

## REQUEST FOR APPLICATIONS

**Applications Due:** Thursday, December 1, 2016, by 11:59 pm

### **Application Webinar:** Tuesday, September 13, 2016, 3 pm – 4 pm

**Letters of Intent Due:** Friday, September 16, 2016, by 11:59 pm

|  |
| --- |
| U.S. Department of Education  **Green Ribbon Schools**  **School District Sustainability Award**  **2016-2017** District Application Pursuant to: Section 5411(b)(5), of the Elementary and Secondary Education Act (ESEA) |

**Program Questions:**

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| **Colorado Department of Education**  Unit of Federal Program Administration  1560 Broadway, Suite 1100, Denver, CO 80202 |

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# Introduction

Through its District Sustainability Award, the U.S. Department of Education Green Ribbon Schools (ED-GRS) program recognizes districts taking a comprehensive approach to “greening” their schools to incorporate environmental learning with improving environmental and health impacts. The ED-GRS District Sustainability Award represents a healthy and sustainable district, recognized by parents, students, staff, and governments at federal, state, and local levels as an exemplary model of achievement in sustainability, health, and environmental education.

The Green Ribbon Schools District Sustainability Award sets a standard of excellence for all districts to become energy efficient and contain healthy learning spaces that provide environmental education. National studies and existing “green” school districts indicate that the benefits of the ED-GRS program includes increased energy cost savings, improved student and staff health and productivity, enhanced critical thinking skills, improved student performance, reduced behavioral problems and increased student engagement, particularly in science, technology, engineering and mathematics (STEM) subjects.

While the award confers no federal funds, ED-GRS awardees may experience national and local press coverage, re-energized staff and parents, enhanced community support, increased application rates, and increased opportunities for private financial assistance. Awardees will also be invited to participate in national and local recognition ceremonies.

# Green Ribbon Schools Award Pillars

Application reviews will be based on the applicant's demonstrated progress toward the elements of each of the three Green Ribbon Schools "Pillars":

**Pillar 1: Reduced Environmental Impact and Costs**

* Reduced or eliminated greenhouse gas emissions using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
* Improved water quality, efficiency, and conservation;
* Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction or elimination and storage of hazardous waste products (e.g., the purchase of, use of, and disposal of hazardous waste materials); and
* Expanded use of alternative transportation to, during, and from school, through active promotion of locally available options and implementation of enabling projects and policies.

**Pillar 2: Improved Health and Wellness**

* An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.
* High standards of health, wellness, and quantity of quality outdoor time for both students and staff.

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

* Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems;
* Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and
* Development of civic engagement knowledge and skills and students' application of these to address sustainability and environmental issues in their community.

# Meeting CDE’s Strategic Goals

The Colorado Department of Education (CDE) anticipates that schools’ efforts to fulfill the Pillars of the Green Ribbon award program will also help to accomplish the following 2016-2017 CDE Strategic Goals:

* Standard 3: Every Student Meets or Exceeds Standards

By providing environmentally safe and sustainable learning spaces for students, schools can help ensure that all students make adequate growth in reading and math by increasing the percentage of students catching up to and/or maintaining proficiency or advanced proficiency in all grades and student subgroups.

* Standard 4: Every Student Graduates Ready for College and Careers

By providing students with opportunities for environmental and sustainability education, including learning STEM and 21st century knowledge and skills, schools can help ensure every student graduates college- and career-ready while increasing graduation rates.

# Eligibility

Districts demonstrating high achievement in the elements of each of the three Green Ribbon Schools Pillars while meeting high college- and career-ready standards are eligible to apply. Districts are eligible to become a District Sustainability Awardee by the USDE only once. The title is accorded for one year only, and is non-renewable.

Colorado is permitted one district nomination. As you consider applying to become a nominee, it is important to keep in mind that:

* Districts should demonstrate concrete achievement, using quantified measures wherever possible.
* Districts demonstrating exemplary achievement in all three Pillars will receive the highest ranking.

