Virginia

Green Ribbon Schools

School Application

2015-2016

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**September 11, 2015**

**Virginia Department of Education**

**Post Office Box 2120**

**Richmond Virginia 23218-2120**

**Intent to Submit Due Date: October 23, 2015**

**Application Due Date: December 7, 2015, at 4 P.M.**

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**Virginia Green Ribbon Schools**

**School Application**

**2015-2016**

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**INTRODUCTION**

Virginia is pleased to participate in the fifth 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 GRS program is intended to recognize both **public** and **private** schools and school divisions that are making a comprehensive approach to: 1) reducing environmental impact and costs; 2) improving the health and wellness of students and staff; and 3) providing effective environmental and sustainability education based on sound science and civics.

Virginia’s GRS School Division Application and GRS **School Application** closely mirror each other, consistent with the three goal areas of the GRS program described previously. Though based on the national criteria, the GRS application provides numerous 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 four years, Virginia has had eight public and private schools and one school division recognized by the national selection committee as achieving this prestigious award. (2014-2015 was the first year school division applications were reviewed in Virginia.)

**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 Goal Areas stated below:

Goal Area I: Reducing environmental impact and costs.

Goal Area II: Improving the health and wellness of students and staff.

Goal Area III:Providing effective environmental and sustainability education,

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

The three GRS goals are further divided into multiple subsections in order to provide more detail and explanation for what is meant by that Goal Area. Each subsection then has one or more guiding questions that enable the applicant to demonstrate the school’s progress and includes other measures that reflect similar intent. Most elements have been grouped together into categories for the sake of clarity and organization though there is overlap among these categories and the more specific guiding questions in each. Individual subsection categories within the three GRS Goal Areas provide a “weight” (point value) to indicate how the particular elements will be reviewed. A School Application Scoring Matrix (page vi) is provided to give an overview of how the state review committee will weigh each GRS Goal Area and subsection elements.

The following four considerations are important for 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.
* School demonstrating exemplary achievement in meeting all three goals will receive the highest rankings.
* Applicants must provide **quantifiable measures** in all three goals wherever possible when discussing their practices, policies and achievements.
* Applicants must have available documentation of these measures. The documentation is **not required to be submitted** with the application, but the school must certify that the documentation is available if requested.

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

* administrators (school site and division);
* physical plant, grounds experts, and food services professionals;
* instructional personnel 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
* student representatives.

What to Submit

The full GRS School Application packet that is sent electronically to the Virginia Department of Education must consist of **two** required parts and an **optional** appendix.

1. Virginia GRS School Application (Required)

The GRS School Applicationmust not exceed the page limitsprescribed below. The parts of the School Application are the completed:

* and signed (in blue ink) **School Application Cover Sheet** (template found on page 1 of this application packet) and submitted as page 1 of the school application;
* **School Application Eligibility, Compliance, and Information Form** (found on page 2 of this application packet) and submitted as page 2 of the application;
* Core **School Application** (three narrative sections) including the Narrative Summary/Abstract, Crosscutting Questions, and Goal Areas 1, 2, and 3 (Elements 1A through 3C), numbered as pages 3-20.

2. Virginia GRS Appendix A (Required)

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

3. Virginia GRS Appendix B (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 and B are **intended for the Virginia GRS state review team**. The 18-page core narrative sections must stand on their own. USED will not accept any additional material/information other than the 18-page core of the school application that the Virginia review team may send forward for the national review.

How to Submit

The Virginia Department of Education (VDOE) will accept **electronic submissions only.** These must be submitted as three .pdf documents: the School Application; Appendix A; and Appendix B. Appendix A is limited to two pages; Appendix B, an optional component, must not exceed five pages as described above.

The completed GRS School Application must be sent to Eric M. Rhoades, director, Office of Science and Health Education, Division of Instruction, Virginia Department of Education, by e-mail at Eric.Rhoades@doe.virginia.gov by December 7, 2015 at 4 p.m.

Intent to Submit

Schools should submit the nonbinding **Intent to Submit** form, page viii, of this application packet by **October 23, 2015**. However, the submission of this form is **not** a requirement for participation in the 2015-2016 GRS state nomination process.

