Virginia

Green Ribbon Schools

School Division 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**

**School Division Application**

**2014-2015**

|  |  |
| --- | --- |
| **TABLE OF CONTENTS** | **ii** |
| **INTRODUCTION** | **iii** |
| **APPLICATION PROCESS** | **iii** |
| **AWARD PROCESS** | **v** |
| **GREEN RIBBON SCHOOLS SCORING MATRIX** | **vii** |
| **APPLICATION PACKET COMPLETION CHECKLIST** | **viii** |
| **INTENT TO SUBMIT FORM** | **ix** |
| **APPLICATION COVER SHEET TEMPLATE** | **1** |
| **APPLICATION TABLE OF CONTENTS TEMPLATE** | **2** |
| **SCHOOL ELIGIBILITY, COMPLIANCE AND INFORMATION TEMPLATE** | **3** |
| **ABSTRACT** | **4** |
| **CROSSCUTTING QUESTIONS** | **4** |
| **GOAL 1: REDUCE ENVIRONMENTAL IMPACT AND COSTS** | **5** |
| **GOAL 2: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF** | **7** |
| **GOAL 3: PROVIDE EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION** | **10** |

**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, expanding the program this year to include **school division applications**. 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 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) school facilities with a positive environmental impact. Virginia’s **School Division Application** closely mirrors the individual school application though allows for a more holistic narrative response to the goals of the program. Though based on the national criteria, the **School Division Application** provides numerous opportunities for school divisions 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 Division 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, mathematics, engineering, technology, 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 division’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 though there is overlap among many questions. Individual questions provide a “weight” (point value) for the item, and points may be awarded in as small as half units (0.5 points). A School Division Application Scoring Matrix (page vii) is provided to give an overview of how the state review committee will weigh each GRS goal and element.

The three following considerations are important for the application process:

* These are **ambitious goals** and few school divisions 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 divisions 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. The documentation is not required to be submitted with the application, but the division must certify that the documentation is available on demand.

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

* administrators (school sites and division);
* physical plant and grounds experts;
* food services professionals;
* instructional leaders 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 Division Application** packet sent to the Virginia Department of Education must consist of **two** required parts and an **optional** appendix.

1. Virginia GRS School Division Application (Required)

The GRS School Division Application **must not exceed the 20-page maximum** prescribed by USED. The parts of the core School Division Application are the:

* completed and signed (in blue ink) **School Division Application Cover Sheet,** which using the blank Cover Sheet template (page 1 of this document);
* **School Division Application Table-of-Contents** template (page 2 of this document);
* completed **School Division Application Eligibility, Compliance, and Information** sheet using the blank School Eligibility, Compliance, and Information template (page 3 of this document); and
* completed **School Division Application** sections including the Abstract, Crosscutting Questions 1 and 2, and Goals 1,2, and 3 (Elements 1A through 3C).

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)

4. 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 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 and the school divisions 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 three .pdf documents: the School Division 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 Division 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 School Divisions

School divisions should submit the nonbinding **Intent to Submit** form, page viii, of this application packet by **October 24, 2014**. However, the submission of this form is **not** a requirement for participation in the 2014-2015 GRS state nomination process. To assist schools and school divisions 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**

The award process consists of two steps. The first step is to complete and electronically submit the School Division 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 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 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 division applicants must have all of their schools state accredited for the 2014-2015 school year. Also, for school division applicants to be eligible to submit, any Title I schools in the division 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 nominees will be invited to an awards ceremony in Washington, D. C.