# Review Process

Receiving a U.S. Department of Education Green Ribbon Schools District Sustainability Award is a two-step process. The first step is to complete and submit this form to be selected as a nominee by CDE. Colorado is allowed one school district nominee. If selected as the nominee, the second step of the process requires signatures for the Nominee Presentation Form that will be sent to the USDE along with the nominee’s application. A federal review will select the honorees from the CDE’s nominations.

Applications will be reviewed by CDE staff and experts from the field (i.e., reviewers with expertise in environmental impact and energy efficiency, healthy school environments and environmental and sustainability education) to ensure they contain all required components.

Applicants recommended for nomination will receive a site visit prior to receiving nomination for the award. Proof of information collected in this application, related to each of the Green Ribbon Pillars, will be requested during the site visit. If selected for a site visit, CDE staff will work with the district regarding site visit logistics.

**This is a competitive process** – there is no guarantee that submitting an application will result in a nomination. All application decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future years.

# Award Timeline

Applications are due Thursday, December 1, 2016, by 11:59 pm. Site visits prior to receiving nomination for the award will occur during January 9-13, 2017. CDE will then send nominations to the USDE on Wednesday, February 1, 2017. Applicants will be notified of the status of their nomination on Earth Day, April 22, 2017. A national awards ceremony will be held in Washington, D.C., in summer 2017.

# Technical Assistance

An application training webinar will be held on Tuesday, September 13, 2016, 3 pm – 4 pm. Register for this technical assistance via Eventbrite at <http://greenribbon2016.eventbrite.com>. If you have questions or issues registering for the webinar, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

If interested in applying, complete the online Letter of Intent (see **Attachment A**) by Friday, September 16, 2016, by 11:59 pm.

Note: If interested in receiving help on your application, Green Ribbon Mentors are available to provide assistance. If you are interested in receiving this service, please mark the appropriate checkbox on your completed Letter of Intent.

# Resources

Additionally, you may consult the [Green Strides Resources Page and Webinar Series](http://www2.ed.gov/about/inits/ed/green-strides/index.html) for standards, programs, and grants related to each Pillar, Element, and question. For additional resources, please visit the [USDE’s Green Ribbon Schools website](http://www2.ed.gov/programs/green-ribbon-schools/index.html).

# Submission Process and Deadline

An electronic copy of the application must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by Thursday, December 1, 2016, by 11:59 pm.

The electronic version should include all required components of the application as one document. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials are available for download at [www.cde.state.co.us/cdeawards/greenribbonschools](http://www.cde.state.co.us/cdeawards/greenribbonschools).

# Required Elements

**Part I:** ***Does not count toward page limit***

Part IA: Applicant Information

Part IB: Program Assurances

**Part II:** ***15-page limit***

Application Narrative (including Summary)

# Application Format

* The application narrative may not exceed 15 pages.
* The signature page must include original scanned signatures of the lead authorizing agent (president or chancellor of college or university).
* All pages must be standard letter size, 8-1/2” x 11” using 12-point font (Arial, Times New Roman, or Calibri) and single-spaced. Charts may be used when appropriate to provide information in some of the sections as long as the 15-page maximum is followed. Photo and video submissions do not count toward page limit.
* Number all pages of the application narrative.
* Submissions that do not follow the application format and narrative instructions will be disqualified.

U.S. Department of Education Green Ribbon Schools Award

2016-2017 School District Application

# Part IA: Applicant Information

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District Information | | | | | | | | |
| District Name: | |  | | | | | | |
| Street Address: | |  | | | | | | |
| Facebook Page: | |  | | | | **Website:** |  | |
| Superintendent Information | | | | | | | | |
| Name: |  | | | **Phone:** |  | | **E-mail:** |  |
| Superintendent Signature\*: | | |  | | | | | |
| Lead Applicant Information (if different)  Provide the contact information at which you can be reached during the holiday break. | | | | | | | | |
| Name: |  | | | **Phone:** |  | | **E-mail:** |  |
| Lead Applicant Signature\*: | | |  | | | | | |

