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**New York State Green Ribbon Schools**

**District Sustainability Award**

**APPLICATION GUIDE**

**OVERVIEW:**

Thank you for your interest in completing the New York State Green Ribbon Schools application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS) for their District Sustainability Award. In order to complete this application, you will need to collect data about all of your schools’ facility, health, physical education and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS District Sustainability Award recognizes schools taking a comprehensive approach to greening their district. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming an ED-GRS District Sustainability Awardee is a two-step process. The first step is to complete and submit this form to be selected as a nominee by New York State. Once selected as a nominee by New York State, the second step of the process requires signatures for the Nominee Presentation Form that will be sent to the U.S. Department of Education (ED) along with your application.

The New York State Education Department (NYSED) is permitted to nominate as many as five PreK-12 schools or school districts to the ED. If NYSED nominates more than two schools / districts, at least one school / district must serve at least 40 percent of students from a disadvantaged background. If NYSED nominates five PreK-12 schools / districts, one must be a nonpublic school. No more than one nominee may be a nonpublic school / district. A school or district may be selected as an honoree only once.

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection for national nomination will be based on documentation of the applicant's high achievement in all three ED-GRS Pillars:

**Pillar I:** Reduce environmental impact and costs.

**Pillar II:** Improve health and wellness of students and staff.

**Pillar III:** Provide effective environmental and sustainability education incorporating STEM, civic skills and green career pathways.

Districts demonstrating exemplary achievement in all three Pillars will receive the highest rankings. It is important to document concrete achievements. **It is recommended that a team be assembled to complete the application**. Ideally, this team should include: a facilities manager, physical education director, medical director or school nurse, food services director, curriculum director, finance department representatives, teachers and students. You should consult the ED-GRS [Green Strides Resources page](http://www2.ed.gov/about/inits/ed/green-strides/resources.html) and [Green Strides Webinar Series page](http://www2.ed.gov/about/inits/ed/green-strides/webinar.html) for standards, programs, and grants related to each Pillar. This is an excellent clearinghouse of information for all schools, not only those who apply.

The questions in this application will help you demonstrate your high achievement in each of the Pillars, as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers.

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

We encourage you to draft your responses using this Application Guide before you begin completing the **online application**.

* You will be able to cut and paste your responses from this Application Guide into the **online application** fields.
* Once you begin your online application, you may return to it at any time, from any computer, using the email you received that is unique to your application ***until the application deadline***.
* You may forward the email invitation to trusted team members to assist with application completion.
* You should print pages of your application as they are completed using your web browser’s print feature.

**2022 APPLICATION DEADLINE**

**3:00 PM EST - FRIDAY, NOVEMBER 19th, 2021**

**APPLICATION PROCESS:**

1. **Download** the [**List of Statutory and Regulatory Requirements**](http://www2.ed.gov/programs/green-ribbon-schools/stat-reg-requirements.doc) and [**Key Potential Violations of Federal EPA Regulations at K-12 Schools**](http://www.epa.gov/schools/downloads/key_USEPA_regulations_k-12_schools.pdf) to self-screen for potential violations that might prevent your school from qualifying for this award.
2. **Request an application** using the link provided on the NYS-GRS [**web site**](http://www.p12.nysed.gov/facplan/GreenRibbonSchools.html). **NOTE**: you will receive an email with a link to your application. It is important to save this email as it is unique to your application. You may forward the email to other trusted team members to work on application completion.
3. **Use this NYS Green Ribbon Schools – District Sustainability Award: Application Guide** as a tool to assist completion of your online application.
4. If your District is chosen as a New York State nominee, you may be asked to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education. This may include providing documentation to verify your answers.

We hope the application will help serve as a self-assessment tool for your district and community. If this self-assessment is not already part of your school culture, then working on this application will be very informative for everyone in your school.