Application Deadline

All completed applications are due to the VDOE by Monday, **December 7, 2015, by 4 p.m.**

**AWARD PROCESS**

The award process consists of two steps. The first step is to complete and electronically submit the School Application by **4 p.m. on December 7, 2015**. In year five of the GRS program, Virginia is permitted up to five PreK-12 school or school division nominations combined. 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 finalists, 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 schools). The VDOE will forward up to five (5) state finalists to the national selection committee.

After a national selection committee has reviewed states’ nominations, USED will recognize up to 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 nominees will be invited to an awards ceremony in Washington, D. C.

It is expected that schools in this fifth year of the GRS program will not necessarily be able to provide complete responses that address or include each subsection 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 Eric M. Rhoades, director, Office of Science and Health Education, by e-mail at Eric.Rhoades@doe.virginia.gov or by telephone at (804) 786-2481.

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| **2015-2016 Green Ribbon Schools`****School 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. **Reducing 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. **Improving 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. **Providing Effective Environmental and Sustainability Education Incorporating Sound Science and Civic Skills**
 | **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 Science, Technology, Engineering, and Mathematics 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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| **School Application Packet Completion Checklist** |

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| **YES** | **NO** | All information on the **School Application Cover Sheet** is complete. |
| **YES** | **NO** | The **Division Superintendent** for the applicant public school division (designee signatures are not permitted) has signed the **School Application Cover Sheet** in blue ink. |
| **YES** | **NO** | The school **Eligibility and Compliance Information Sheet** is complete and compliance with all statutory and regulatory requirements has been confirmed. |
| **YES** | **NO** | Responses in the **School Application** are provided in the application narrative and the core document does not exceed 18 pages (submitted application pages 3-20). |
| **YES** | **NO** | Appendix A, the **School Application writing team roster**, with names and positions, is included as a separate .pdf document. (two pages maximum) |
| **YES** | **NO** | **Optional** Appendix B, the School Application **supporting photographs**, is included as a separate .pdf document. (five pages maximum) |
| **YES** | **NO** | The following naming conventions are used for all documents submitted for the GRS awards state process.\* **School Application:**  SchoolAp-SchoolName-SchoolDivisionPublicSchools/Private.pdf Examples SchoolAp-ValleyES-BathCoPS.pdf SchoolAp-H.F.ByrdMS-HenricoCoPS.pdf SchoolAp-AbingdonHS-WashingtonCoPS.pdf SchoolAp-EasternPiedmontAcademy-Private.pdf **Appendix A:** ApxA-ValleyES-BathCoPS.pdf **Appendix B:** ApxB-H.F.ByrdMS-HenricoCoPS.pdf*\*Please keep in mind, Appendices A and B are intended for the Virginia GRS state review team. The 18-page School 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, three separate .pdf documents (Appendix B is optional), is sent to the Virginia Department of Education by December 7, 2015, 4 p.m. |

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| **Virginia Department of Education****2015-2016 Green Ribbon Schools (GRS)****School Application****Intent-to-Submit Form** |

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| **School Name:** |       |
| **Principal:** |       |
| **Address:**  |            |
| **GRS Contact Person:** |       |
|  **Title:** |       |
|  **Telephone:** |       |  |  |
|  **E-mail:** |       |
| **School Division:****Superintendent’s Name:** |            |

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| **Interested schools should return this form by** **October 23, 2015, by 4 p.m. to:****Eric M. Rhoades, Director** **Office of Science and Health Education****Virginia Department of Education****101 N. 14th Street****Richmond, VA 23219****E-mail:** at Eric.Rhoades@doe.virginia.gov |

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| **Virginia Green Ribbon Schools****School Application Cover Sheet****2015-2016** |

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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 2015-2016 [ ] Yes [ ] No [ ]  N/A****Focus School 2015-2016**  **[ ] Yes [ ] No [ ]  N/A****Priority School 2015-2016**  **[ ] 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****Eligibility and Compliance 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).

**Application Directions**

The Green Ribbon Schools School Application will help your school demonstrate its attention and commitment to the three Goal Areas (Pillars) of the United States Department of Education’s Green Ribbon Schools program. Please treat each **guiding question** as an opportunity to create a holistic narrative that conveys a story about your efforts and successes. The narrative for each section should not necessarily provide a one-to-one answer for each guiding question. Instead, the school should construct a comprehensive response for the section. The narrative should include quantitative and qualitative data when appropriate. Also, keep in mind that sections may also overlap in some areas.

