

ED-GRS Maryland Application for Schools

Thank you for your interest in completing the Maryland 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, physical education and safety policies; food service; and environmental and sustainability curriculum. You will need to document efforts in all of these areas equally, not just one.

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 Maryland State Department of Education (MSDE). Once selected as a nominee, 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.

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 progress in all three Pillars will receive highest rankings. It is important to document concrete achievement. It is recommended that you 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. You should consult the ED-GRS [Green Strides Resources](#) Page and [Webinar Series](#) for standards, programs and grants related to each Pillar, Element, and question. 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 progress in these Pillars as well as provide space for you to include pertinent documentation. **Applications are due by midnight December 6, 2019 to MSDE. Please send your completed application by email to Mary Thurlow (mary.thurlow@maryland.gov)**

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 Pre-K-12.
2. The school has been evaluated and selected from among schools within Maryland 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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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.

School Contact Information

School Name: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Website: _____ Facebook page: _____

Principal Name: _____



Principal Email Address: _____ Phone Number: _____

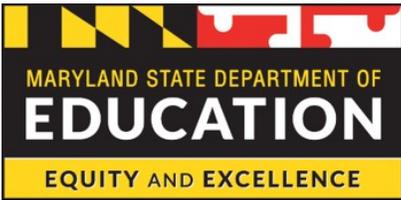
Lead Applicant Name (if different): _____

Lead Applicant Email: _____ Phone Number: _____

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name _____ Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input type="checkbox"/> No
			Total Enrolled: _____
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL _____ % limited English proficient _____ Other measures _____	Graduation rate: _____ Attendance rate: _____	

Application Outline: Scoring Rubric

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points
Pillar I: Reduce environmental impact and costs: 30%	
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



Pillar II: Improve the health and wellness of students and staff: 30%	
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: Health and Wellness Coordinated School Health 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
Total	100 points

Summary Narrative: Provide a narrative describing your school’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

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)



2. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, MD Green Schools or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?

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

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

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

Please be sure to include any information regarding actions driven by or initiated by students as you write your summary narrative and any descriptive information requested in any of the following questions.

PILLAR I: REDUCED ENVIRONMENTAL IMPACT AND COSTS

Pillar I includes four main elements:

- 1) Reduced or eliminated greenhouse gas emissions (GHG), using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
- 2) Improved water quality, efficiency, and conservation;
- 3) Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and
- 4) Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements. You may want to consult with the Sustainability and/or Facilities staff to help answer some of the following questions.

ELEMENT 1A: ENERGY and BUILDINGS

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

Yes No



Please provide the following information:

Initial GHG emissions rate (MT eCO₂/person):

Final GHG emissions rate (MT eCO₂/person):

Percentage reduction: %

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

How did you document this reduction (for example: the inventory module from Clean Air Cool Planet's Campus Carbon Calculator, ENERGY STAR Portfolio Manager)? (Maximum 50 words)

If you are unable to document or quantify facility related Greenhouse Gas Emission reductions, please describe activities taking place at your school that would support these reductions.

Q 1A2: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes No

Please provide the following information:

Current energy usage (kBTU/student/year):

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

Percentage reduction: %

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

How did you document this reduction? If you are unable to quantify, please describe actions taken at your school that would reduce non-transportation energy. (Maximum 50 words)

Q 1A3: Has your school received the EPA ENERGY STAR Building Label within the last 5 years?

Yes No

If your school received the ENERGY STAR Building Label, please note the year(s) it was achieved and the score received. (Maximum 50 words)



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

On-site renewable energy generation: %

Type: (for example: solar panels, wind energy, etc.)

Purchased Renewable Energy Certificates: % Type:

School participates in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

Yes No

Q 1A5: Was your school constructed as a new building in the past ten years?

Yes No

Please provide the following information:

Percentage of area of the new building that meets green build standards (for example: LEED, NY-CHPS, or Green Globes): %

Which certification did you receive and at what level? (Maximum 50 words)

Q 1A6: Has your school constructed an addition or completed alterations/renovations in the past ten years?

Yes No

Please provide the following information:

Percentage of the addition or altered/renovated building area that meets green build standards (for example: LEED, NY-CHPS, Green Globes): %

Which certification did you receive and at what level? (Maximum 50 words)

What year was the addition completed?



What year were alterations/renovations completed?

Q 1A7: Do any parts of your existing building meet green build standards (for example: LEED-EB, NY-CHPS, or Green Globes)?

Yes No

Please provide the following information:

What percentage of the existing building area has achieved green build standards for existing buildings (LEED-EB, NY-CHPS, Green Globes)?: %

Which certificate did the school receive and at what level? (Maximum 50 words)

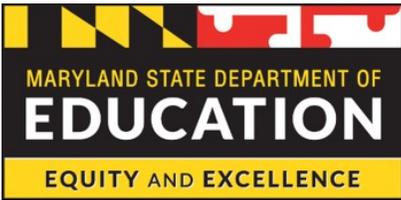
Q 1A8: Please describe green building practices your school uses to ensure your building is energy efficient (ex: Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management; Federal Guiding Principles Checklist in Portfolio Manager; installed one or more energy/heat recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air; energy and water efficient product purchasing and procurement policy; etc.). (Maximum 50 words)

Q 1A9: What percentage of your school's lighting is LED or other high efficiency lighting types? Include a description of type and locations. (Maximum 50 words)

ELEMENT 1B: WATER and GROUNDS

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

Yes No



Describe the measures used to achieve reduction especially important if you are unable to secure the specific data. (Maximum 200 words)

Please provide the following information:

Average baseline water use (gallons/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):

Please explain how you documented this reduction (ex: ENERGY STAR Portfolio Manager, utility bills, school district reports)? (Maximum 50 words)