**US EDUCATION DEPARTMENT GREEN RIBBON SCHOOLS INFORMATION:**

1. [**USED Green Ribbon Schools Main Page**](http://www2.ed.gov/programs/green-ribbon-schools/index.html)
2. [**USED Resources page**](http://www2.ed.gov/programs/green-ribbon-schools/resources.html)

**FOR MORE INFORMATION CALL OR E-MAIL:**

**General Application Information** – Sara Madison (518) 486-2046 or [nysgreenrib@nysed.gov](mailto:nysgreenrib@nysed.gov)

| **Pillars and Elements** | **Max Points** | **Example of a High Scoring District** |
| --- | --- | --- |
| Awards and Programs | 10 points | * Benchmarks progress through a local, state or national green schools program * Shows advancement/progression to higher levels * Has received more than one award in the past five years |
| **Pillar I: Reduce environmental impact and costs** | | |
| Element 1A: Energy conservation strategies | 10 points | * Is Energy Star rated Certified * Demonstrates reductions from baseline in energy and carbon footprint of 35% or more * Gets at least 5% of its energy from renewable sources * Has green building certification for new or renovated buildings |
| Element 1B: Water quality, efficiency, and conservation | 5 points | * Protects its private (well) water from contaminants * Demonstrates at least a 30% reduction in both irrigation and domestic water-use * Uses only alternative water sources for irrigation * Uses only water-efficient fixtures * Uses creative measures for reducing stormwater runoff |
| Element 1C: Waste management and product procurement | 10 points | * Diverts 50% or more of its solid waste (including organics such as food scraps and yard waste) from the landfill or incinerator * Has an environmentally-preferable purchasing policy that reduces solid waste * Recycles computer and electronics responsibly and purchases some electronics with E-PEAT certification * Purchases at least 50% of its paper with more than 30% recycled content or certified wood content and chlorine-free * Describes several creative ways the school community encourages and practices the 4Rs (reduce, reuse, recycle, rethink) |
| Element 1D: Alternative transportation | 5 points | * Has programs that promote greener transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes * Has a high percentage of students that do not drive in a single vehicle to school * Participates in Safe Routes to Schools and identifies safe pedestrian routes * Has alternative-fuel buses and other creative means of promoting alternative transportation |
| **Pillar II: Improve the health and wellness of schools, students, and staff** | | |
| Element 2A: Integrated school environmental health program | 15 points | * Follows state laws for pesticides, mercury, tobacco and other dangerous materials and contaminants * Has an Integrated Pest Management plan * Has an Indoor Air Quality program equivalent to EPA’s *IAQ Tools for Schools* * Code minimum ventilation is provided to all areas and the system is routinely inspected * Follows state and local laws and guidelines for reducing and handling dangerous wastes * Uses 100% “third-party certified” cleaning products (not including disinfectants). * Has a green cleaning plan |
| Element 2B: High Standards of nutrition, fitness, and outdoor time for both students and staff | 15 points | * Offers an average of 120 minutes of PE per student every week, and 50% of PE takes place outdoors annually * Has a *Coordinated School Health* program * Has a food garden, participates in a farm-to-school program and purchases a substantial amount of certified organic or local food * Participates in Sunwise-type program and has reduced the school community’s UV and heat exposure * Provides a compelling description of student outdoor activities and innovative practices and partnerships |
| **Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways** | | |
| Element 3A: Interdisciplinary learning about the key relationships between environmental, energy and human systems | 15 points | * Has an environment and sustainability requirement * Integrates environment and sustainability into curriculum and assessments in all grades, and a majority of students are proficient * At least 5% of eligible graduates take rigorous environmental course offerings * At least 75% of teachers participate in environment and sustainability professional development in the past 3 years * Offers project-based activities at all grade levels |
| Element 3B: Use of environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century | 5 points | * Frequently integrates environment and sustainability concepts into STEM courses * Curriculum makes connections throughout to environment and sustainability careers * Offers environment and sustainability related career and technical education courses |
| Element 3C: Development and application of civic knowledge and skills | 10 points | * Uses best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences * Offers civic projects and outdoor learning experiences in all grades * Partnerships result in sustainability advances at the school, other schools and the wider community |
| **Total** | **100 points** |  |

