



**Office of the State Superintendent of Education (OSSE)
Division of Wellness and Nutrition Services (WNS)**

DC Green Ribbon Schools Application

Release Date: January 9, 2012

Green Ribbon Schools Application Training: January 26th, 2012

Application Submission Deadline: March 2nd, 2012

**LATE OR INCOMPLETE APPLICATIONS
WILL NOT BE FORWARDED TO THE REVIEW PANEL.**



Checklist for Applications

DC Green Ribbon Schools Application

- The application is printed on 8½” by 11” paper, printed on one side, double-spaced (including bulleted items), using 12-point type with a minimum of 1” margins.
- The applicant has submitted the required five (5) sets of the application; submit one (1) original and four (4) full copies with all attachments of the completed application signed by the School Principal.
- The applicant has answered all components of the application.

Contact Information

Mr. Sam Ullery, School Garden Specialist
Office of the State Superintendent of Education
Wellness and Nutrition Services Department
810 1st Street, N.E., 4th Floor
Washington, DC 20002
202-741- 6485



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Section I: Overview

DC GREEN RIBBON SCHOOL APPLICATION FORM

Introduction:

The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize schools that are taking a comprehensive approach to greening their school by incorporating and integrating environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measured and verifiable outcomes wherever possible.

There are two required steps in becoming a U.S. Green Ribbon School.

1. Complete and submit this application form to be selected as a district nominee to The Office of the State Superintendent of Education (OSSE).
2. If your school is subsequently selected, you'll be asked to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED). This may include providing documentation to verify your answer.

The OSSE may submit up to four nominees to ED. Upon review, ED will then award up to 50 or more Green Ribbons from these nominees.

General Comments:

While this application form is a required step in becoming a Green Ribbon School, it is also intended to be a useful self-assessment tool for schools. This assessment process takes time and effort, and is recommended that it become part of each DC school's standard practice. If the assessment process is not already part of your school's culture, then the application process will be very informative for everyone in your school.

This is the first time that all the components of a green school have been assembled and put together in one place, and studying the application form can provide an education in itself for those who are not fully versed in all three Pillars.

This application form also represents the fact that becoming a green school cuts across almost all activities and operational areas of your school. It is recommended that each school assemble a team representing these areas to work together to complete the form efficiently. This team may include: the physical plant director, the physical education director, the food services director, the academic head, and finance department representative (for access to purchase orders, etc.). A class or a group of students might also undertake to work with this team to complete the form.

These questions represent a comprehensive approach to greening a school, and may seem daunting at first. Remember that you are competing with other DC schools to see who has made the most progress so far. You are not competing against a static benchmark, meaning that there is no minimum threshold for winning the award (beyond compliance with applicable laws and regulations). So it is expected that you



will not necessarily be able to answer "yes" to all the questions or provide answers in all cases. Nor are other schools likely to be able to always answer affirmatively to these questions.

At a minimum, your school will learn a good deal about what is needed to achieve a truly green status; and you will likely have teams of people newly engaged and working across your institution; which will help propel your school forward and better position it to win a Green Ribbon in the future. And at the maximum, your school will join a very elite group of approximately 50 founding Green Ribbon award winners, who will be invited to an award ceremony with the highest levels of the U.S. government; receive extensive national, regional, state and local press coverage for the winners; and perhaps attract new sources of support from your community and government.

If you need additional support in completing your application, please:

1. Visit the [US Green Ribbon Schools Website](#)
2. Attend the Green Ribbon Schools Application Training on January 26th, 2012 at OSSE (810 1st Street NE) in room 4004 from 1pm-2pm. There will be a short presentation followed by questions.
3. Contact Sam Ullery, School Garden Specialist P:(202) 741-6485 sam.ullery@dc.gov

Scoring:

Application scores will be based on the applicant's demonstrated progress towards the goals of each of the three ED-GRS "Pillars":

1. The school has a "net zero" environmental impact.
2. The school environment has a "net positive" impact on the health and performance of students and staff.
3. 100% of the school's graduates are environmentally and sustainability literate.

Three 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 wherever possible.

As you'll see in the application form below, the 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 enable you to demonstrate your progress. Some questions have been grouped together into categories for the sake of clarity and organization. Resources have been provided where additional help may be needed. Finally, the outline below will give you a sense of the weight which will be given to each Element by the application review committee.

Submission Requirements:

All applicants are required to submit one (1) original and four (4) full copies with all signed by the Authorized Official. The completed application must be single-sided, double-spaced, formatted to 8 ½" x 11" pages with 1" or larger margins on top, bottom, and both sides, and a font size of not less than 12 point. All pages must be numbered. Application will not be considered if the application fails to submit



Office of the State Superintendent of Education
DISTRICT OF COLUMBIA

the required number of copies. There is no page limit to this application. Emailed or faxed application will not be accepted.