It is expected that school divisions in this fourth year of the GRS program will not necessarily be able to provide complete responses for each indicator. Through the GRS process, applicant school divisions 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**  **School Division Application Scoring Matrix** | **Point**  **Values** |

|  |  |
| --- | --- |
| **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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| **School Division Application Packet Completion Checklist** |

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| **YES** | **NO** | All information on the **School Division 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 Division 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 **School Division Application** are provided in the application narrative and the document does not exceed 20 pages. |
| **YES** | **NO** | Appendix A, the **School Division 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 Division 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 Division Application:**  SchDivAppl-SchoolDivisionName.pdf  Examples:  **School Division Application:** SchDivAppl-AlbemarleCoPS.pdf  **Appendix A:** SchDivAppl-ApxA-AlbemarleCoPS.pdf  **Appendix B:** SchDivAppl-ApxB-AlbemarleCoPS.pdf  *\*Please keep in mind, Appendices A and B are intended for the Virginia GRS state review team. The 20-page School Division Application must stand on its own. USED will not accept any additional material/information other than the 20-page core applications of the school divisions 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 15, 2014, 4 p.m. |

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

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

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| **Please check this box if you plan to participate in the pre-proposal webinar on Wednesday, September 24, 2014, at 4 p.m.**  **Information regarding accessing the meeting will be sent to the contact listed above and posted on the VADOE Green Ribbon Schools Web page at:** [**http://www.doe.virginia.gov/support/facility\_construction/healthy\_buildings/green\_ribbon/index.shtml**](http://www.doe.virginia.gov/support/facility_construction/healthy_buildings/green_ribbon/index.shtml) |

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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**  **School Division Application Cover Sheet**  **2014-2015** |

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| **School Division Name:**  **Total Enrollment:**  **Percentage of Disadvantaged Students**  **Title I / Title I Eligible Yes No**  **School Division Web Site:** | **Urban  Rural  Suburban**  **Percentage Limited English Proficient:**  **Division Attendance Rate:**  **School Division Graduation Rate (HS):**  **Number of Elementary Schools:**  **Number of Middle Schools:**  **Number of High Schools:** | |
| **School Division Mailing Address:** | **All Schools State Accredited in 2014-2015**  **Yes No**  **Focus School 2013-2014**  **Yes No  N/A**  **Priority School 2013-2014**  **Yes No  N/A** | |
| **GRS Application Contact Person**  **Name:**        **Position/Title:**  **Telephone:**  **E-mail Address:**  **Fax:** | **GRS Contact Person Mailing Address:** | |
| **Division Superintendent’s Name:** | | **E-mail:** |
| **Signature of Division Superintendent** | | **Telephone:** |
| **I certify that all information presented in this application is accurate and truthful; that the school division 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**    **Date:** | | |

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| **School Division Application**  **Table-Of-Contents Template** |

***Please complete the corresponding page number for your narrative response to the three GRS Goals (Pillars).***

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| **CONTENTS** | **Page** |
| **Application Cover Sheet** | **1** |
| **Table of Contents** | **2** |
| **School Eligibility, Compliance, and Information Sheet** | **3** |
| **Abstract** | **4** |
| **Crosscutting Questions** | **5** |
| **GOAL AREA 1. Reduce Environmental Impact and Costs** | |
| **Element 1A: Reduced or Eliminated Greenhouse Gas (GHG) Emissions (1A1-1A7)** |  |
| **Element 1B: Improved Water Quality, Efficiency, and Conservation (1B1-1B6)** |  |
| **Element 1C: Reduced Waste Production (1C1-1C5)** |  |
| **Element 1D: Use of Alternative Transportation (1D1-1D4)** |  |
| **GOAL AREA 2. Improve the Health and Wellness of Students and Staff** | |
| **Element 2A: Integrated School Environmental Health Program (2A1-2A7)** |  |
| **Element 2B: Nutrition and Fitness (2B1-2B10)** |  |
| **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)** |  |
| **Element 3B: Use of the Environment and Sustainability to Develop STEM Content Knowledge and Thinking Skills (3B1-3B5)** |  |
| **Element 3C: Development and Application of Civic Knowledge and Skills (3C1-3C5)** |  |

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| **School Division Application**  **Eligibility and Compliance Information** |

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| **School Division Name** | |
| **The applicant school division 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 not accurate, please select “Not in Compliance.”** | |
| **In Compliance**  **Not in compliance** | The applicant public school division is not 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 division wide compliance review. |
| **In Compliance**  **Not in compliance** | OCR has not issued a violation letter of findings to the applicant public school division concluding that a 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 division as a whole or any school within the division have 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 division in question or a public school within the division; 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 division 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 division [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).

