



## **DC GREEN RIBBON SCHOOL APPLICATION**

Thank you for your interest in completing the Office of the State Superintendent of Education's (OSSE) 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 your school's facility, health and safety policies; food service; and environmental and sustainability curriculum. A network of District agencies and organizations will support you through this process.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by OSSE, which is the nominating authority for D.C. The second step of the process requires signatures for the nominee package that will be sent to the U.S. Department of Education (ED).

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

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

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

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

Schools demonstrating achievement in all three Pillars will receive highest rankings. It is important to document concrete achievements. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and students. This can also be completed with an active school wellness committee in which many relevant efforts are currently underway.

You should consult the ED-GRS [home page](#) for information on the award. This is an excellent resource which includes [resources](#) for applying schools, [applications](#) for schools selected in 2012, and [FAQs](#). This website is an excellent clearinghouse of resources for all schools, not just those who apply.

The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers. **Applications are due by December 5<sup>th</sup>, 2012.**

Note that if selected for nomination to ED-GRS, the school principal and 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 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 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. Neither the nominated public school 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.
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.

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points
<b>Pillar I: Reduce environmental impact and costs: 30%</b>	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation	5 points
<b>Pillar II: Improve the health and wellness of students and staff: 30%</b>	



Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 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 knowledge and skills	10 points
<b>Total</b>	<b>100 points</b>

Checklist for completing the Green Ribbon Schools Application:

- Review the application and discuss with school leadership
- Submit a Green Ribbon Schools Commitment Form by October 29th at 5pm (810 First Street NE-4<sup>th</sup> Floor)
- Attend the mandatory information session on November 1<sup>st</sup> at 10am
- Work directly with supporting agencies and organizations to complete the application
- Submit your application by 5pm on December 5<sup>th</sup> 2012



## **DC GREEN RIBBON SCHOOL APPLICATION WORKSHEET**

### School Contact Information:

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

Street Address: \_\_\_\_\_ Zip: \_\_\_\_\_ Ward: \_\_\_\_\_

Website: \_\_\_\_\_ Principal Name: \_\_\_\_\_

Principal Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Lead Applicant Name (if different): \_\_\_\_\_

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

Grade Level:  K-6  7-8  9-12 School Type:  Public  Independent  Charter

% Free/Reduced Lunch \_\_\_\_\_

### **Cross Cutting Question (5%):**

Provide an 800 word maximum narrative describing your school's efforts in relation to the three Pillars. Focus on unique and innovative practices and partnerships.

1. Is your school participating in a D.C. or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes  No Program(s) and level(s) achieved:

2. Has your school, staff or student body received any awards for facilities, health or environment?

Yes  No Award(s) and year(s):

### **Pillar I: Reduced Environmental Impact and Costs (30%)**

Element 1A: Energy

1A. Please provide past 12 months of gas and electricity usage:

Can your school demonstrate a reduction in Greenhouse Gas emissions?

Yes  No Percentage reduction: \_\_\_\_\_ Over (m/yy - m/yy): \_\_\_\_\_

How did you calculate the reduction?

2A. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?



Yes  No Year(s) and score(s) received: \_\_\_\_\_

3A. Has your school reduced its total non-transportation energy use from an initial baseline?

Yes  No

Current energy usage (kBTU/student/year): \_\_\_\_\_

Current energy usage (kBTU/sq. ft./year): \_\_\_\_\_

Percentage reduction: \_\_\_\_\_ over (m/yy - mm/yy): \_\_\_\_\_

How did you document this reduction? \_\_\_\_\_

4A. What percentage of your school's energy is obtained from (Note: All DCPS Schools purchase X% of renewable energy):

On-site renewable energy generation: \_\_\_\_\_ Type:  Solar  Wind  Geothermal

Purchased renewable energy: \_\_\_\_\_ Type:  Solar  Wind  Geothermal  Other \_\_\_\_\_

Does your school participate in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy programs?  Yes  No If yes, name the program(s): \_\_\_\_\_

5A. What year was your school originally constructed? \_\_\_\_\_ What is the total building area? \_\_\_\_\_

6A. Has your school constructed or renovated building(s) in the past ten years?  Yes  No

For new building(s):

Total constructed area: \_\_\_\_\_ Does this building meet green building standard?  Yes  No

Certification and level: \_\_\_\_\_

For renovated building(s):

Total renovated area: \_\_\_\_\_ Does this building meet green building standards:  Yes  No

Certification and level: \_\_\_\_\_

#### Element 2A: Water and Grounds

7A. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

Average Baseline water use (gallons per occupant): \_\_\_\_\_

Current water use (gallons per occupant): \_\_\_\_\_

Percentage reduction in domestic water use: \_\_\_\_\_



Percentage reduction in irrigation water use: \_\_\_\_\_

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

How did you document this reduction?