Mail or hand-deliver the application to:

Office of the State Superintendent of Education
Division of Wellness and Nutrition Services
Nutrition Program
ATTN: Sam Ullery
Green Ribbon Schools Program
School Garden Specialist
810 First Street NE, 4th Floor
Washington, DC 20002

Applications that are mailed or delivered by Messenger/Courier services must be sent in sufficient time to be received by the 5:00 p.m. deadline, on **March 2nd, 2012** at the above location. Applications are due no later than 5:00 p.m. on March 2nd, 2012. All applications will be recorded upon receipt. Late submissions will not be accepted.



Application Review and Scoring:

Green Ribbon Schools Pillars and Elements	Weight/Points
Cross-Cutting Question	5%
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts	5 points
PILLAR ONE: Net zero environmental impact	30%
Element 1A: Zero greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation to, during, and from school	5 points
PILLAR TWO: Net positive impact on students and staff health	30%
Element 2A: An integrated school environmental health program Integrated Pest Management Ventilation Contaminant controls Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time Fitness and outdoor time Food and Nutrition Ultra Violet (UV) safety	15 points
PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate	35%
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic engagement knowledge and skills	10 points
TOTAL	100 points



Section II: Information/ Crosscutting Question

Application Form:

Instructions for completing this form: Please answer all of the questions below to the best of your ability. A more complete application will increase your chances of success. You may supplement the information in these questions by describing alternative benchmarks or indicators of progress (see final question in each section). **Please note that, should your school become a finalist, you may be asked to provide documentation to verify your answers.**

Information

School Name: _____ Public Charter Private
Contact Name: _____ Phone: _____
Email: _____ Position: _____

Crosscutting Questions

- i. If your school is participating in a local, state, or nationally recognized green school program, please explain what program and what level (if applicable) your school has achieved?
- ii. If your school has received any green school, environmental, healthy school, environmental education, or sustainability education awards, please describe.

RESOURCES: [US Green Building Council Center for Green Schools](#)
 [Earth Day Network's Green Schools Program](#)
 [National Wildlife Federation Eco-Schools USA](#)
 [Project Learning Tree's Green Schools!](#)

Section III PILLAR ONE: Net zero environmental impact

Element 1A: Zero greenhouse gas (GHG) emissions

ENERGY

1A1. Using the inventory module from [Clean Air Cool Planet's Campus Carbon Calculator](#) or similar greenhouse gas calculator, what is your school's Greenhouse Gas (GHG) emissions per person?
_____ (MT eCO₂/person)



Note that, while completing this inventory can be a time-consuming process, it will facilitate answering many other questions on this application form

1A2. If your school has received EPA's ENERGY STAR certification, in what year was the certification earned? _____

RESOURCES: [DOE and EPA ENERGY STAR for K-12 School Districts](#),
[DOE Purchasing Specifications for Energy Efficient Products](#)
[Clean Air Cool Planet's Campus Carbon Calculator](#)

1A3. If your school has reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: _____ %

Measurement unit used (kBtu/Square foot or kBtu/student): _____

Time period measured: from _____ to _____

RESOURCES: [EPA Portfolio Manager](#)
[Database of State Incentives for Renewable Energy \(DSIRE\)](#)
[DOE's Better Building Manager](#)
[Alliance to Save Energy](#)

1A4. What percentage of your energy consumption is derived from:

On-site renewable energy generation: _____ %

Purchased renewable energy: _____ %

RESOURCES: [Advanced Energy Design Guide for K-12 School Buildings](#),
[USGBC Center for Green Schools](#)

BUILDINGS

1A5. If your school has constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performance Schools (CHPS), Green Globes or other standards? _____ %

What is the total constructed area? _____ (SQ.FT.)

What is the total renovated area? _____ (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

RESOURCES: [K-12 Guide to Energy Savings Performance Contracting](#)

1A6. What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations Report Card, Green Globes or other standards?

What is the total building area? _____ (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?



RESOURCES: [ENERGY STAR for Federal Agencies](#)

1A7. If your school reduces or offsets the GHG emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO2e) _____

Baseline Total GHG Emissions (MtCO2e) _____

Change from Baseline: GHG Emissions (MtCO2e) _____

Time period: from _____ to _____

Explain any offsets used? _____

RESOURCES: [DOE State Energy Program](#)

1A8. Has your school fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? Yes/No

Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager? Yes/No

RESOURCES: [EPA's Guidelines for Energy Management Overview](#)
[EPA Portfolio Manager](#)

1A9. What percentage by cost of all your school's furniture purchases are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? _____%

RESOURCES: [BIFMA's level Standard](#)

1A10. Does your school have an energy and water efficient product purchasing and procurement policy in place? Yes/No

RESOURCES: [EPA Portfolio Manager](#)

1A11. Describe other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available).