**APPLICATION RESOURCES**

The following resources may be helpful in completing the NYS Green Ribbon Schools Application. Additional resources may be found on the ED-GRS web site at:

<http://www2.ed.gov/about/inits/ed/green-strides/resources.html>

### CROSS-CUTTING QUESTIONS

### [US Green Building Council's Center for Green Schools](http://www.centerforgreenschools.org/home.aspx)

### [Earth Day Network’s Green Schools Program](http://www.earthday.org/campaigns/education/)

### [Green School Alliance](http://www.greenschoolsalliance.org/)

### [National Wildlife Federation's Eco-Schools USA](http://www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA.aspx)

### [New York-Collaborative for High Performance Schools NY-CHPS Guidelines](http://www.p12.nysed.gov/facplan/documents/NY-CHPS_Sep2007finalNYSERDA.doc)

### PILLAR I: REDUCED ENVIRONMENTAL IMPACT and COST

[**Carpool to School**](https://www.carpooltoschool.com/)

[**CDC’s Bloodborne Infectious Diseases**](http://cdc.gov/niosh/topics/bbp/universal.html)

### [Collaborative for High Performance Schools’ Transportation Plan](http://www.chps.net/dev/Drupal/node/516)

### [Conservatree](http://www.conservatree.org/)

### [Consortium for School Networking’s Green Computing Leadership Initiative](http://www.cosn.org/Default.aspx?TabId=4110)

### [DOE's Purchasing Specifications for Energy Efficient Products](https://energy.gov/eere/femp/search-energy-efficient-products)

### [DOT’s Pedestrian & Bicycle Safety](http://safety.fhwa.dot.gov/ped_bike/)

[**EPA’s Clean School Bus USA**](http://epa.gov/cleanschoolbus/index.htm)

[**FSC Certified Paper**](http://www.fscus.org/paper/)

[**Green Seal’s Institutional Cleaning Services Standard**](http://www.greenseal.org/GreenBusiness/Standards.aspx?vid=ViewStandardDetail&cid=3&sid=30)

[**PEFC Certified Paper**](https://www.pefc.org/resources/brochures/paper-and-packaging)

[**NYS Clean Air School Bus Program**](https://www.nyserda.ny.gov/Funding-Opportunities/Closed-Funding-Opportunities/PON-1896-New-York-State-Clean-Air-School-Bus-Program.aspx)

[**SFI Certified Paper**](http://www.sfiprogram.org/)

### PILLAR II: HEALTH and WELLNESS

### [Beyond Pesticide’s Model School Policy](http://www.beyondpesticides.org/schools/models/Model_Local_School_Policy.pdf)

[**CDC's School Health Index**](http://www.cdc.gov/healthyyouth/shi/introduction.htm)

[**CDC's Components of Coordinated School Health**](http://www.cdc.gov/healthyyouth/cshp/components.htm)

[**CDC School Health Assessment- FAQ**](https://www.cdc.gov/healthyschools/shi/faq_assessments.htm)

[**USDA Local Wellness Policy**](https://www.fns.usda.gov/tn/local-school-wellness-policy)

[**Children & Nature Network**](http://www.childrenandnature.org/)

[**Clean, Green, and Healthy Schools Program**](https://www.health.ny.gov/environmental/indoors/healthy_schools/index.htm)

[**Consumer Report’s Ecolabels**](http://www.greenerchoices.org/eco-labels/)

[**Green Seal’s “Restaurant and Food Services” Standard**](http://www.greenseal.org/GreenBusiness/Standards.aspx?vid=ViewStandardDetail&cid=0&sid=45)

[**Green Schools Initiative**](http://www.greenschools.net/article.php-list=type&type=4.html)

