

# Master Green Ribbon Schools Sample State Application (December 6)

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## Page One

Thank you for your interest in completing the (state) Green Ribbon Schools application. In order to complete this application, you will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. The application guide is provided to help you prepare your application. We strongly encourage you to use it to begin your research.

**Introduction:** The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a two-step process. The first step is to complete and submit this form to be selected as a state nominee. If the school is subsequently selected, the second step of the process is to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED). Each state may submit up to four nominees to ED. Upon review, ED will then award approximately 100 Green Ribbons from these nominees.

**Background:** Application reviews will be based on the applicant's demonstrated progress toward each of the three ED-Green Ribbon Schools Pillars:

**Pillar I goal:** Net zero environmental impact

**Pillar II goal:** Positive impact on the health and performance of students and staff

**Pillar III goal:** Graduates are environmentally and sustainability literate

Four items are important to keep in mind as you consider applying to become a nominee:

1. These are ambitious goals and few, if any, schools are expected to have achieved all three, or perhaps even 100% of any one, of the pillars.
2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.
3. It is important to demonstrate concrete achievement, using quantified measures, whenever possible.

4. If your school is being actively considered, additional documents supporting your answers may be requested.

As you'll see in the application form below, the (state) Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

Once you begin your application, you may save and return to it at any time.

You must submit your application no later than (xxx), 2012.

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## Page Two

By submitting this electronic application, the school principal and district superintendent (or equivalents) on the next page certify, for public schools, that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. For private schools, the signatures of the school principal and district superintendent (or equivalent) on the next page certify that statements 1 through 7 and statement 12 are true. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1) The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2) The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency.

3) The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of federal, state, or local occupational safety and health regulations and standards, nor has resolved such a case within the past year.

4) The school is in compliance with all applicable federal food and drug

**standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations, nor has resolved such a case within the past year.**

**5) The school is in compliance with all applicable state and local codes and has no outstanding citations for state or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.**

**6) The school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards.**

**7) The school has not been cited within the last three years for improper management of hazardous waste according to federal and state regulations.**

**8) Neither the applicant nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.**

**9) OCR has not issued a violation letter of findings to the public school district concluding that applicant 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 plan to remedy the violation.**

**10) 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.**

**11) 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.**

**12) The school and, in the case of a public school, the district meet applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.**

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## Page Three

### School Contact Information

School Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

School Website: \_\_\_\_\_

Principal First Name: \_\_\_\_\_

Principal Last Name: \_\_\_\_\_

Principal Email Address: \_\_\_\_\_

Principal Phone Number: \_\_\_\_\_

Lead Applicant First Name (if different from principal):  
\_\_\_\_\_

Lead Applicant Last Name (if different from principal):  
\_\_\_\_\_

Lead Applicant Email: \_\_\_\_\_

Lead Applicant Phone Number: \_\_\_\_\_

### Level

Elementary (PK - 5 or 6)

K - 8

Middle (6 - 8 or 9)

High (9 or 10 - 12)

### School Type

Public

Private/Independent

Charter

**How would you describe your school?**

Urban

Suburban

Rural

**District and Code**

Aberdeen School District - 14005

**[Insert names of your school districts in drop-down menu here]**

**Does your school have at least 40 percent of your students from a disadvantaged background?**

Yes

No

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**Page Four**

**Application Outline:**

<b><u>Green Ribbon Pillars and Elements</u></b>	<b><u>Points</u></b>
<b>Cross-Cutting Questions:</b> Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts	5 points
<b><u>PILLAR ONE: Net zero environmental impact: 30%</u></b>	

<p><b>Element 1A: Zero greenhouse gas (GHG) emissions</b></p> <p>Energy</p> <p>Buildings</p>	<p>15 points</p>
<p><b>Element 1B: Improved water quality, efficiency, and conservation</b></p> <p>Water</p> <p>Grounds</p>	<p>5 points</p>
<p><b>Element 1C: Reduced waste production</b></p> <p>Waste</p> <p>Hazardous waste</p>	<p>5 points</p>
<p><b>Element 1D: Use of alternative transportation to, during, and from school</b></p>	<p>5 points</p>
<p><b><u>PILLAR TWO: Positive impact on student and staff health:</u></b> 30%</p>	
<p><b>Element 2A: An integrated school environmental health program</b></p> <p>Integrated Pest Management</p> <p>Contaminant controls and Ventilation</p> <p>Asthma control</p> <p>Indoor air quality</p> <p>Moisture control</p> <p>Chemical management</p>	<p>15 points</p>
<p><b>Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time</b></p> <p>Fitness and outdoor time</p> <p>Food and Nutrition</p> <p>Ultra Violet (UV) safety</p>	<p>15 points</p>
<p><b><u>PILLAR THREE: 100% of the school's graduates are environmentally</u></b></p>	

