant schools will learn much about what is needed to move further along in achieving important academic and environmental goals.

If you have any questions or need further information, please contact Barbara P. Young, science specialist, Office of Science and Health Education, Virginia Department of Education, by telephone at (804) 225-2676 or by e-mail at [Barbara.Young@doe.virginia.gov](mailto:Barbara.Young@doe.virginia.gov).

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| **2014-2015 Green Ribbon Schools**  **Application Scoring Matrix** | **Point**  **Values** |

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| --- | --- |
| **Crosscutting Questions** | **5%** |
| **Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts** | 5 points |
| 1. **Reduce Environmental Impact and Costs** | **30%** |
| **Element 1A: Reduced/Eliminated greenhouse gas (GHG) emissions**   * + Energy   + Buildings | 15 points |
| **Element 1B: Improved Water Quality, Efficiency, and Conservation**   * + Water   + Grounds | 5 points |
| **Element 1C: Reduced Waste Production**   * + Waste   + Hazardous Waste | 5 points |
| **Element 1D: Use of Alternative Transportation** | 5 points |
| 1. **Improve the Health and Wellness of Students and Staff** | **30%** |
| **Element 2A: An Integrated School Environmental Health Program**   * Integrated Pest Management * Contaminant Controls and Ventilation * Asthma Control * Indoor Air Quality * Moisture Control * Chemical Management | 15 points |
| **Element 2B: Nutrition and Fitness**   * Fitness and Outdoor Time * Food and Nutrition * Other Coordinated Health Programs | 15 points |
| 1. **Provide Effective Environmental and Sustainability Education Incorporating STEM, Civic Skills, and Green Career Pathways** | **35%** |
| **Element 3A: Interdisciplinary Learning about the Key Relationships among Dynamic Environmental, Energy, and Human Systems** | 20 points |
| **Element 3B: Use of the Environment and Sustainability to Develop STEM Content, Knowledge, and Thinking Skills** | 5 points |
| **Element 3C: Development and Application of Civic Knowledge and Skills** | 10 points |
| **TOTAL** | **100 points** |

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| **Application Packet Completion Checklist** |

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| **YES** | **NO** | All information on the **Application Cover Sheet** is complete. |
| **YES** | **NO** | The applicant public school **Division Superintendent** or private school **Chief Officer** (designee signatures are not permitted) has signed the **Application Cover Sheet** in blue ink. |
| **YES** | **NO** | The school **Eligibility, Compliance and Information Sheet** is complete and compliance with all statutory and regulatory requirements has been confirmed. |
| **YES** | **NO** | Responses to questions in the **Core Application** are provided in the space allotted and the document does not exceed 20 pages. |
| **YES** | **NO** | Appendix A, the **application writing team roster**, with names and positions, is included as a separate .pdf document. (two pages max) |
| **YES** | **NO** | Appendix B, application **documentation**, organized to mirror the application table of contents, is included as a separate .pdf document. |
| **YES** | **NO** | Appendix C, the applicant **supporting photographs**, is included as a separate .pdf document. (Appendix C is not required.) (five pages max) |
| **YES** | **NO** | The following naming conventions are used for all documents submitted for the GRS awards state process.\*  **Core Application:**  CoreApplication-SchoolName-SchoolDivisionPublicSchools/Private.pdf  Examples  Core-ValleyES-BathCoPS.pdf  Core-H.F.ByrdMS-HenricoCoPS.pdf  Core-AbingdonHS-WashingtonCoPS.pdf  Core-EasternPiedmontAcademy-Private.pdf  **Appendix A:** ApxA-ValleyES-BathCoPS.pdf  **Appendix B:** ApxB-H.F.ByrdMS-HenricoCoPS.pdf  **Appendix C**: ApxC-AbingdonHS-WashingtonCoPS.pdf  *\*Please keep in mind, Appendices A, B, and C are intended for the Virginia GRS state review team. The 20-page core application must stand on its own. USED will not accept any additional material/information other than the 20-page core applications of the schools that the Virginia review team sends forward to USED for the national review.* |
| **YES** | **NO** | The completed application, four separate .pdf documents (Appendix C is optional), is sent to the Virginia Department of Education by December 15, 2014, 4 p.m. |