**Virginia Green Ribbon Schools - School Division Application**

**2014**

**Application Directions**

The **Green Ribbon Schools – School Division Application** will help your school division demonstrate its attention and commitment to the three Goals (Pillars) of the United States Department of Education’s Green Ribbon Schools program. Please treat each question as an opportunity to build a holistic narrative that conveys a story about your efforts and successes. The narrative for each section does not need to provide a one-to-one answer for each question. Instead, the division may construct a comprehensive response for each section.

The word limits per question are **guides** for the narrative, but the responses must address the questions somewhere in that section. Since one-on-one, ordinal responses are not required in the School Division Application, please cite the specific question code (e.g., 1A2) at the end of the segment of text when a question is substantively answered. Also, please remember that the **school division application examines school-division-wide data, policies, practices, and programs rather than a series of noteworthy individual school-level examples.**

Virginia application reviewers will award points in units no smaller than 0.5 point. The section total point values are indicated in the green headings and the approximate target values are indicated at the end of each individual question. When constructing your responses for the school division 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 division response in a manner mirroring the following application headings (i.e., Abstract, Cross-cutting Questions, etc.).

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| **Abstract** |

Provide a 500 word maximum narrative abstract describing your school division’s efforts to reduce negative environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative, yet replicable, practices and partnerships, especially those not covered in other parts of the application. Please identify cost savings for the division in the aggregate resulting from the division’s environmental and sustainability efforts.

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| **Crosscutting Questions 5 points** |

**CC1**: Is your school division participating in a local, state, or national school program which asks you to benchmark progress in some fashion in any or all of the Goals? If yes, what program(s) and level(s) were achieved, and how many schools within the school division (e.g., 5/11) received these awards? [1.5 points] *(100 words maximum)*

**CC2:** Has your school division received any awards for facilities, health, or environment? List the award(s) and year(s) received, and how many schools within the school division received these awards. [1.5 points] *(100 words maximum)*

**CC3**: Is there a forum provided where all representative stakeholders involved in the daily operation of the school division (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts? If yes, describe. [2 points] *(250 words maximum)*

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| **Goal 1: Reduce Environmental Impact and Costs Element 30 Points** |

Describe how the school division is reducing environmental impact and costs by reducing or eliminating greenhouse gas emissions; improving water quality, efficiency, and conservation; reducing waste production; and using alternative transportation. Identify your division’s energy-efficient facilities and practices, ecologically beneficial uses of grounds, and methods of disposal for solid and hazardous wastes. Provide data to support your claims. Develop your response in terms of the following four subsections.

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| **1A: Reduced or Eliminated Greenhouse Gas (GHG) Emissions 15 points** |

**1A1**: Does your school division have a plan in place to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, or energy conservation guidelines? If yes, describe what type of plan. [2 points] *(100 words maximum)*

**1A2** Can your school division demonstrate a reduction in greenhouse gas (GHG) emissions? Provide percentage reduction over time, initial GHG emissions rate, final GHG emissions rate, and offsets. How did you calculate the reduction? [3 points] *(100 words maximum)*

**1A3** Do you track resource use in EPA ENERGY STAR Portfolio Manager? What percentage of your schools has received EPA ENERGY STAR certification or meets the eligibility requirements for certification? List the schools, years, and scores received. [2 points]

**1A4** What has your school division done to reduce energy use (such as lighting retrofit, installation of an energy management system, etc.)? Has your school division reduced its total non-transportation energy use from an initial baseline? If yes, provide current energy use by student and by area, and percentage reduction over time. How did you document this reduction? [3 points] *(100 words maximum)*