<b>and sustainability literate: 35%</b>	
<b>Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems</b>	20 points
<b>Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills</b>	5 points
<b>Element 3C: Development and application of civic engagement knowledge and skills</b>	10 points
<b>TOTAL</b>	<b>100 points</b>

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## Page Five

**Q CC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?**

- Yes  
 No

**Which program(s) are you participating in and what level(s) have you achieved?**

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**Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?**

- Yes  
 No

Please list the awards you have received and the years you received them.

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## Page Six

### Pillar 1: Environmental Impact and Energy Efficiency

**Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).**

**Pillar 1 includes four main elements:**

**A) Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.**

**B) Improved water quality, efficiency, and conservation.**

**C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.**

**D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.**

**Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.**

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## Page Seven

**Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?**

Yes

No



**Please provide the following information:**

Initial GHS emissions rate (MT eCO<sub>2</sub>/person): \_\_\_\_\_

Final GHG emissions rate (MT eCO<sub>2</sub>/person): \_\_\_\_\_

Percentage reduction: \_\_\_\_\_

Time period measured (mm/yyyy - mm/yyyy): \_\_\_\_\_

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)?: \_\_\_\_\_

**Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?**

Yes

No

**If your school received the certification, please note the year it was achieved and the score received:**

\_\_\_\_\_

**Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes

No

**Please provide the following information:**

Percentage reduction: \_\_\_\_\_

Measurement unit used (kBTU/square foot, kBTU/student, annual therms, etc.):

\_\_\_\_\_

Time period measured (mm/yyyy - mm/yyyy): \_\_\_\_\_

How did you document this reduction (ie. ENERGY STAR portfolio, district report)?:

\_\_\_\_\_

**Q 1A4: What percentage of your school's energy is obtained from:**

On-site renewable energy generation: \_\_\_\_\_

Purchased renewable energy: \_\_\_\_\_

**In what year was your school constructed?**

\_\_\_\_\_

**What is the total building area of your school?**

\_\_\_\_\_

**Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?**

Yes

No

**Please provide the following information:**

Percentage of the building area that meets green build standards (for example, LEED, CHPS, Green Globes or other standards): \_\_\_\_\_

Which certification did you receive and at what level?: \_\_\_\_\_

What is the total constructed area?: \_\_\_\_\_

What is the total renovated area?: \_\_\_\_\_

**Q 1A6: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?**

- Yes
- No

**Please provide the following information:**

What percentage of the existing building area has achieved green build standards (LEED, CHPS, Green Globes, or other standards)?: \_\_\_\_\_

What is the total building area (in sq. ft.): \_\_\_\_\_

Which certificate did the school receive and at what level?: \_\_\_\_\_

**Q 1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?**

- Yes
- No

**Please provide the following information:**

List offsets used: \_\_\_\_\_

Current total GHG emissions (MtCO<sub>2</sub>e): \_\_\_\_\_

Baseline total GHG emissions (MtCO<sub>2</sub>e): \_\_\_\_\_

Change from baseline: \_\_\_\_\_

Time period measured (mm/yyyy - mm/yyyy): \_\_\_\_\_

**Q 1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.**

- School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
- School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.
- School has an energy and water efficient product purchasing and procurement policy in place
- Other (please describe)

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## Page Eight

**Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?**

- Yes  
 No

**Please provide the following information:**

Percentage reduction domestic: \_\_\_\_\_

Percentage reduction irrigation: \_\_\_\_\_

Time period measured (mm/yyyy - mm/yyyy): \_\_\_\_\_

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)?: \_\_\_\_\_

**Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)**

- Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
- Our school has a smart irrigation system that adjusts watering time based on weather conditions.
- Our school's landscaping is water-efficient and/or regionally appropriate.
- Our school uses alternative water sources (ie. grey water) for irrigation before potable water.
- Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
- Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

**Please provide the following information about your school's landscaping**

What percentage of your total landscaping is considered water-efficient or regionally appropriate?: \_\_\_\_\_

What types of plants are used and where are they located?: \_\_\_\_\_

**Please describe the alternate water sources used for irrigation. (Maximum 100 words)**

**Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)**

**Q 1B3: Our school's drinking water comes from:**

- Municipal water source
- Well on school property
- Other: \_\_\_\_\_

**Please describe how the water source is protected from potential contaminants. (Maximum 100 words)**

**Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)**

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## **Page Nine**

**Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?**

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected).: \_\_\_\_\_

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected).:

\_\_\_\_\_

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected).: \_\_\_\_\_

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$ : \_\_\_\_\_

**Q 1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)**

\_\_\_\_\_

**Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)**

\_\_\_\_\_

**Q 1C4: Please provide the following information about your school's hazardous waste**

How much hazardous waste does you school produce (lbs/person/year)?:

\_\_\_\_\_

How is the amount generated calculated?: \_\_\_\_\_

List the types of hazardous waste generated: \_\_\_\_\_

How is hazardous waste monitored?: \_\_\_\_\_

**Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)**

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products

Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

**Which green cleaning standard is used?**

**Q 1C6: Does your school use "third party certified" green cleaning products?**

Yes

No

**Please provide the following information about the green cleaning products and services used in your school:**

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products?: \_\_\_\_\_

What specific green cleaning product and service standard (Green Seal, Ecologo, etc.) does the school use?: \_\_\_\_\_

**Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)**

**Q 1D1: What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?**

\_\_\_\_\_

**How was this data collected and calculated? (Maximum 100 words)**

**Q 1D2: Which of the following policies or programs has your school implemented:**

- Our school has designated carpool parking stalls.
- Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.
- Our school participates in a "Safe Routes to School" program

**Q 1D3: Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):**

**Q 1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?**

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**Q 1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)**

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## **Pillar 2: Healthy School Environments**

**Healthy student and staff environment goal: The school improves the health and performance of students and staff.**

**Pillar 2 includes two main Elements:**

**A) 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.**

**B) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.**

**Each question in this section is designed to measure your school's progress toward Pillar 2.**

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## **Page Eleven**

**Q 2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)**

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

Pest control policies, methods of application, and posting requirements are provided to parents and school employees.

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

**Q 2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)**

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

- Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
- Our school has installed local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) at all major airborne contaminant sources, including science labs, copy/printing facilities, art, wood shops, auto shops, technology centers, and chemical storage rooms.
- Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
- Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
- Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
- There are no wood structures on school grounds that contain chromate copper arsenate.
- Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
- Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
- Our school's indoor relative humidity is maintained below 60%.
- Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.
- Our school prohibits smoking on campus and in public school buses.
- If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances)
- All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
- What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?
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## Page Twelve

**Q 2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)**

- Our school participates in the USDA's Healthier US School Challenge or another nutrition program.
- Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
- Our school has an onsite food garden.
- Our school garden supplies food for our cafeteria.
- Our students spent an average of at least 120 minutes per week over the past year in school supervised physical education.
- At least 50% of our students' annual physical education takes place outdoors.
- At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

**Please list your school's USDA Healthier US School Challenge award level or describe other nutrition program. (Maximum 100 words)**

**Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)**

**Q 2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. USDA Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?**

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**Q 2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)**

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

**Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.**

**Pillar 3 includes three main Elements:**

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

**Each question in this section is designed to measure your school's progress toward Pillar 3.**

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## **Page Fourteen**

**Q 3A1: Which practices does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)**

- Our school has an environmental or sustainability literacy graduation requirement
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into classroom based and school-wide assessments.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.

**Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)**

**Please describe your classroom based or school-wide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)**

**Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)**

**Q 3A2: If your school serves grades 9-12, please provide the following information:**

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: \_\_\_\_\_

Percentage of these students who scored a 3 or higher on the AP Environmental Science exam: \_\_\_\_\_

**Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?**

Yes

No

**Please describe. (Maximum 200 words)**

**Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?**

Yes

No

**Please describe these college and career connections. (Maximum 200 words)**

**Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?**

- Yes
- Not at all grade levels
- Not at all

**If not in all grades, please specify which grades.**

\_\_\_\_\_

**What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?**

\_\_\_\_\_

**Please provide the following information:**

What percentage of these projects focus on environmental or sustainability topics?:

\_\_\_\_\_

What percentage of students completed such a project last year?: \_\_\_\_\_

**Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?**

- Yes
- Not at all grade levels
- Not at all

**If not in all grades, please specify which grades.**

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**Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)**

**Q 3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)**

**Q 3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)**

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## **Page Fifteen**

**This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability.** Once you proceed past this page, your application is considered submitted and will not be available for further editing.

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## **Page Sixteen**

**Thank you for submitting an application to (state) Green Ribbon Schools.**

**An email with a copy of your application has been sent to your school's principal.**

**Your application will be reviewed along with all completed applications following the application deadline of (xx), 2012.**

**If you have any questions, please contact (state)'s Green Ribbon Schools program coordinator, [Jim Elder](#).**

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**Thank You!**

**Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.**

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