The page limits per section are guides for the narrative, but the overall response should address the intent of the guiding question somewhere in that section. Since one-on-one, ordinal responses are not required, you may want to include some internal “navigation” to help reviewers more easily grasp the intended or targeted element of the particular responses. This may include headings, underlining, bolded words, or similar kinds of text tools. **You do not have to limit the application responses to the specific guiding questions, as your school may be pursuing other actions with the same general intent.**

The section total point values are indicated in the green headings for the Crosscutting Questions and the three Goal Areas. Individual subsections also provide target point values that are labeled in the green heading bars.

When constructing your responses for the school application, please use **12 point Times-New Roman** font and provide 1-inch margins for all narrative pages. Please divide the five narrative sections of the school response in a manner mirroring the following application headings (i.e., Summary Narrative/Abstract, Crosscutting Questions, etc.).

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| **Summary Narrative/Abstract** (2 page maximum, approximately 900 words) |

Provide a concise summary narrative describing your school’s efforts to reduce negative environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. In the last sentences of this narrative, please provide a summation of any **monetary savings** that have been realized because of your school’s “green” efficiencies.

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| **Crosscutting Questions** (1 page maximum) **5 points** |

Provide a concise narrative that addresses these three points:

* a description of the school’s participation in local, state, national, or international programs, which ask participants to **benchmark progress** related to the three Goal Areas;
* a description of the local, state, national, or international **awards** related to the three Goal Areas that the school has received; and
* a description of how the representative stakeholders involved in the daily operation of the school (such as students, faculty, maintenance, and cafeteria staff) discuss, plan, and implement ongoing environmental and sustainability efforts.

**Goal Areas Narrative**

For each of the following three Goal Areas, use the corresponding GRS **guiding questions** (beginning on page 5 of this application packet) to build a **holistic narrative** that explains the school’s efforts and successes. The guiding questions serve as prompts for your discussion, but the Goal Area narrative should provide an articulated description of what and how the school is achieving in the specific area. Wherever possible, provide data to support your discussion.

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| **Goal Area 1: Reducing Environmental Impact and Costs Element 30 Points**(5-6 pages) |

Describe how the school is reducing environmental impact and costs through:

1. energy savings and energy-efficient facilities and practices;
2. improved water quality, efficiency, and conservation;
3. reduced waste production including methods of disposal for solid and hazardous wastes;
4. alternate transportation; and/or
5. other innovative conservation and environmental impact efforts and programs.

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| **Goal Area 2: Improve the Health and Wellness of Students and Staff 30 Points**(5-6 pages) |

Describe how the school is improving the health and wellness of students and staff through:

1. integrated school environmental health program;
2. nutrition and fitness efforts, policies, and practices; and
3. other innovative health and wellness efforts and programs.

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| **Goal Area 3: Effective Environmental and Sustainability Education 35 Points**(5-6 pages) |

Describe how the school provides effective environmental and sustainability education through:

1. shared responsibility for environmental learning across the curriculum;
2. use of the environment and sustainability to develop science, technology, engineering and mathematics content;
3. development and application of civic knowledge and skills; and
4. other innovative environmental and sustainability education efforts and programs.