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| **Virginia Department of Education**  **2014-2015 Green Ribbon Schools (GRS)**  **Intent to Submit Form** |

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| **School:** |  | | |
| **School Division/Private** |  | | |
| **Address:** |  | | |
| **Principal/Headmaster Name:** |  | | |
| **GRS Contact Person:** |  | | |
| **Title:** |  | | |
| **Telephone:** |  | **Fax:** |  |
| **E-mail:** |  | | |

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| **Interested schools should return this form by October 24, 2014, by 4 p.m. to:**  **Barbara P. Young, Science Specialist**  **Office of Science and Health Education**  **Virginia Department of Education**  **101 N. 14th Street**  **Richmond, VA 23219**  **Fax: 804-786-1703**  **E-mail:** [**Barbara.Young@doe.virginia.gov**](mailto:Barbara.Young@doe.virginia.gov) |

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| **Virginia Green Ribbon Schools**  **Application Cover Sheet**  **2014-2015** |

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| **School Name:**  **Grades Served:**  **Total Enrollment:**  **Magnet School  Charter School**  **Percentage of Disadvantaged Students**  **Title I / Title I Eligible Yes No**  **School Web Site:** | **Urban  Rural  Suburban**  **Public School  Private/Parochial**  **School Percentage Limited English Proficient:**  **School Attendance Rate:**  **School Graduation Rate (HS):**  **School Division Name:**  **School Division Enrollment:** | |
| **School Mailing Address:** | **State Accredited in 2014-2015 Yes No  N/A**  **Focus School 2014-2015**  **Yes No  N/A**  **Priority School 2014-2015**  **Yes No  N/A** | |
| **GRS Application Contact Person**  **Name:**        **Position/Title:**  **Telephone:**  **E-mail Address:**  **Fax:** | **GRS Contact Person Mailing Address:** | |
| **School Principal’s or Headmaster’s Name:** | | **E-mail:** |
| **Signature of School Principal or Headmaster:** | | **Telephone:** |
| **Division Superintendent’s or Private School Board Chief Officer’s Name:** | | **E-mail:** |
| **I certify that all information presented in this application is accurate and truthful; that the applicant school is eligible and fully compliant with applicable civil rights, health, safety, and environmental statutory and regulatory requirements; and that I approve and support the submission of this application.**  **Signature of Division Superintendent or Private School Board Chief Officer:**    **Date:** | | |

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| **SCHOOL APPLICATION**  **Table Of Contents Template** |

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| **CONTENTS** | **Page** |
| **Application Cover Sheet** | **1** |
| **Table of Contents** | **2** |
| **School Eligibility, Compliance, and Information Sheet** | **3** |
| **Summary Narrative/Abstract** | **4** |
| **Crosscutting Questions** | **5** |
| **GOAL AREA 1. Reduce Environmental Impact and Costs** | |
| **Element 1A: Reduced or Eliminated Greenhouse Gas (GHG) Emissions (1A1-1A7)** | **5-6** |
| **Element 1B: Improved Water Quality, Efficiency, and Conservation (1B1-1B6)** | **6-7** |
| **Element 1C: Reduced Waste Production (1C1-1C5)** | **7-8** |
| **Element 1D: Use of Alternative Transportation (1D1-1D4)** | **8-9** |
| **GOAL AREA 2. Improve the Health and Wellness of Students and Staff** | |
| **Element 2A: Integrated School Environmental Health Program (2A1-2A7)** | **9-12** |
| **Element 2B: Nutrition and Fitness (2B1-2B10)** | **12-14** |
| **GOAL AREA 3. Provide Effective Environmental and Sustainability Education, Incorporating STEM Civic Skills, and Green Career Pathways** | |
| **Element 3A: Interdisciplinary Learning about the Key Relationships among Dynamic Environmental, Energy and Human Systems (3A1-3A4)** | **14-16** |
| **Element 3B: Use of the Environment and Sustainability to Develop STEM Content Knowledge and Thinking Skills (3B1-3B5)** | **16-18** |
| **Element 3C: Development and Application of Civic Knowledge and Skills (3C1-3C5)** | **18-20** |