**1A5** What percentage of your school division’s energy is obtained from on-site renewable energy generation and what type? [1 point] What percentage of your school division’s energy is obtained from purchased renewable energy and what type? [1 point] Does your school division participate in federal, state, or utility school energy program(s)? If yes, what percentage of schools and which program(s)? [2 points] *(100 words maximum)*

**1A6** Has your school division constructed or renovated buildings in the past ten years? What is the total constructed/renovated area and what percentage of the building area meets green building standards? What certification and what level was earned? [2 points]

**1A7** Has your school division developed a program or made progress toward reducing the heat island effect with cool roofs, reduced pavements, or reflective coatings on pavement? If yes, describe the program(s) and/or physical improvements made by site. [1 point] *(100 words maximum*)

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| **Element IB: Improved Water Quality, Efficiency, and Conservation 5 points** |

**1B1**: What is your school division’s water use per person? (gallons/occupant/year). Can you demonstrate a reduction in your school division’s total water consumption from an initial baseline? Provide average baseline and current water use (gallons/occupant/year), and the percentage reduction in domestic and irrigation water use over time. How did you document this reduction? [2 points] *(150 words maximum)*

**1B2** Is the school division’s landscaping considered water-efficient and/or regionally appropriate? If yes, what percentage? Describe any alternate water sources used for irrigation. What types of plants are used and where are they located? [1 point] *(150 words maximum)*

**1B3** Describe any school-division-wide efforts to reduce storm water runoff and/or reduce impermeable surfaces. [0.5 point] *(100 words maximum)*

**1B4** Identify the source of the school division’s drinking water. Describe how the water source is protected from potential contaminants including lead. [1 point] *(150 words maximum)*

**1B5** What percentage of the school division’s grounds is devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms)? Describe the uses. [0.5 point] *(100 words maximum)*

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| **Element IC: Reduced Waste Production 5 points** |

**1C1:** What percentage of your school division’s total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine-free? [0.5 point]

**1C2:** What percentage of the school division’s solid waste is diverted from the landfill or incinerating due to reduction, recycling, and/or composting? Calculate your recycling rate and monthly waste generated per person as specified. (For example, you may consider gathering data on dumpster size, collections, and percentage full when emptied.) [0.5 point]

**1C3:** List the amounts of hazardous materials used in your school division, including specific products and how they are measured and disposed of properly. Provide data for flammable liquids, corrosive liquids, toxics, and mercury. [0.5 point]

**1C4:** How have you reduced your hazardous waste generation (lbs./person/year)? Provide the time period measured. [0.5 point] *(100 words maximum)*

**1C5:** How is the school division’s waste disposal and recycling tracked? [0.5 point] *(100 words maximum)*

**1C6:**Describe other progress and measures taken to reduce solid waste and elimination of hazardous waste. [0.5 point] *(125 words maximum)*

**1C7:** Describe your school division’s green cleaning custodial program, including green cleaning products, services, advanced equipment, and/or policies. [0.5 point] *(100 words maximum)*

**1C8:** What percentage of all cleaning products is third-party-certified as green? [0.5 point] What specific third-party-certified green cleaning product standard does your school division use? [0.5 point] *(100 words maximum)*

**1C9:** Describe how your school division is implementing Environmentally Preferable Purchasing/Green Purchasing or products and equipment for administration, instruction, and/or maintenance. [0.5 point] *(125 words maximum)*

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| **Element ID: Use of Alternative Transportation 5 points** |

**1D1**: What percentage of school division students take the following to get to/from school? Walk, bicycle, carpool (3+ students in the car with a parent as the driver), school bus, other public transportation, and total percentage. Describe how these percentages were collected and calculated. [1 point] *(100 words maximum)*

**1D2:** Has your school division implemented any of the following as school division-wide policies: carpooling, no-idling, loading areas, safe routes to school, bicycle storage, other? [1 point] Describe activities in your safe routes program. [1 point] *(100 words maximum)*

**1D3:** Describe how your school division transportation use is efficient and has reduced its environmental impact. [1 point] *(100 words maximum)*