Element 1B: Improved water quality, efficiency, and conservation

1B1. If you can, demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction in domestic use: _____%

Percentage reduction in irrigation: _____%

Percentage reduction: _____%

Time period: from _____ to _____

RESOURCES: [EPA WaterSense](#)



1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings? _____

RESOURCES: [EPA WaterSense: Outdoor Water Use](#)
 [DC Water and Sewer Authority \(WASA\)](#)

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation.

RESOURCES: [EPA Drinking Water in Schools & Childcare Facilities](#)

1B4. Do **all** your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? Yes/No

If no, what percentage of the total consists of this type of plantings: ____%

Describe the type and location of plantings.

Has your school participated in the DC District Department of the Environment's (DDOE) RiverSmart School Program? Yes/No

RESOURCES: [DDOE RiverSmart Program](#)

1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation? Yes/No
If yes, describe these alternative water sources.

1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected? Yes/No

If yes, describe how they are protected?

1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place? Yes/No
If yes, describe this program.

1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards? Yes/No

1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes/No
If yes, how often is such cleaning conducted? _____

1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation (for example: Storm drain markings and rain barrel installations).

GROUNDS

1B11. What percentage of your school grounds are devoted to ecologically (trees, natives plantings, pollinators, organic edible gardens) or socially (e.g., playgrounds, outdoor spaces designed and



used regularly for social interaction, athletic or recreational areas, etc.) beneficial uses, including those that give consideration to native wildlife? _____%

Describe:

RESOURCES: [Fish and Wildlife Service Schoolyard Habitats](#)

Element 1C: Reduced waste production

Waste

1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling:

Monthly garbage volume (garbage dumpster size(s) X frequency of collection):
_____ cubic yards.

Monthly recycling volume(s) (recycling dumpster sizes(s) X frequency of collection):
____ cubic yards.

Monthly compostable materials volume(s) (food scrap/food soiled paper dumpster size(s) X frequency of collection): _____ cubic yards.

Recycling rate calculation: Total monthly recycling quantity plus total monthly compostable material quantity divided by total monthly recycling, composting, and garbage quantity x 100 = _____%

RESOURCES: [EPA WasteWise Re-TRAC](#)
[Alice Ferguson Foundation](#)

1C2. What percentage of 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 paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.) Which standard did you use? _____

1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF)? _____%

Hazardous waste

1C4. How much hazardous waste does your school generate? _____lbs/student/year.

How was this calculated? _____

List each hazardous waste and the amount of each present at the end of the year:

1C5. How does your school monitor hazardous waste?

RESOURCES: [CDC Hazardous Waste Self-Management Checklist](#)
[Tennessee School Lab Chemical Cleanout Campaign Inventory](#)
[Design for the Environment](#)



1C6. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? Yes/No

1C7. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations? Yes/No

1C8. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: _____%

How does your school dispose of unwanted computer and other electronic products?

RESOURCES: [EPEAT](#)
[EPA Reducing Risk From Hazardous Waste](#)

1C9. What percentage by cost of all cleaning products in use are "third party certified" green cleaning products? _____%

Which standard(s) are you using? _____

RESOURCES: [Consumer Reports on Eco-labels](#)

1C10. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard): Yes/No

RESOURCES: [ISSA Cleaning Industry and Management Standards](#)

1C11. Describe any other indicators, not included above, of the school's reduction of solid waste and elimination of hazardous waste.

Element 1D: Use of alternative transportation to, during and from school

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school? ___%

Describe how this information been collected and calculated.

RESOURCES: [DOT Pedestrian & Bicycle Safety](#)

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? Yes/No

RESOURCES: [EPA Clean School Bus USA](#)

1D3. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? Yes/No



1D4. 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):

RESOURCES: [CHPS Transportation Plan](#)

1D5. Have “Safe Pedestrian Routes” to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? Yes/No

RESOURCES: [Safe Routes to Schools](#)

1D6. Describe any other accomplishments your school has made under Pillar One towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered:

Section IV PILLAR TWO: Net positive impact on student and staff health

Element 2A: An integrated school environmental health program:

Integrated Pest Management

2A1. Does your school have an integrated pest management plan in effect to reduce or eliminate pesticides? Yes/No

2A2. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? Yes/No

2A3. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? Yes/No

2A4. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? Yes/No

RESOURCES: [EPA Integrated Pest Management for Schools](#)
[Beyond Pesticides Model School Policy](#)

Ventilation

2A5. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? Yes/No

If yes, which standard is your school using?