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| **School Eligibility, Compliance, and Information** |

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| **Name of School**  **School Division** | |
| **The applicant school must verify that it is in compliance with applicable civil rights, health, safety, and environmental statutory and regulatory requirements. If each statement below is true, please select “In Compliance.” If the statement is false, please select “Not in Compliance.”** | |
| **In Compliance**  **Not in compliance** | Neither the applicant public school nor its public school division 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 divisionwide compliance review. |
| **In Compliance**  **Not in compliance** | OCR has not issued a violation letter of findings to the public school division concluding that the nominated public school or the public school division 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. |
| **In Compliance**  **Not in compliance** | The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school division as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause. |
| **In Compliance**  **Not in compliance** | 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 division in question; or if there are such findings, the state or public school division has corrected, or agreed to correct, the findings. |
| **In Compliance**  **Not in compliance** | 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. |

Additional information about school [eligibility](http://www2.ed.gov/programs/green-ribbon-schools/eligibility.html#requirements) is available on the USED Green Ribbon Schools Web page at[Civil Rights, Health, Environment and Safety Statutory and Regulatory Requirements](http://www2.ed.gov/programs/green-ribbon-schools/stat-reg-requirements.doc).

**Summary Narrative / Abstract**

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| **Include below a concise summary of how your school is making progress in its efforts to meet the three goals (pillars) of the USED Green Ribbon Schools Program. In the last sentences of this abstract, please provide a summary of any monetary savings that have been realized because of your school’s “green” efficiencies.** (650 words max) |

**CROSSCUTTING QUESTIONS**

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| **1. (CcQ1) Is your school participating in a local, state, or national school program that asks you to benchmark progress in some fashion in any or all of the Goals (Pillars)?** Yes No  Program Names (s) and level(s) achieved  **2. (CcQ2) Has your school, staff or student body received any awards for facilities, health or environment?** Yes No Award name(s) and year(s) achieved (yyyy) |

**GOAL AREA 1: Reduce Environmental Impact and Costs**

**Element 1A: Reduced or Eliminated Greenhouse Gas (GHG) Emissions**

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| **3. (1A1) Can your school demonstrate a reduction in greenhouse gas emissions?**  Yes No Percentage Reduction       Time period: from       to  Initial GHG emissions rate (MT eCO2/person)  Final GHG emissions rate (MT eCO2/person)  Offsets: If your school offsets GHG emissions from building energy use, please explain any offsets used.  How did you calculate the reduction? |

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| **4. (1A2) Does your school track resource use in EPA ENERGY STAR Portfolio Manager?** Yes No    If yes, what is your score?       If score is above a 75, have you applied for and received ENERGY STAR certification? Yes No Year: |

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| **5.** **(1A3)** **Has your school reduced its total non-transportation energy use from an initial baseline?**  Yes No  Current energy usage (kBTU/student/year)  Current energy usage (kBTU/sq. ft./year)  Percentage reduction:       Time period (mm/yyyy-mm/yyyy)       to  How did you document this reduction? |

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| **6. (1A4) What percentage of your energy consumption is derived from:**  On-site energy generation (e.g., solar, wind, waste-to-energy)      % Type  Purchased renewable energy      % Type  Participation in USDA *Fuel for Schools*, USED *Wind for Schools,* or other federal or state school energy program: Yes No Program Name |

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| **7. (1A5) In what year was your school originally constructed?**  What is the total building area of your school?       Percentage of the building area that meets green building certification      % Certification (e.g., LEED)       Level |