\*By signing this application, Superintendent and/or Lead Applicant assure that the information provided is accurate to the extent possible.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| District Demographics | | | | | | | | | | | | | |
| Number of Schools at Each Grade Level | | | | | | | **District Setting** | | | | | | |
|  | **Early Learning Center**  **Elementary (PK-5 or 6)**  **K-8**  **Middle (6-8 or 9)**  **High (9 or 10-12)** | | | | | | Urban  Suburban  Rural | | | | | | |
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| Is your district one of the largest 50 districts in the nation? | | | | | | | | | | | Yes  No | | |
|  | | | | | | | | | | | | | |
| Does your district serve 40% or more students from disadvantaged households? | | | | | | | | | | | Yes  No | | |
| % Receiving Free and Reduced Price Lunch: | | | | |  | | | | **% Limited English Proficient:** | | | |  |
|  | | | | | | | | | | | | | |
| District Enrollment/Graduation/Attendance | | | | | | | | | | | | | |
| Total Enrolled: | |  | **Graduation Rate:** | | | | |  | | **Attendance Rate:** | |  | |
|  | | | | | | | | | | | | | |
| Is your district participating in a local, state, or national program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars? | | | | | | | | | | | | | |
| Yes  No | | **Program(s) and level(s) achieved:** | | | |  | | | | | | | |
|  | | | | | | | | | | | | | |
| Has your district received any awards for facilities, health, or environment? | | | | | | | | | | | | | |
| Yes  No | | **Award(s) and year(s):** | |  | | | | | | | | | |

# Part IB: Program Assurances

**Note:** If selected for nomination to ED-GRS, the district superintendent\* must be prepared to certify that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true; however, in no case is a private school required to make any certification with regard to the public school district in which it is located.

1. The district has schools with some configuration that includes one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
2. The district has been evaluated and selected from among districts within the Nominating Authority’s jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The public school district 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 district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state, or public school district, has corrected, or agreed to correct, the findings.
7. The district 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.

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| --- | --- | --- |
|  |  |  |
| District Superintendent |  | Signature |

\*Note: If applying for the Charter School Institute, the name and signature of the CSI Executive Director should be placed in the ‘Name and Signature of District Superintendent’ area.

# Part II: Application Narrative

**Directions:** The format outlined below must be followed in order to assure consistent application of the evaluation criteria. Criteria for how application will be evaluated can be found on pages 11-16. **The total Application Narrative portion of the application, including the Summary Narrative, may not exceed 15 pages.**

Please respond to the following three (3) Green Ribbon Pillars through a narrative response adhering to the criteria listed under Application Format on page 5. Address how the district has met each of the criteria in the bullet points below, providing specific data to support the narrative. If the district is not able to meet the criteria for any Element within any of the three Pillars, explain why it is unable to meet the criteria.

**Summary Narrative**

Provide a one-page description of your district’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Summarizing the district’s strengths and accomplishments, provide a concise and coherent “snapshot” that describes how the district is representative of your state’s highest achieving green school efforts. Focus on what makes the district worthy of receiving a U.S. Department of Education Green Ribbon Schools District Sustainability Award. Note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the district has received for its work in the three Pillars. Be sure to cover all Pillars and Elements thoroughly and equally in this summary narrative.