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| **Guiding Questions**  |

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| **Goal Area 1: Reducing Environmental Impact and Costs Element 30 Points** |
| **1A: Energy Savings 15 Points** **Guiding Questions** |
| Describe the school’s plan to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, and/or energy conservation guidelines.  |
| Describe how, and to what degree, the school can demonstrate a reduction in energy use and/or in greenhouse gas (GHG) emissions.  |
| Describe how the school tracks resource use in EPA ENERGY STAR Portfolio Manager or a **similar tool** and what the results of the tracking have shown. |
| Describe how, and to what degree, the school has reduced its total nontransportation energy use from an initial baseline.  |
| Describe how/whether the school’s energy is obtained from on-site renewable energy generation, purchased renewable energy, or other renewable/green energy sources. |
| Describe how/whether the school has constructed or renovated buildings in the past ten years that meet “green” building standards or have focused on improved energy conservation. |
| Describe how, and to what degree, the school has developed a program or made progress toward reducing the heat island effect with cool roofs, reduced pavements, or reflective coatings on pavement. |
| **1B: Improved Water Quality, Efficiency, and Conservation 5 Points** **Guiding Questions** |
| Describe how, and to what degree, the school can demonstrate a reduction in the total water consumption from an initial baseline.  |
| Describe the school’s efforts and results for developing water-efficient and/or regionally appropriate plant selection and landscaping and the use of alternative water sources (e.g., non-potable water) for any irrigation needs. |
| Describe the school’s efforts and results in reducing storm water runoff from the school site and/or reducing impermeable surfaces on school grounds. |
| Describe how the school ensures that all school water sources are protected from potential contaminants including lead. |
| Describe the school’s planning and implementation to develop school grounds for ecologically beneficial uses such as rain gardens, wildlife and native plant habitat, and outdoor classrooms. |
| **1C: Reduced Waste Production 5 Points** **Guiding Questions** |
| Describe how, and to what degree, the school uses office/classroom paper content that is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free. |
| Describe how, and to what degree, the school implements a school-wide plan of waste reduction, recycling, and/or composting in order to divert significant solid waste from the landfill or incineration. |
| Describe the school’s efforts and successes in maintaining an inventory of potentially hazardous materials used in various programs (e.g., science, art, maintenance, cleaning, pest control, etc.). |
| Describe how, and to what degree, the school has reduced/eliminated hazardous waste generation over a measureable baseline. (Include specifics such as batteries and CFL light bulbs.) |
| Describe the school’s green cleaning custodial program, including green cleaning products, services, advanced equipment, and/or policies. |
| Describe how the school’s purchasing practices specifically promote environmentally preferable purchasing/green purchasing, as applicable, for consumable products, furniture, and equipment for administration, instruction, and/or maintenance. |
| **1D: Use of Alternative Transportation 5 Points** **Guiding Questions** |
| Describe how/whether the school is reducing its transportation energy use through means such as encouraging a) walking or bicycling to and from school or b) expanded school bus use or other mass transportation, and include summary results of the efforts. |
| Describe the school’s implementation of the following green transportation practices: a) efficient carpooling; b) no-idling loading areas; c) safe routes to school; and/or d) expanded bicycle storage. |
| Describe how/whether the school has implementation practices that focus on transportation efficiency and reduced environmental impact. |

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| **Goal Area 2: Improving the Health and 30 Points** **Wellness of Students and Staff**  |
| **2A: Integrated School Environmental Health Program 15 Points** **Guiding Questions** |
| Describe the efforts in implementing the school’s or the school division’s Integrated Pest Management (IPM) plan, including efforts to earn IPM/green certification, routine inspections, pest identification, monitoring of applications, record keeping, and efforts to reduce use. |
| Describe how, and to what degree, the school’s efforts and practices have minimized/eliminated student and staff exposure to the potentially hazardous contaminants including cigarette smoke, mercury, carbon monoxide, fuel burning combustion appliances, airborne contaminate sources, asbestos, radon, chromated copper arsenate, and lead. |
| Describe the plan and timetable for inspecting and maintaining the school’s ventilation systems and all unit ventilators and for ensuring that the systems are clean and operating properly. |
| Describe how, and to what degree, the school ensures that all classrooms and other spaces, especially: a) art rooms; b) science laboratories; and c) pertinent career and technical laboratories are adequately ventilated with outside air, consistent with state or local codes, or national ventilation recommendations and standards. |
| Describe how the school has taken specific and comprehensive actions to prevent exposure to asthma triggers in and around the school. |
| Describe how the school has taken specific steps 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: a) identify environmental health and safety issues; and b) take corrective actions. |
| Describe the school maintenance and implementation of an up-to-date Chemical Hygiene Plan and its careful enforcement in managing and controlling student and staff exposure to chemicals that are used in the school (e.g., pesticides, cleaning supplies, fuel, paint). |
| Describe the school’s routine inspections and prompt action to: a) control moisture from leaks, condensation, and excess moisture; and b) clean up mold or remove moldy materials promptly when found. |
| **2B: Nutrition and Fitness 15 Points** **Guiding Questions** |
| Describe the school’s implementation of the following programs (or programs with similar intent) and results and outcomes related to the targeted efforts.  |
| * nutrition and fitness recognition programs, such USDA's HealthierUS School Challenge and the Governor’s Nutrition and Physical Activity Awards Program.
 |
| * a “farm to school” program to use local, fresh food;
* and/or a food purchasing programs identified as "environmentally preferable."
 |
| * on-site gardens;
 |
| * comprehensive wellness policies and health and wellness committees.
 |
| * comprehensive nutrition education K-12.
 |
| * UV protection and skin health, such as the EPA's “Sunwise” Program.
 |
| * the inclusion of student health measures in reports to the community.
 |
| Describe: 1) the school’s practice related to physical education (including physical education instructional minutes at various grade levels and time outdoors), outdoor education, exercise, and recreation programs; and 2) whether they meet or **exceed** state guidelines and minimum requirements. |
| Describe the school’s efforts and progress to improve **staff** wellness in the areas of nutrition and increased physical activity. |
| Describe how the school is implementing a range of partnership programs with the local health department, growers, businesses, postsecondary institutions, and other members of the community to improve students’ and school staff members’ nutrition, fitness, and safety. |
| Describe the school’s use of a Coordinated School Health approach or other health-related initiatives to address overall school health issues. |
| Describe how the school addresses nurse services for student needs, including the presence of a full-time school nurse in the school and/or a school-based health center. |
| Describe how the school addresses and implements comprehensive programs to support student mental health and positive school climate (e.g., anti-bullying programs, peer counseling, etc.). |