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| **8. (1A6) Has your school added and/or renovated buildings in the past ten years?** Yes No  New Construction: Certification Yes No Type (e.g., LEED)       Level  Total new construction area       Percentage that meets green building certification      %  Renovated Building(s): Certification Yes No Type (e.g., LEED)       Level  Total renovated area       Percentage that meets green building certification      % |

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| **9. (1A7) Has your school implemented the Facility Energy Assessment Matrix within EPA's *Guidelines for Energy Management*?** Yes No  Does your school have an energy- and water-efficient product purchasing and procurement policy in place? Yes No  Has your school/division made any specific efforts to utilize furnishings, furniture, appliances, and building materials that have minimum production/transportation impact on the environment? Yes No Please describe: (50 words max) |
| Please describe any other indicators of the applicant’s progress towards elimination of GHG emissions and building impact. Include metrics if available. (50 words max) |

**Element 1B: Improved Water Quality, Efficiency, and Conservation**

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| **10. (1B1) Can you demonstrate a reduction in your school's total water consumption from an initial baseline?**  Average baseline water use (gallons per occupant)  Current water use (gallons per occupant)  Percentage reduction in domestic water use  Percentage reduction in irrigation water use        N/A (If irrigation system not in place.)  Time period measured (mm/yyyy - mm/yyyy)       to  How did you document this reduction (e.g., ENERGY STAR Portfolio Manager, utility bills, school division reports)? |

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| **11. (1B2) What percentage of your school’s landscaping is considered water-efficient and/or regionally appropriate?**       %Describe the type and location of plantings. (50 words max) |

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| **12. (1B3) Describe any alternate water sources used for irrigation.** (50 words max) |

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| **13. (1B4) Describe any efforts to reduce storm-water run-off and/or reduce impermeable surfaces.** (25 words max) |

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| **14. (1B5) The school's drinking water comes from:**  Municipal water source Well on school property  Other Briefly describe. |
| **Describe how the school’s water source is protected from potential contaminants including lead.** (75 words max) |

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| **15. (1B6) Describe how the school grounds are devoted to environmentally and ecologically beneficial uses such as providing habitat for wildlife or preventing erosion.** (75 word max) |

**Element 1C: Reduced Waste Production**

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| **16. (1C1) What percentage of your school's total office/classroom paper content is postconsumer material, fiber from forests certified as responsibly managed, and/or chlorine-free?**      %  How was this measured and which, if any standard did you use? (50 words max) |

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| **17. (1C2) What percentage of waste is diverted from the landfill or incinerator due to reduction, composting, and/or recycling? Complete all the calculations below.**  A. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected)  B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected)  C. Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected)  Recycling Rate = (B + C) ÷ (A + B + C) x 100  Monthly waste generated per person = (A/number of students and staff members) |

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| **18. (1C3) List the types and amounts of hazardous waste generated at your school.** | | | |
| Flammable liquids | Corrosive liquids | Toxics | Mercury |
| Other Hazardous Waste:  How is this measured?  How is hazardous waste disposal tracked? | | | |

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| **19. (1C4) Describe other measures taken to reduce solid waste and eliminate hazardous waste.** (50 words max) |

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| **20. (1C5) Which, if any, green custodial standard is used by your school?**  What percentage of all cleaning products in use is third-party certified-green?      %  What specific third-party certified-green cleaning product standard does your school use? |

**Element 1D: Use of Alternative Transportation**

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| **21. (1D1) What percentage of students travel to/from school by:**  Walking/biking      % Carpooling (3+ students in a car)      % Riding the school bus      %  The school does not use school buses. Describe how this information is collected and calculated. |

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| **22. (1D2) Has your school implemented:**  A well-publicized, no-idling policy that applies to all vehicles (including school buses)? Yes No  Designated carpool parking stalls? Yes No  Vehicle loading/unloading areas at least 25 feet from buildings air intakes, doors and windows? Yes No  Safe Pedestrian Routes to school or Safe Routes to School? Yes No If so, describe activities in your Safe Routes program or plan. (50 words max) |