**Pillar I: Reduced Environmental Impact and Costs**

* ***Element IA:*** Describe how your district is reducing or eliminating greenhouse gas emissions. Explain how your district has:
  + reduced its total non-transportation energy use from an initial baseline;
  + an overall plan in place to manage and reduce energy use, such as an energy master plan;
  + schools that track resource use using the EPA Energy STAR Portfolio Manager; and
  + schools that have obtained energy from on-site or purchased renewable energy.
* ***Element IB:*** Describe how your district is improving water quality, efficiency, and conservation. Explain how your district has:
  + reduced its total water consumption from an initial baseline;
  + demonstrated efforts to reduce storm water runoff and/or reduce impermeable surfaces;
  + alternate water sources used for irrigation;
  + schools with water-conserving fixtures and/or appliances; and
  + landscaping and/or grounds at your schools considered ecologically beneficial, water-efficient, or regionally appropriate.
* ***Element IC:*** Describe how your district is reducing waste production by having sound methods of disposal for solid and hazardous wastes. Explain how your district:
  + diverts waste from landfilling or incinerating;
  + promotes reduction, recycling and/or composting efforts in schools or has district-wide efforts;
  + purchases office/classroom paper that is made from post-consumer material, fiber from forests certified as responsibly managed, and/or chlorine-free;
  + safely handles hazardous waste generated at schools; and
  + has “green cleaning” custodial standards.
* ***Element ID:*** Describe your district’s use and promotion of alternative transportation. Explain how your district:
  + has efficient transportation use that has reduced your district’s environmental impact;
  + encourages students and staff to walk, bike, or carpool to school; and
  + implements “no idling” policies, carpool stalls, safe routes to school programs, or other district-wide policies and practices to promote alternative transportation.

**Pillar II: Improved Health and Wellness**

* ***Element IIA:*** Describe how your district improves the health and wellness of students and staff by integrating school environmental health programs and promoting sound health and wellness practices. Explain how your district has:
  + an Integrated Pest Management plan;
  + reduced or eliminated reliance on pesticides;
  + contaminant controls and chemical management in your schools; and
  + quality ventilation, asthma trigger controls, and moisture control in your schools.
* ***Element IIB:*** Describe how your district promotes nutrition, physical activity (including outdoors) and overall school health***.*** Explain how your district has:
  + schools with on-site school food gardens;
  + schools that participate in farm-to-school programs and/or schools that provide fresh, local, and organic food to students;
  + students who spend at least 120 minutes per week in school-supervised physical activity; and
  + schools that participate in Sunwise, USDA's HealthierUS School Challenge, or any other nationally recognized programs that promote health and wellness.
* ***Element IIC:*** Describe how your district promotes coordinated school health approaches among your schools or any other health-related initiatives to address overall school health issues. Explain how your district has:
  + health education, health services, nurses and health centers in any of your schools;
  + efforts to support student mental health and school climate, such as counseling, psychological and social services in any of your schools; and
  + efforts to promote staff health as well as family and community involvement.

**Pillar III: Effective Environmental and Sustainability Education**

* ***Element IIIA:*** Describe how your district provides effective environmental and sustainability education. Explain how your district:
  + incorporates interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems into schools;
  + incorporates environmental/sustainability literacy requirements into curricula;
  + integrates environmental/sustainability concepts into assessments, and whether students are proficient on these assessments; and
  + provides professional development to teachers (and staff) related to environmental and sustainability education.
* ***Element IIIB:*** Describe how your district uses the environment and sustainability issues to develop STEM content, knowledge, and thinking skills. Explain how your district:
  + provides AP Environmental Science courses and/or other environmental education electives for students, and whether students are proficient in these courses; and
  + promotes learning about green technologies and career pathways in your schools.
* ***Element IIIC:*** Describe how your district promotes the development and application of civic knowledge and skills through environmental and sustainability education. Explain how your district:
  + provides civic/community engagement projects integrating environment and sustainability topics;
  + provides students meaningful outdoor learning experiences at every grade level; and
  + uses outdoor learning to develop civic skills and engage the broader community.

**Cross-cutting Information**

For all three Pillars above, describe how your district and any of your schools partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to reduce environmental impact and costs, improve health and wellness, and support effective environmental and sustainability education. In your narrative for all three Pillars above, highlight whether your district or any of your schools have innovative or unique practices to reduce your district or schools’ environmental footprint. Throughout your narrative, be sure to mention any awards or recognition your district has received for your work in the three Pillars.