### APPLICATION RESOURCES (cont’d)

[**Healthy Schools Network**](http://www.healthyschools.org)

[**NHLBI National Asthma Education and Prevention Program**](http://www.nhlbi.nih.gov/health/public/lung/asthma/friendly.pdf)

[**NHLBI Managing Asthma: A Guide for Schools (2014 Edition)**](http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.htm)

[**NYS DEC’s Pest Management for Schools, Day Care Centers and Parents**](http://www.dec.ny.gov/chemical/41822.html)

[**NYS DEC’s How to Initiate a Mercury Clean Out in Your School**](http://www.dec.ny.gov/chemical/35381.html)

[**NYS DEC’s Green Chemistry**](http://www.dec.ny.gov/education/77750.html)

[**NYS DOH's NYS Strategic Plan for Overweight and Obesity Prevention**](https://www.health.ny.gov/prevention/obesity/prevention_agenda_13-17.htm)

[**NYS Education Department School Health Services**](http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/)

[**NYS Education Department's School Health Education**](http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/)

### PILLAR III: ENVIRONMENTAL and SUSTAINABILITY EDUCATION

[**EPA’s Environmental Education and Literacy**](http://www.epa.gov/education/basic.html)

[**Green Education Foundation's Curriculum Clearinghouse**](http://www.greeneducationfoundation.org/index.php?option=com_sobi2&Itemid=567)

[**National Environmental Education Foundation**](http://www.neefusa.org/)

[**North American Association for Environmental Education's Guidelines for Learning (K-12)**](https://naaee.org/eepro/publication/excellence-environmental-education-guidelines-learning-k-12-executive-summary-and)

[**NYS DEC Education**](http://www.dec.ny.gov/26.html)

[**NYS Outdoor Education Association**](http://nysoea.org/)

[**Project Learning Tree**](https://www.plt.org/)

[**Sample Civic Engagement Skills Assessment**](http://s3.amazonaws.com/usp_site_uploads/resources/166/Assessment_Tool_for_the_Green_Ribbon_Schools.pdf)

[**Sample Green CTE Course**](http://www.k12.wa.us/EnvironmentSustainability/Curriculum/OutlineCTEGreenSustainableDesignandTechCourse.pdf)

[**State Education & Environment Roundtable SEER**](http://www.seer.org/)

[**The GLOBE Program**](http://www.globe.gov/)

### [USDA Forest Service Educator Toolbox](http://www.fs.usda.gov/main/conservationeducation/educator-toolbox)

**APPLICATION ACRONYM GUIDE**

ADA Americans with Disabilities Act

AHERA Asbestos Hazard Emergency Response Act (Federal)

ASTM American Society for Testing and Materials

BEDS Basic Educational Data System

BMI Body Mass Index

CCA Chromate Copper Arsenate

CDC Center for Disease Control

CTE Career and Technical Education

DEC Department of Environmental Conservation (New York State)

DOT Department of Transportation (Federal)

ED U.S. Department of Education

ED-GRS U.S. Department of Education Green Ribbon Schools

EPA U.S. Environmental Protection Agency

EPEAT Electronic Product Environmental Assessment

FSC Forest Service Certified

GHG Greenhouse Gas

GS Green Seal

IAQ Indoor Air Quality

IPM Integrated Pest Management

ISSA International Sanitary Supply Association

kBTU Kilo British Thermal Units

LEED Leadership in Environmental and Energy Design

NHLBI National Heart Lung and Blood Institute

NYCAP New York City Asthma Partnership

NY-CHPS New York Collaborative for High Performance Schools

NYSED New York State Education Department

OCR Office of Civil Rights (Federal)

OGS Office of General Services (New York State)

OSHA Occupational Safety and Health Administration (Federal)

PCF Processed Chlorine Free

PEFC Programme for the Endorsement of Forest Certification

PESH Public Employees Safety and Health (New York State)