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| **Goal Area 3: Providing Effective Environmental 35 Points** **and Sustainability Education**  |
| **3A: Shared Responsibility for Environmental Learning 20 Points** **Guiding Questions** |
| Describe the school’s focus on environmental and sustainability literacy specifically reflected through schoolwide emphases, lesson planning, and/or school curriculum documents. |
| Describe how, and to what degree, the school’s emphasis on environmental and sustainability literacy are embedded and embodied in the school’s practices and programs. |
| Describe how, and to what degree, the school has integrated environmental and sustainability concepts throughout its instructional program and across the various subject areas and grade levels. |
| Describe how the school’s a) “in-house” and purchased assessment materials across subject areas and grade levels have clear expectations and target proficiency levels for environmental and sustainability concepts. |
| Describe the school’s emphasis on ensuring that teacher professional development in environmental and sustainability education is provided for **all** teachers. |
| Describe the innovative practices and/or partnerships the school promotes and conducts to support environmental and sustainability education. |
| **3B: Use of the Environment and Sustainability to Develop Science, Mathematics, Engineering, and Technology Content 5 Points** **Guiding Questions**  |
| For a **secondary school**, describe how, and to what degree, the school program of studies makes available environment-related courses and measures (e.g., Biology II Ecology, AP Environmental Science, International Baccalaureate Environmental Systems; and postsecondary dual enrollment courses, etc.) for all secondary schools. (Include student outcome measures and program enrollments as appropriate.) |
| Describe how the school uses sustainability and the environment as a **context** or theme for connecting/learning science, technology, engineering, and mathematics thinking skills and content knowledge. |
| Describe the school use of sustainability and the environment as a context for connecting and learning green technologies and career pathways. |
| Describe how the school's environmental and sustainability focus supports an age-appropriate understanding of natural systems. |
| Describe how the school's environmental and sustainability education program ensures that students participate in [**Meaningful Watershed Education Experiences**](http://www.chesapeakebay.net/documents/Revised_MWEE_definition_-_FINAL.pdf) (MWEE) and other rigorous outdoor learning experiences.  |
| **3C: Development and Application of Civic Knowledge and Skills 10 Points** **Guiding Questions** |
| Describe the school focus on outdoor learning as a tool to: a) teach an array of subjects in context; b) engage the broader community; and c) develop important civic skills. |
| Describe: a) how/whether, and to what degree, the school promotes and encourages students to conduct class or individual, age-appropriate, civic/community engagement projects; and b) the important outcomes that have been achieved. |
| Describe the school’s partnerships with the local community to help advance a broader understanding of environmental sustainability. |
| Describe the implementation of the school’s or the school division’s environmental literacy plan. |
| Describe the school’s quantifiable measures, indicators, or benchmarks of progress toward the goal of its students being/becoming environmentally literate. |
| Describe how, and to what degree, the school’s environmental and sustainability education efforts have shown growth in academic achievement and the development of critical behaviors and habits of mind (e.g., responsibility, persistence, skepticism**/**open mindedness, consideration of consequences) among students over time. |