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| **23. (1D3) Describe how your school transportation use is efficient and has reduced its environmental impact.** (50 words max.) |

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| **24. (1D4) Please describe other accomplishments that have been made in reducing/eliminating negative environmental impact, focusing on innovative or unique practices and partnerships.** (100 words max) |

**GOAL AREA 2: Improve the Health and Wellness of Students and Staff**

**Element 2A: An Integrated School Environmental Health Program**

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| **25. (2A1) Does your school have an integrated pest management plan in effect?** Yes No  What is the volume of your annual pesticide use (gal/student/year)?  Describe efforts to reduce pesticide use and your pesticide-use policies, including the IPM/green certifications your school has earned, routine inspections, pest identification, monitoring, record-keeping, etc. (150 words max) |

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| **26. (2A2) Contaminant Controls**  **Mercury:** Has the school identified and properly removed all sources of elemental mercury and prohibits its purchase and use in the school? Yes No Please explain if “No.” | |
| **Carbon Monoxide (CO):** The school does not have any fuel burning combustion appliances. Yes No  If your school has combustion appliances, does your school annually inspect these appliances to ensure no release of carbon monoxide? Yes No By whom?  Are CO alarms installed that meet national fire code requirements? Yes No | |
| **Radon:** Has your school tested all frequently occupied rooms that are 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 your school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L? Yes No  Please explain if “No.” | |
| **Chromated Copper Arsenate (CCA):** Has your school identified any wood playground or other structures that contain chromate copper arsenate and has eliminated student and staff exposure to these materials?  Yes No Please explain if “No.” | |
| **Exhausting Airborne Contaminants:** Has your school installed local exhaust systems for major airborne contaminant sources as appropriate? Yes No This includes: | |
| Dust collection systems Yes No  N/A  Fume hoods in science labs Yes No  N/A | Chemical storage rooms Yes No  N/A  Copy/printing facilities Yes No  N/A |
| **Secondhand Tobacco Smoke:** Does your school prohibit smoking on campus and in public school buses?  Yes No | |

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| **27. (2A3) Ventilation**  **Describe your school’s practices and schedules for inspecting and maintaining the building’s ventilation system and all unit ventilators to ensure they are clean and operating properly.** (75 words max) |
| **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.** (75 words max) |

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| **28. (2A4) Asthma Control Does your school have an asthma management program in place consistent with or similar to the National Asthma Education and Prevention Program’s (NAEPP) *Asthma Friendly Schools Guidelines*?** Yes No  Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 words max) |

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| **29. (2A5) Indoor Air Quality Describe other steps your school takes to protect indoor environmental quality such as implementing EPA’s *Indoor Air Quality 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.** (150 word max) |

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| **30. (2A6) Moisture Control**  Are all structures visually inspected on a regular basis and free of mold, moisture, and water leakage?  Yes No  Is proper indoor relative humidity maintained below 60%? Yes No  Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)?Yes No  Describe the actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when it is found. (50 word max) |

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| **31. (2A7) Chemical Management** Does your school have a chemical management program in place? Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (125 words max) |

**Element 2B: Nutrition and Fitness**

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| **32. (2B1) Has your school submitted an application for:**  A) the USDA's HeathierUS School Challenge? Yes No  B) the Governor’s Nutrition and Physical Activity Awards Program? Yes No  If “Yes,” describe any award level earned, the year(s), and any other pertinent information. |

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| **33. (2B2) Does your school participate in a “Farm to School” program to use local, fresh food?**  Yes No If “Yes,” explain. (50 words max) |

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| **34. (2B3) Does your school have an on-site food garden?** Yes No  If “Yes,” does the garden supply food for school students in the cafeteria, a cooking or garden class, or to the community? Yes NoIf “Yes,” please explain. (50 words max) |

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| **35. (2B4) What percentage of food purchased by your school is certified as "environmentally preferable?"**      %Please briefly explain the type of foods purchased and how this is done. |