**1D4**: Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. [1 point] *(125 words maximum)*

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| **Goal II: Improve the Health and Wellness of Students and Staff 30 Points** |

Describe how the school division has improved the health and wellness of students and staff by integrating a school environmental health program and promoting sound nutritional and fitness practices. The application should discuss integrated pest management, contaminant controls and ventilation, asthma controls, indoor air quality, moisture control, and chemical management. Address the amount and type of outdoor time that your students and staff have, as well as the types of fresh, local, and high-nutritional food that they eat. Other components the application may include are: health education, health services, counseling, psychological and social services, staff health promotion and family and community involvement.

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| **2A: Integrated School Environmental Health Program 15 points** |

**2A1**: Does your school division have a written Integrated Pest Management plan? If so, describe your school division’s IPM efforts, including IPM/green certification earned, routine inspections, pest identification, monitoring, applications, record-keeping, and efforts to reduce use. 3 points] *(100 words maximum)*

**2A2:** What practices does the school division employ to minimize exposure to the hazardous contaminants including smoking, mercury, carbon monoxide, fuel burning combustion appliances, airborne contaminate sources, asbestos, radon, chromated copper arsenate, and lead? Provide specific examples of actions taken for each identified practice. [4 points] *(250 words maximum)*

**2A3:** Describe your school division’s practices for inspecting and maintaining the buildings’ ventilation systems and all unit ventilators to ensure they are clean and operating properly. [1 point] *(125 words maximum)*

**2A4:** Describe actions your school division takes to ensure that all classrooms and other spaces, especially art rooms, science laboratories, and pertinent career and technical laboratories, are adequately ventilated with outside air, consistent with state or local codes, or national ventilation recommendations and standards. [1 point] *(125 words maximum)*

**2A5:** Describe actions your school division takes to prevent exposure to asthma triggers in and around the school division. [2 points] *(125 words maximum)*

**2A6:** Describe other steps your school division takes to protect indoor environmental quality, such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facilities to identify environmental health and safety issues and take corrective action. [1 point] *(250 words maximum)*

**2A7:** Describe the school division’s Chemical Hygiene Plan and how the division manages and controls student and staff exposure to chemicals routinely used. [2 points] *(125 words maximum)*

**2A8:** Describe actions your school division takes to control moisture from leaks, condensation, and excess moisture and to promptly clean up mold or remove moldy materials when found. [1 point] *(125 words maximum)*

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| **2B: Nutrition and Fitness 15 points** |

Please ensure that division nutrition and health and physical education leaders are significant participants in the development of this component.

**2B1:** Which practices does your school division employ to promote nutrition, physical activity, and overall school division-wide health? Provide the number and percentage of schools within the school division for practices such as:

* recognition programs, including USDA's HeathierUS School Challenge and the Governor’s Nutrition and Physical Activity Awards Program;
* a “farm to school” program to use local, fresh food;
* on-site gardens;
* food purchasing programs certified as "environmentally preferable;"
* wellness policies and health and wellness committees;
* nutrition education;
* UV protection and skin health, such as the EPA's “Sunwise” Program; and
* the inclusion of student health measures in reports to the community.

[4 points] *(125 words maximum)*

**2B2:** Describe the school division policy and practice related to physical education (including physical education instructional minutes at various grade ranges and how much time outdoors), outdoor education, exercise, and recreational programs. [2 points] *(125 words maximum)*

**2B3:** Describe the efforts being made to increase **staff** wellness in the areas of nutrition and increased physical activity. [2 points] *(125 words maximum)*

**2B4:** Describe any other efforts to improve nutrition, fitness, and safety with local the health department, growers, businesses, postsecondary institutions, and other community partners. Highlight innovative or unique practices and partnerships. [2 points] *(200 words maximum)*

**2B5:**Does your school division use a Coordinated School Health approach or other health-related initiatives to address overall school health issues in the division? If yes, describe. [2 points] *(125 words maximum)*