**Supplemental Visual Documentation**

You are encouraged to submit up to five (5) photos or up to five (5) minutes of video content (with appropriate permissions). Please provide either your photo or video submission in a zipped folder separate from this application document in the same email submission as the application.

# Application Selection Criteria & Evaluation Rubric (District)

For CDE Use

|  |  |  |  |
| --- | --- | --- | --- |
| Section A | Proposal Introduction | No Points | |
| **Section B** | Pillar I: Reduced Environmental Impact and Costs |  | /45 |
| **Section C** | Pillar II: Improved Health and Wellness |  | /45 |
| **Section D** | Pillar III: Effective Environmental and Sustainability Education |  | /45 |
| **Section E** | Cross-Cutting Questions |  | /15 |
| Total | |  | **/150** |

**General Comments:** Please indicate support for scoring by including overall strengths and weaknesses. These comments will be included on feedback forms to applicants.

**Strengths:**

**Weaknesses:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Recommendation:** |  |  | Nominate |  |  | Not Recommended |

|  |  |
| --- | --- |
| **SECTION A: Summary Narrative** | **No Points** |
| Provide a one-page description of your district’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Summarizing the district’s strengths and accomplishments, provide a concise and coherent “snapshot” that describes how the district is representative of your state’s highest achieving green school efforts. Focus on what makes the district worthy of receiving a U.S. Department of Education Green Ribbon Schools District Sustainability Award. Note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the district has received for its work in the three Pillars. Be sure to cover all Pillars and Elements thoroughly and equally in this summary narrative. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION B: Pillar I: Reduced Environmental Impact and Costs** | | | | **45 Points** | |
| **Element IA: Improved energy conservation/energy-efficient building(s)** | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Demonstrates some reductions in energy use from baseline. | Applicant:   * Demonstrates substantial reductions in energy use from baseline; * Generates or purchases some of its energy from renewable sources; * Measures and offsets some of its remaining carbon footprint; * Has received green building recognition for new, renovated, and/or existing building; * Has energy master plan or equivalent. | Applicant:   * Demonstrates reductions in energy use from baseline by 30% or more; * Generates or purchases 30% or more of its energy from renewable sources; * Measures and offsets a substantial amount of its remaining carbon footprint; * Has received Energy STAR certification(s) for school(s); * Has received green building recognition for new, renovated, and/or existing building(s); * Has energy master plan or equivalent and demonstrates strong commitment to plan. | | | |
| **Reader Comments:** | | | Element IA Points | | |
|  | | |
| Element IB: Improved water quality, efficiency and conservation | | | | | |
| **3** | **5** | **10** | | | |
| Applicant:   * Demonstrates some reductions in water use from baseline; * Protects its water from contaminants, including controlling the level of lead in drinking water. | Applicant:   * Protects its water from contaminants, including controlling the level of lead in drinking water. * Demonstrates a modest amount of reduction in water-use compared to baseline; * Has some landscaping that is water-efficient and regionally appropriate; * Utilizes some alternative water sources for irrigation, if possible; * Uses some water-conserving fixtures and/or appliances; * Has some amount of grounds devoted to ecologically beneficial uses. | Applicant:   * Protects its water from contaminants, including controlling the level of lead in drinking water. * Demonstrates a substantial amount of reduction in water-use compared to baseline; * Has substantial amount of landscaping that is water-efficient and regionally appropriate; * Uses a significant portion of alternative water sources for irrigation, if possible; * Most fixtures and appliances are water-conserving; * Uses creative measures to reduce storm water runoff and/or impermeable surfaces; * Devotes substantial amount of grounds to ecologically beneficial uses. | | | |
| **Reader Comments:** | | | Element IB Points | | |
|  | | |