PRL Pesticide Reporting Law (New York State)

RH Relative Humidity

SFI Sustainable Forest Initiative

SMART Student Media Awareness for the Reduction of Television-Viewing

STEM Science, Technology, Engineering, and Mathematics

TCF Totally Chlorine-Free

USDA United States Department of Agriculture

UV Ultra Violet

VOC Volatile Organic Compound

**APPLICATION**

**NEW YORK STATE GREEN RIBBON SCHOOLS**

**District Sustainability Award**

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Thank you for your interest in completing the New York State Green Ribbon Schools - District Sustainability Award application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about all of your schools’ facility, health, physical education and safety policies; food service; and environmental and sustainability curriculum.

The questions in this application will help you demonstrate your high achievement in each of the Pillars as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers.

Please note the New York State Education Department has broken down each Pillar into "Elements" in order to provide a more detailed 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.

**NOTE:** Once you begin your application, you may return to it at any time by accessing the email invitation sent to you to begin the application. You may use any computer to access the email invitation you received and may forward the email invitation to trusted team members to assist with application completion. To save your responses, you must click the 'NEXT' button at the bottom of each page. If you click the 'PREV' button, the survey will move back to the previous page, and will not save your current responses. You should print pages of your application as they are completed by using your web browser's print feature.

## CERTIFICATION

Note that 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 some configuration that includes one or more of grades Pre-K-12.

2. The district has been evaluated and selected from among schools 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 school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

**District Contact Information**

District Name:

Street Address:

City:

State:

Zip:

County:

District Website:

District Facebook page:

District Superintendent First and Last Name:

Lead Applicant First Name (if different from superintendent):

Lead Applicant Last Name (if different from principal):

Lead Applicant Email:

Lead Applicant Phone Number:

**Please provide the name, title, and phone number for each member of the team responsible for completing this application (other than listed above):**

#### Number of school buildings in the district:

**School Type (check one)**

Public

Private/Independent

Charter

Other (please specify)

#### How would you describe your district? (check one)

Urban

Suburban

Rural

**Total Enrollment:**

### School District BEDS Code

#### If the New York State Education Department nominates more than two schools or districts to the US ED, at least one must be a school / district with at least 40% of their students from a disadvantaged background. For purposes of the NYS Green Ribbon program, disadvantaged background will be defined as those students eligible for the federal school free and reduced price lunch program. Does your district have 40% or greater of its students eligible for the federal school free and reduced price lunch program?

Yes  No

Percent of students eligible for the federal school free and reduced price lunch program:     %

#### Summary Narrative

#### (Note: This is the 800 word summary that will be used to describe your district’s programs and efforts towards the three pillars. If selected for an award it will be used in press releases and other outreach materials. You may want to return to this question after answering the remaining questions below. For examples of previous highlight reports, please see:

#### <http://www2.ed.gov/programs/green-ribbon-schools/performance.html> )

### 1. Summarize your school’s efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

### partnerships or memberships the school has developed to meet your green goals

### benefits of your progress

### the plan to sustain your work

### 

### You may want to return to this question after answering the remaining questions.

### (Maximum 800 words)

### 

#### 

### Crosscutting Questions: Awards and Programs

### These crosscutting questions are 10% of your overall score.

#### 2) Does your district participate in a local, state, or national green schools program (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's GreenSchools!)?

Yes  No

**If yes, which program(s) are you participating in, what level(s) are in progress, and what level(s) have you achieved?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Program | Level in Progress | Level and Date Achieved |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |

#### 3) In the past five years, has your district received any awards for environmental stewardship, student and staff health and wellness, or environmental education/civic programs?

Yes  No

#### If yes, provide award details below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Award | Awarded to | Awarded by | Year Received |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

**Pillar 1: Reduce environmental impact and costs**

Pillar 1 includes four main elements and is 30% of your overall score.