**2B6:** Does your school division have full-time school nurses and/or school-based health centers? [1 point]

**2B7:** Describe your school division’s efforts to support student mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.). [2 points] *(125 words maximum)*

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| **Goal III: Effective Environmental and Sustainability Education 35 Points** |

Describe how the school division provides effective environmental and sustainability education by incorporating science, mathematics, technology education; civic skills; and green-career pathways. Provide examples of interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems. Demonstrate how your division uses the environment and sustainability to develop and/or reinforce science content, knowledge, and practices and skills. The application should discuss how the school division develops and applies civic knowledge and skills to environmental and sustainability education.

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| **3A: Interdisciplinary Learning 20 points** |

**3A1:** Describe the school division’s emphasis on environmental / sustainability literacy, including the division curriculum, and how this is embedded in policy and specific practices division wide. [5 points] *(250 words maximum)*

**3A2**: Describe how environmental and sustainability concepts are integrated throughout the K-12 curriculum among various disciplines. [4 points] *(250 words maximum)*

**3A3:** Describe students’ proficiency levels for environmental and sustainability concepts in division assessments and other external measures the school division may use. [3 points] *(200 words maximum)*

**3A4:** Describe how teacher professional development opportunities in environmental and sustainability education are provided for all teachers, K-12. in the school division. [5 points] *(200 words maximum)*

**3A5:** Provide specific examples of actions taken, highlighting innovative or unique practices and partnerships. [3 points] *(200 words maximum)*

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| **3B: Use of the Environment and Sustainability to Develop STEM Content 5 points** |

**3B1:**How does the school division build high school level environment-related courses and measures (e.g., International Baccalaureate - Environmental Systems, 2- and 4-Year, AP, and IHE dual enrollment courses, etc.) into its course offerings? Please provide the percentage of last year’s eligible graduates division wide that completed the Advanced Placement Environmental Science course, and the percentage scoring 3 or higher. [1 point] *(125 words maximum)*

**3B2:** How does your school division use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge? [1 point] *(125 words maximum)*

**3B3:** How does your school division use sustainability and the environment as a context for learning green technologies and career pathways? [1 point] *(125 words maximum)*

**3B4:** How does the school division's environmental and sustainability education program focus on the important practices and skills necessary for an age-appropriate understanding of natural systems? [1 point] *(125 words maximum)*

**3B5:** What is the school division policy and practice related to students at every level participating in Meaningful Watershed Education Experiences (MWEE) or other meaningful outdoor investigations? Please provide school division data. [1 point] *(125 words maximum)*

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| **3C: Development and Application of Civic Knowledge and Skills 10 points** |

**3C1**: How does the school division policy and practice focus outdoor learning as a tool to teach an array of subjects in context, engage the broader community, and develop important civic skills? [2 points] *(200 words maximum)*

**3C2:** Describe how the school division policy, practice, and programs encourage students to conduct class or individual, age-appropriate, civic/community engagement projects (e.g., MWEE) that focus on environmental or sustainability topics. If not in all grades, specify which grade levels and subjects. [2 points] *(200 words maximum)*

**3C3:** Describe school division partnerships with the local community (e.g., academic, business, government, non-profit, and non-formal science institutions) that help advance the greater community toward the goals of the Green Ribbon Schools program. [2 points] *(200 words maximum)*

**3C4:** Describe the school division’s efforts to define and measure indicators or benchmarks (quantified whenever possible) of progress toward the goal of 100 percent of students being environmentally literate by graduation. Has the school division developed a local Environmental Literacy Plan? [2 points] *(200 words maximum)*

**3C5:** Distinguish any other programs or features not included in the application that demonstrate ways that your school division integrates core environmental, sustainability, science and integrated STEM, green technology, and civics into curricula while highlighting innovative or unique practices and partnerships that provide effective environmental and sustainability education. Where applicable, include examples of how the division program has changed over time. [2 points] *(200 words maximum)*