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| **36. (2B5) What percentage of students over the past year spent at least 120 minutes of school-supervised physical education per week?**       % Describe how this is measured and monitored.(50 words max) |

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| **37. (2B6) What percentage of school-supervised physical education is spent outdoors?**      % Describe how this is measured and monitored. (50 words max) |

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| **38. (2B7) What percentage of your school’s current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protection and skin health?**      %Describe how this is measured and monitored. (50 words max) |

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| **39. (2B8) Describe the type of outdoor education, exercise, and recreation that is available to your students during and after school.** (100 words max) |

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| **40. (2B9) Are health measures integrated into school assessments and reported to the community?**  Yes No If “Yes,” please describe how this occurs. (50 words max) |

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| **41.**  **(2B10) Does the school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues?** Yes No  **A) Describe the health-related initiatives or approaches used by the school including:**   * partnering with postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety * using a school nurse and/or a school-based health center * implementing positive school climate programs such as anti-bullying programs, peer counseling, or similar. (150 words max)   **B) Describe any other practices regarding a) the school's built and natural environment and b) the fitness and nutrition programs that are employed to promote good nutrition, physical activity, and overall student and staff health.** (100 words max) |

**GOAL AREA 3: Provide Effective Environmental and Sustainability Education Incorporating STEM, Civic Skills, and Green Career Pathways**

**Element 3A: Interdisciplinary Learning about the Key Relationships among Dynamic Environmental, Energy, and Human Systems**

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| **42. (3A1) Describe how your school has a specific emphasis on environmental or sustainability literacy.** (200 words max) |

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| **43. (3A2) Describe how environmental and sustainability concepts are integrated throughout the curriculum.** (300 words max) |

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| **44. (3A3) Describe students’ proficiency levels for environmental and sustainability concepts in a) school and division assessments and b) any external measures the school uses.** (150 words max) |

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| **45. (3A4) Describe whether/how significant teacher professional development opportunities in environmental and sustainability education are provided for all teachers in your school.** (300 words max) |

**Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy**

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| **46. (3B1) For schools serving grades 9-12**  What percentage of your eligible graduates last year completed Advanced Placement Environmental Science?       %  What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment?       %  Does the school use other environmental science-related courses and measures instead (e.g., International Baccalaureate - Environmental Systems, 2- and 4-Year IHE dual enrollment, etc.)? |

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| **47. (3B2) Describe whether/how your school uses sustainability and the environment as a context for learning science, technology, engineering, and mathematics skills and concepts and how much time is devoted to this practice each week.** (250 words max) |

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| **48. (3B3) Describe whether/how your school uses sustainability and the environment as a context for learning green technologies and career pathways.** (200 words max) |

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| **49. (3B4) Describe how your school's environmental and sustainability education program pays particular attention to systematic STEM practices required for an age-appropriate understanding of natural systems.** (100 words max) |

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| **50. (3B5) Do your students engage in Meaningful Watershed Education Experiences (MWEE) or participate in other meaningful outdoor investigations?**  (150 words max) |

**Element 3C: Development and Application of Civic Knowledge and Skills**

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| **51. (3C1) Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills.** (125 words max) |

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| **52. (3C2) Describe whether/how students are encouraged to conduct class or individual, age-appropriate, civic/community engagement projects focused on environmental or sustainability topics. If not in all grades, specify which grade levels and subjects.** Describe students’ civic/community engagement projects and how they integrate environment and sustainability topics. (200 words max) |

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| **53. (3C3) Describe whether/how your school partners with local academic, businesses, government, nonprofits, informal community institutions, museums and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and/or the community toward meeting goals consistent with those of the Green Ribbon Schools program.** (200 words max) |

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| **54. (3C4) Describe additional indicators or benchmarks (quantified whenever possible) of progress toward the goal of 100% of your school’s students being environmentally literate.** (200 words max) |

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| **55. (3C5) 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 words max) |