### **Element 1A:  Energy conservation strategies**

#### 4) Which of the following programs or practices has your district implemented to conserve energy and to protect the environment from negative effects related to buildings? (Check all that apply)

Our district has an energy management plan in place that describes the steps we are taking, the key participants, our goals, and a schedule for conserving energy and reducing energy costs.

Our district participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.

Our district has met our energy conservation target every year since we started our program.

Our district is committed to tracking and benchmarking all buildings energy using EPA ENERGY STAR Portfolio Manager or an equivalent program.

Our district is EPA Energy Star certified this year.

5% or more of the energy used in our district is obtained from on-site or off-site renewable energy sources.

All major new construction and major modernizations after 2009 are designed using Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard as a planning guide.

Our district has a greenhouse gas emission reduction plan in place that targets energy use. We measure our annual progress against our reduction goal.

### 5) Use the list above as a guide to describe how your district programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect the environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. (Maximum 400 words)

### 

### **Element 1B: Water quality, efficiency, and conservation**

#### 6) Which of the following practices contribute to the protection and conservation of the district's domestic (drinking) water? (Check all that apply)

We are served by a community/city/county owned water provider that is required to report annually on the quality of our water.

Our district has its own well(s) and we do water sampling in accordance with our local and state health authorities.

Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.

We have a water reduction plan in place.

Our facilities have low-flow water fixtures.

Our facilities have native drought-tolerant plants.

Our facilities have minimal or no landscape irrigation.

Our district water use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

Our district is committed to using only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation

Our district has a greenhouse gas emission reduction plan in place that targets water use. We measure our annual progress against our reduction goal.

### 7) Use the list above as a guide to describe how your district implements and maintains your water conservation program, including your baseline, goal, and reduction rate to date. Explain how the district will continue to reduce water use to meet your goal. Include the schools in your district and which district staff participate in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. (Maximum 400 words)

### 

**Element 1C: Waste Management and Product Procurement**

#### 8) Which of the following programs has the district initiated and maintained to prevent and recycle solid waste, eliminate or reduce hazardous waste, and procure environmentally preferable products? (Check all that apply)

Our district has initiated and maintained a solid waste management plan.

Our district promotes and follows waste prevention practices to reduce the generation of waste.

Our district collects recyclable materials.

Our district collects compostable materials.

Our district eliminates, reduces, stores, and labels hazardous waste.

Our district follows preferred procurement requirements.

The recycling program in each school collects all recycling materials that are collected in our city/county.

Our district is committed to composting organic materials on site Include participating schools in the narrative below.

Our district only purchases office/classroom paper that is 50% or more post-consumer material.

Our district only purchases office/classroom paper made of fibers from forests certified as responsibly managed in accordance with Forest Stewardship Council, Sustainable Forestry Initiative, or a comparable certification standard.

Our district purchases office/classroom paper that is totally chlorine-free (TCF) or processed chlorine free (PCF).

All new furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or a comparable standard ensuring furniture is safe, comfortable, durable, and sustainable.

Hazardous and dangerous products in our district have been reduced or eliminated.

Hazardous, dangerous, and universal wastes in our district are handled and disposed of in accordance with federal and state regulations.

Our district has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal.

### 9) Use the list above as a guide to describe your solid waste management plan and practices, including district-wide goals, materials collected to be recycled or composted and at which facilities, the current recycling rates by facility, and how you calculate the recycling rates. Include who (e.g., students, staff, community) participates in the waste management program, student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 400 words)

### 

### **Element 1D: Alternative transportation**

#### 10) Our district provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)

Schools in our district participate in a "Safe Routes to School" or similar program.

Our facilities have designated carpool parking stalls.

Our district offers school bus service.

Schools in our district are served by city/metro public transportation service.

All school buses that serve our students were built after 1994 when the first emission standards were adopted.

Our district has a well-publicized no idling policy that applies to all vehicles including school buses.

All of our facilities have vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows.