| Element IC: Reduced waste production and improved recycling and composting programs | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has a recycling and/or composting program that diverts some solid waste from landfill/incinerator; * Purchases paper of which a small percentage contains recycled content, is responsibly sourced, and/or is chlorine-free; * Monitors its hazardous waste and disposes of it as required by state law; * Has a “green cleaning” custodial standard in place. | Applicant:   * Has a recycling and/or composting program that diverts a modest amount of solid waste from landfill/incinerator; * Purchases paper of which a significant percentage contains recycled content, is responsibly sourced, and/or is chlorine-free; * Has a pollution prevention approach to reduce the use of hazardous chemicals; * Has a strong “green cleaning” custodial standard in place; * Uses a substantial amount of “third-party certified” cleaning products. | Applicant:   * Has a recycling and composting program that diverts a substantial amount of solid waste from landfill/incinerator; * Purchases paper of which most or all contains recycled content, is responsibly sourced, and/or is chlorine-free; * Has an environmentally preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; * Has a custodial program that meets “green” institutional services standards; * Purchases most cleaning products that are “third-party certified” (not including disinfectants). | | | |
| **Reader Comments:** | | | Element IC Points | | |
|  | | |
| Element ID: Use of alternative transportation to, during, and from school | | | | | |
| **1** | **3** | **5** | | | |
| Applicant:   * Has some percentage of students that do not ride/drive in a single personal vehicle to school; * Has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes, and safe routes to school (if possible). | In addition, applicant:   * Has a large percentage of students who do not ride/drive in a single personal vehicle to school; * Has programs in place to promote more efficient and healthier transportation; * Identifies safe pedestrian routes, if possible. | In addition to previous column, applicant:   * Uses alternative-fuel buses and/or other creative means of promoting alternative transportation. | | | |
| **Reader Comments:** | | | Element ID Points | | |
|  | | |
| Total Points: Pillar I | | |  | | **/45** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION C: Pillar II: Improved Health and Wellness** | | | | **45 Points** | |
| **Element IIA: An integrated school environmental health program** | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Describes reduced use of pesticides; * Complies with all relevant state laws related to smoking, mercury, carbon monoxide, radon, and other hazardous chemicals and materials; * Has carbon monoxide alarms and inventory of appliances; * Keeps relative humidity low and mitigates mold when it is found; * Ensures good ventilation. | In addition, applicant:   * Implements an Integrated Pest Management plan that eliminates pesticides indoors and outdoors; * Actively manages chemicals to minimize student and staff exposure; * Reduces some environmental asthma triggers; * Implements an Indoor Air Quality Program equivalent to Tools for Schools; * Describes several measures to protect student and staff health and safety. | Applicant:   * Has addressed everything in this section and describes numerous, comprehensive, and proactive approaches to eliminating environmental health and safety hazards (physical, biological, chemical, natural); including, for example, environmental asthma triggers, pesticides, mold, and mercury. | | | |
| **Reader Comments:** | | | Element IIA Points | | |
|  | | |
| Element IIB: High standards of health, wellness, and outdoor time | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Conducts at least an average of 120 minutes per week per student of physical education with some amount conducted outdoors; * Employs some other practices to promote nutrition, physical activity, and overall health. | In addition, applicant:   * Participates in some nutrition program for students and staff; * Has an on-site food garden; * Has students participate in Sunwise program or other program to promote sun safety; * Purchases and/or grows some food that is organic; * Describes compelling student outdoor activities. | In addition, applicant:   * Has more than 50% of physical education annually taking place outdoors; * Participates in a farm-to-campus program and/or provides food from garden that is eaten by students or community; * Purchases and/or grows a substantial amount of food that is organic; * Describes unique and innovative practices and partnerships to promote healthy nutrition and high-quality outdoor time. | | | |
| **Reader Comments:** | | | Element IIB Points | | |
|  | | |
| Element IIC: Coordinated School Health, Mental Health, School Climate and Safety | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has a nurse and/or a school-based health center. | In addition, applicant:   * Uses a coordinated school health approach and/or describes other health-related initiatives; * Describes some efforts to support mental health and school climate. | In addition, applicant:   * Has developed at least one partnership with postsecondary institutions, businesses, nonprofit organizations, or community groups to promote student health and safety; * Provides a clear picture of efforts to support mental health and school climate (i.e., anti-bullying programs, peer counseling, etc.) | | | |
| **Reader Comments:** | | | Element IIC Points | | |
|  | | |
| Total Points: Pillar II | | |  | | **/45** |