8A. What % of your landscaping is considered water-efficient and/or regionally appropriate? \_\_\_\_\_

9A. Describe any alternate water sources used for irrigation. (50 words max)

10A. Has your school participated in the District Department of the Environment RiverSmart Schools Program?

Yes  No

If no, describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)

11A. Describe the program you have in place to control lead in drinking water. (50 words max) 12A. What % of the school grounds are devoted to ecologically beneficial uses? Describe (50 word max)

**Element 3A: Waste**

13A. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

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

Monthly waste generated per person =  $(A/\text{number of students and staff})$ : \_\_\_\_\_

14A. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? \_\_\_\_\_

15A. List the types and amounts of hazardous waste generated at your school:

Flammable liquids: \_\_\_\_\_

Other: \_\_\_\_\_

Corrosive liquids: \_\_\_\_\_

Mercury: \_\_\_\_\_



Toxics: \_\_\_\_\_

How is this measured? \_\_\_\_\_ How is hazardous waste disposal tracked? \_\_\_\_\_

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

16A. Which green cleaning custodial standard is used? \_\_\_\_\_

What percentage of all products is certified? \_\_\_\_\_

What specific third party certified green cleaning product standard does your school use?

\_\_\_\_\_

#### Element 1D: Alternative Transportation

17A. What percentage of your students walk, bike, ride metro, or carpool (2 + student in the car) to/from school? \_\_\_\_\_

How is this data calculated? (50 word max)

18A. Has your school implemented?

- Designated carpool parking stalls.
- 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.
- Safe Pedestrian Routes to school or Safe Routes to School

19A. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (50 word max)

### **Pillar 2: Improve the health and wellness of students and staff (30%)**

#### Element 2A: Environmental Health

1B. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:

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2B. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

- Our school prohibits smoking on campus and in public school buses.
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.



Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

Our school does not have any fuel burning combustion appliances

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

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. \_\_\_\_\_

3B. Describe how your school manages chemicals routinely used in the school to minimize student and staff exposure. (50 word max)

4B. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (50 word max)

5B. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (50)

6B. Our school has installed local exhaust systems for major airborne contaminant sources.  Yes  No

7B. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

8B. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (50 word max)

9B. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (100 word max)

#### Element 2B: Nutrition and Fitness

10B. Which practice/s does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

Our school participates in the USDA's HeathierUS School Challenge.  Yes  No

Level and year: \_\_\_\_\_.



Our school participates in the following Farm to School programs:

- Strawberry and Salad Greens; most recent year: \_\_\_\_\_
- DC Farm to School Week; most recent year: \_\_\_\_\_
- DC School Garden Week; most recent year: \_\_\_\_\_
- Growing Healthy Schools Week 2012

Please describe how you participated in these weeks (50 words max)

- Our school has offered students a lunch menu that meets the HUSSC gold level menu criteria over the past school year (check yes if you received HSA lunch meal reimbursements)
- Our school garden supplies food as taste tests to our students through a cooking or garden class or to the community
- Our students spent age appropriate physical education (PE) in which 50% of each class included structured physical activity

Please specify the total number of PE minutes per week that your students received over the past year \_\_\_\_\_minutes/week.

- At least 50% of our students' annual physical education takes place outdoors.
- Health measures are integrated into assessment.
- At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
- Food purchased by our school is locally grown, locally processed, and unprocessed from growers engaged in sustainable agriculture practice as defined in the Healthy Schools Act.  
Percentage: \_\_\_\_\_ Type: \_\_\_\_\_

11B. Describe the type of outdoor education, exercise and recreation available. (50 word max)

12B. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (50 word max)

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

1C. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.



Environmental and sustainability concepts are integrated throughout the curriculum. Describe (100 words max)

Environmental and sustainability concepts are integrated into assessments. Describe (50 word max)

Professional development in environmental and sustainability education is provided to teachers. Describe (50 word max)

2C. For schools serving grades 9-12, provide:

1. Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: \_\_\_\_\_ Percentage scoring a 3 or higher: \_\_\_\_\_

2. How does your school use sustainability and the environment as a context for learning subjects such as: science, technology, engineering, mathematics while preparing them for green careers using green technologies? (400 word max)

3C. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

4C. Describe your students' meaningful outdoor learning experiences. (100 word max)

5C. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (100 word max)

6C. Describe your partnership(s) to help your school and other schools achieve in the 3 Pillars.

Partner Organization: \_\_\_\_\_ Scope of Partnership: \_\_\_\_\_

Partner Organization: \_\_\_\_\_ Scope of Partnership: \_\_\_\_\_

7C. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)

8C. Submit up to 8 photos or up to 3 minutes of video content that capture how the three pillars are implemented at your school.