Our district has a greenhouse gas emission reduction plan in place that targets transportation. We measure our annual progress against our reduction goal.

### 11) Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from schools. Include how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. Where applicable, include the number and percentage of schools participating in the programs listed above. (Maximum 400 words)

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## Pillar 2: Improve the health and wellness of schools, students, and staff

### Pillar 2 includes two main elements and is 30% of your score.  **Element 2A: An integrated district-wide environmental health program**

#### 12) Which of the following programs or practices does your district implement to ensure the environmental health of the district community? (Check all that apply)

Our district has adopted, implements, and routinely updates an Integrated Pest Management program modeled after EPA IPM in Schools or other national recognized model.

Our district has adopted, implements, and routinely updates an Indoor Air Quality Management Plan modeled after the EPA's Indoor Air Quality (IAQ) Tools for Schools or other national recognized model.

Our district does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.

Our district has a comprehensive green cleaning program.

Our district has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms throughout the district with levels that tested at or above 4 pCi/L or our facilities were built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our district has an Asthma Management Program consistent with the National Asthma Education and Prevention Program and works to limit environmental asthma triggers.

Our district has a chemical management program in place that includes, purchasing, inventory, storage, training, spill response, and hazards communication.

### 13) Use the list above as a guide to describe how your district implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the district community. Include information on how your district addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 400 words)

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**Element 2B. High standards of nutrition, fitness, and quality outdoor time for both students and staff**

#### 14) Which of the following programs or practices does your district implement to promote nutrition, physical activity, and overall school community health? (Check all that apply).

Our schools have a “Coordinated School Health” program.

Our schools participate in the USDA's Healthier School Challenge.

Our district encourages schools to participate in a Farm to School or comparable program to use local, fresh food in our cafeteria. Include participating schools in the narrative below.

Our district encourages schools to have food gardens either on-site or in close proximity to the school building, which is utilized by the cafeteria or by teachers. Include participating schools in the narrative below.

Over the past year, students in our district spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.

At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.

At least 50% of our students have participated in the EPA's Sunwise or equivalent program (to protect students from skin cancer).

Our district integrates health measures into student assessments.

### 15) Use the list above as a guide to describe how your district implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Where applicable, include the number and percentage of schools participating in the programs listed above. (Maximum 400 words)

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### 16) Describe your district’s available Registered Nurses and school-based health center(s)? What proportion of the schools in your district have a school nurse and/or school based health center? (Maximum 400 words)

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### 17) Describe your district’s efforts to support student mental health and school/district climate (e.g. anti-bullying programs, peer counseling, etc.) (Maximum 400 words)

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**Pillar 3: Provide effective environmental and sustainability education which incorporates STEM, civic skills, and green career pathways**

Pillar 3 includes three main elements and is 30% of your overall score.

**Element 3A: Interdisciplinary learning about the key relationships between environmental, energy, and human systems**

**18) Describe how your district integrates and assesses/measures students’ environmental or sustainability literacy at each grade level including curriculum, courses, outdoor learning, and assessments. (Maximum 400 words)**

### 19) Describe professional development opportunities available to your teachers in environmental and sustainability concepts and the number and percentage of teachers who participated in these opportunities during the past two years. (Maximum 400 words)

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

### 20) Describe how environmental and sustainability education in your district supports the teaching of science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and earth sciences. (Maximum 400 words)

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### 21) Describe how your district’s curriculum connects classroom content to career options that focus on environmental and sustainability field studies and/or careers. (Maximum 400 words)

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**Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community**

### 22) Describe students' civic and/or community engagement experiences integrating environmental and sustainability concepts, field studies, and community service. Include information about student community engagement projects around an environmental and sustainability topic at every grade level. Include information about how your school partners with local business, other academic institutions or other educational programs, or other schools to help advance the school toward the 3 Pillars. Note if your district assists other districts, particularly ones with lesser capacity in these areas. (Maximum 400 words)

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