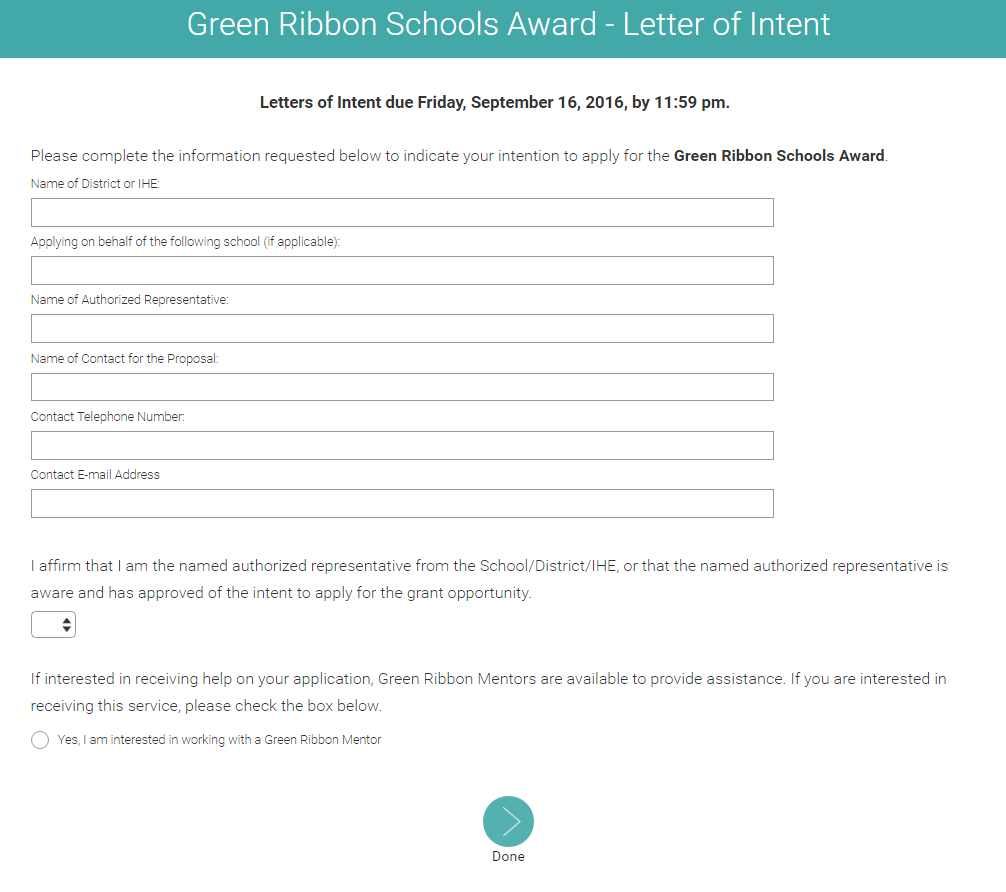
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| --- | --- | --- | --- | --- | --- |
| **SECTION D: Pillar III: Effective Environmental and Sustainability Education** | | | | **45 Points** | |
| **Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems** | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has limited policies to promote environmental and sustainability (E/S) education; * Has few or no E/S academic programs; * Has limited E/S co-curricular programs such as student club(s), field trips, service learning projects, or place-based environmental education; * Has limited annual E/S professional development opportunities, if any. | Applicant:   * Has a written definition of environmental literacy and/or environmental learning outcome(s); * Has some policies to promote E/S education; * Has some E/S academic programs across some subjects and/or grade spans; * Has some E/S co-curricular programs focusing on understanding the key relationships between dynamic environmental and human systems; * Has some teachers who participate in one or more E/S professional development opportunities annually; * Has a way to assess student E/S learning and achievement such as classroom and school assessments. | Applicant:   * In addition to the written definition of environmental literacy and/or learning outcome(s), has an E/S literacy requirement; * Has well-documented policies and practices to promote E/S education; * Has extensive E/S academic programs in most subjects and/or grades; * Has extensive E/S co-curricular programs, including for place-based environmental education, focusing on understanding the key relationships between dynamic environmental and human systems; * Has most teachers who participate in one or more E/S professional development opportunities annually; * Demonstrates high student achievement in E/S learning on assessments. | | | |
| **Reader Comments:** | | | Element IIIA Points | | |
|  | | |
| Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge and thinking skills | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has limited integration of environmental and sustainability (E/S) education into STEM courses; * Makes some connections to E/S careers. | Applicant:   * Sometimes integrates E/S education into some STEM courses; * Makes some connections to E/S careers and technologies. | Applicant:   * Frequently integrates E/S concepts into STEM courses across grades; * Has academic coursework that makes many connections throughout to E/S careers and career tech/green jobs. | | | |
| **Reader Comments:** | | | Element IIIB Points | | |
|  | | |
| Element IIIC: Development and application of civic engagement, knowledge and skills | | | | | |
| **5** | **10** | **15** | | | |