2A6. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? Yes/No

2A7. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? Yes/No

RESOURCES: [EPA Indoor Air Quality Tools for Schools](#)



Contaminant Controls

2A8. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months: Yes/No

What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? _____%

RESOURCES: [EPA Radon Information](#)

[EPA “Tools for Schools”](#)

2A9. Carbon Monoxide (CO): If your school has combustion appliances, does your school have an inventory of all combustion appliances and does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)?? Yes/No/No combustion appliances

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? Yes/No

2A10. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices? Yes/No

Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations: Yes/No

RESOURCES: [EPA Schools and Mercury](#)

2A11. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been either removed or sealed within the past 12 months? Yes/ No

Is smoking prohibited on campus and school buses? Yes/No

RESOURCES: [CDC Guidelines for School Health Programs to Prevent Tobacco Use](#)

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program’s (NAEPP) Asthma Friendly Schools Guidelines? Yes/No

RESOURCES: [EPA Managing Asthma in Schools,](#)

[CDC Tools for Making Your School Asthma-Friendly](#)

2A13. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? Yes/No

RESOURCES: [EPA Indoor Air Quality Tools for Schools](#)



2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? Yes/No Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? Yes/No Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? Yes/No

RESOURCES: [EPA Mold Remediation in Schools and Commercial Buildings](#)

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements:

- Chemical purchasing policy, including low- or no-VOC products
 - Chemical inventory
 - Storage and labeling
 - Training and handling
 - Hazard communication
 - Spills, clean-up and disposal
 - Select EPA's Design for the Environment - approved cleaning products
- Yes/No Explain:

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time

Food and Nutrition

2B1. Has your school earned USDA's Healthier US School Challenge award for school food? Yes/No

List award level earned:

RESOURCES: [USDA HealthierUS School Challenge](#)

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? _____%

RESOURCES: [USDA Farm to School Program](#)

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? _____% Does the school have an onsite garden in which the students participate?

RESOURCES: [USDA Agriculture In the Classroom](#)

2B4. Does the school have an onsite food garden? Yes/No

If yes, do students consume food from the school garden? Yes/No

Describe:



Physical Education, Outdoor Opportunities, and UV Safety

- 2B5. What percentage of students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week? _____%
- 2B6. What is the average amount of time over the past year that each student engages in school-supervised physical education (including outdoor time) per week? _____minutes/week
- 2B7. What percentage of school-supervised physical education is spent outdoors? _____%

RESOURCES: [The President's Challenge](#)
[The First Lady's Let's Move!](#)

- 2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? _____%

RESOURCES [EPA Sunwise Program](#)

Coordinated School Health, Mental Health, School Climate, and Safety

- 2B9. Does the school use a Coordinated School Health approach or other health related initiatives to address overall school health issues? Yes/No

If yes, describe the health related initiatives or approaches used by the school:

- 2B10. Does the school partner with any community groups to support student health and/or safety? Yes/No

If yes, describe these partnerships:

- 2B11. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

Section V PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

Learning and Environmental Literacy

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

- 3A1. What percentage of last year's graduates scored proficient or better during their high school career on state or school:

environmental education assessments? _____%

sustainability assessments? _____%

environmental science assessments ? _____%

Briefly describe the assessment(s):



3A2. Does your school or your state have an environmental or sustainability literacy graduation requirement? Yes/No

Describe:

3A3. Are environmental and sustainability concepts integrated throughout the curriculum? Yes/No

Describe:

RESOURCES: [State Education & Environment Roundtable](#)

[Excellence in Environmental Education: Guidelines for Learning \(K-12\)](#)

3A4. If your school is a high school, what percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career? _____% What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? _____%

RESOURCES: [Advanced Placement Environmental Science](#)

3A5. If neither your state or school conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? _____%

3A6. Are teacher professional development opportunities in environmental and sustainability education provided for all teachers in your school? Yes/No

Describe these professional development opportunities including the number and percentage of teachers who participated in these over the last 2 years:

3A7. Does your school's environmental education program pay particular attention to scientific practices, 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 and applications based on evidence: Yes/No

3A8. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level? Yes/No If not in all grades please specify which grades:

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

3B1. Do your students matriculate or graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences? Yes/No

How many hours per week on average do students spend in science content classes?

3B2. If your school is a high school, does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? Yes/No

Describe these college and career connections:



Community and Civic Engagement

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

3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level? Yes/No

What percentage of these projects focused on environmental or sustainability topics? ____%

What percentage of students satisfactorily completed such a project last year: _____%

3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? _____%

RESOURCES: [Sample Civic Engagement Skills Assessment](#)

3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars? Yes/No

Briefly describe the scope and impact of these partnerships:

3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms/ Outdoor Club)? Yes/No

If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills:

RESOURCES: [Fish and Wildlife Service Schoolyard Habitats](#)

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee?

Section VI: Authorization

By Signing below I certify that the information provided is, to the best of my knowledge accurate:

Authorized Representative Signature and Title

Date