| Applicant:   * Has civic projects related to the environment and sustainability in some grades; * Has occasional meaningful outdoor learning experiences in a few grades; * Has a few community partnerships, perhaps only involving donations of funds/supplies. | In addition, applicant:   * Supports projects that are in-depth with service learning components and civic projects fully integrated with academic coursework. | Applicant:   * Ensures all grades have meaningful outdoor learning experiences; * Ensures that the quality and quantity of community partnerships results in sustainability advances throughout the district, across schools, and the wider community. | | | |
| **Reader Comments:** | | | Element IIIC Points | | |
|  | | |
| Total Points: Pillar III | | |  | | **/45** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SECTION E: Cross-Cutting Questions** | | | | **15 Points** | |
| **1** | **3** | **5** | | | |
| Applicant:   * Participates in a program that benchmarks progress. | In addition, applicant:   * Has received one award recognizing environmental and/or sustainability excellence. | In addition, applicant:   * Has received more than one award and/or has achieved an advanced level of progress in at least one recognized program. | | | |
| **Reader Comments:** | | | Points | | |
|  | | |
| **1** | **3** | **5** | | | |
| Applicant:   * Has at least one innovative or unique practice and/or partnership to help reduce its environmental footprint (could be related to footprint monitoring, access to community expertise, training, in-kind support, student/community engagement, contests, or other practices). | Applicant:   * Has at least two innovative or unique practices and/or partnerships to reduce its footprint. | Applicant:   * Has at least three or more innovative or unique practices and/or partnerships to reduce its footprint. | | | |
| **Reader Comments:** | | | Points | | |
|  | | |
| **1** | **3** | **5** | | | |
| Photos and/or video of applicant’s environment, health, and educational features are included. | Photos and/or video feature students engaged in STEM, civics, and environment/sustainability education activities, along with photo captions. | Photos and/or videos show environment, health and STEM, service learning and environment/ sustainability education activities that tell the story of applicant’s unique and innovative features are included. | | | |
| **Reader Comments:** | | | Points | | |
|  | | |
| Total Points: Cross-Cutting Questions | | |  | | **/15** |

# Letter of Intent to Apply

The Letter of Intent to apply for the USDE Green Ribbon Schools Award is due Friday, September 16, 2016, by 11:59 pm. Submit online via SurveyMonkey at [www.surveymonkey.com/r/greenribbon2016](https://www.surveymonkey.com/r/greenribbon2016).

Below is a screenshot of the information requested in the Letter of Intent:

[](https://www.surveymonkey.com/r/greenribbon2016)