Q 1B2: Describe your school’s efforts to conduct annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings. (Maximum 50 words)

Q 1B3: Describe your school’s landscaping and irrigation systems as related to water efficiency. Does the irrigation system adjust to weather conditions and/or use alternative water sources (grey water, rainwater, etc.)? What percentage of your total landscaping is considered water-efficient or regionally appropriate? Describe the types of plants used and where they are located, and if any plants are listed as an invasive plant species. (Maximum 100 words)

Q 1B4: Describe your school’s program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure). Include whether taps, faucets, and fountains are cleaned at least twice annually to reduce contamination, and screens and aerators are cleaned at least annually to remove particulate lead deposits. (Maximum 50 words)



Q 1B5: Please describe any other measures employed to increase water efficiency and ensure water quality. (Maximum 50 words)

Q 1B6: Stormwater Control

Please describe site improvements that have reduced storm water runoff and/or reduced impermeable surfaces at your school (ex: green roof, permeable pavement, bio-swales, etc.). (Maximum 100 words)

Q 1B7: Our school's drinking water comes from:

Municipal water source Well on school property

Please describe how the private well is protected from potential contaminants. (Maximum 50 words)

Q 1B8: Describe what percentage of your school's grounds are devoted to ecologically beneficial uses (ex: school vegetable garden; wildlife or native plant habitats; outdoor classroom; environmental restoration projects; rain garden, etc.). Please be sure to indicate if any of these have included student involvement. (Maximum 50 words)

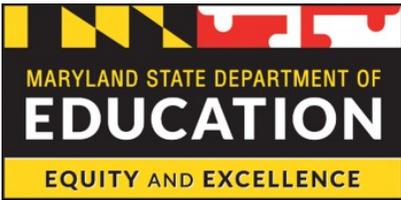
ELEMENT 1C: WASTE and HAZARDOUS WASTE

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

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

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

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



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

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

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

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

Q 1C4: Which of the following benchmarks has your school achieved to minimize and safely manage solid and hazardous waste and reduce health risks? (Please check all that apply)

- Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
- Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
- All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
- Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.
- Our school has a Hazard Communication Plan.
- Our school has a Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer.
- Our school has a written policy regarding purchase, use and storage of chemicals.
- Our school has a written policy for the proper disposal of chemicals.
- Our school completes an annual Chemical Inventory.
- Our school manages fluorescent light bulbs as universal waste.
- Our school disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements.
- Our school maintains current safety data sheets (SDS) for all applicable products used in the building.



Q 1C5: Does your school use "third party certified" green cleaning products?

Yes No

Please answer the following:

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

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

Q 1C6: Describe your school’s green procurement policy for custodial, maintenance, or instructional materials. (Maximum 50 words)

Q 1C7: Describe any other efforts made by your school to reduce solid waste and eliminate hazardous waste. (Maximum 50 words)

ELEMENT 1D: ALTERNATIVE TRANSPORTATION

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

Please fill in the following percentages:

Walk / Bike %

Ride school bus / Use Public Transportation %

Carpool (2+ students in car) %

How is this data calculated?
(Maximum 50 words)

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

- Our school has designated carpool parking stalls.
- Our school has a well-publicized no idling policy for buses and “no-idling signs” are posted.



- Our school has a well-publicized no idling policy that applies to all other vehicles and “no-idling signs” are posted.
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- Our school has established Safe Pedestrian Routes to school which are distributed to parents/guardians and posted in the main office.
- Our school provides a sufficient number of bicycle racks.
- Our school participates in a Clean Air School Bus Program to retrofit our school buses.
- Our school participates in a "Safe Routes to School" program.

Please describe activities in your safe routes program.
(Maximum 50 words)

Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts.
(Maximum 50 words)

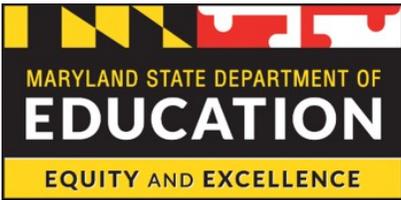
Q 1D4: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency, focusing on innovative or unique practices and partnerships.
(Maximum 200 words)

PILLAR 2: IMPROVED HEALTH AND WELLNESS

Pillar 2 includes two main Elements:

- 1) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student, visitor and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds; and
- 2) High standards of coordinated school health, including social and psychological services, nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress towards Pillar 2 and its associated 2 elements.



ELEMENT 2A: INTEGRATED SCHOOL ENVIRONMENTAL HEALTH PROGRAM

Q 2A1: ENVIRONMENTAL HEALTH

Describe the essential elements of your school's environmental health program, focusing on the following:

- Describe the qualifications of the person who manages your school's program, including the title and contact information for your school's IAQ Coordinator.
- Which committees participate in the program?
- Does your program incorporate established environmental health programs (e.g. IAQ Tools for Schools, Integrated Pest Management)?
- Has your school prepared written plans and procedures that document the essential actions of your school's environmental health program?
- Does your school have a Health and Safety Committee that is comprised of district officials, staff (including health staff), bargaining units, and parents? Describe how frequently the committee meets and include a list of topics covered by the committee in the past year.
- How does the school share Environmental Health information with students, staff and members of the public?

(Maximum 400 words)

Q 2A2: VENTILATION AND INDOOR AIR QUALITY (IAQ)

Describe your school's practices for inspecting and maintaining the building ventilation systems to ensure they are operating so that all classrooms and other spaces have adequate outside air supply, focusing on the following:

- How does your school manage/prevent indoor air contamination, including excess moisture, mold, and VOCs?
- Has your school installed local exhaust systems to control major airborne contaminant sources?
- Describe practices your school employs to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when they are found.
- Describe your school's practices for inspecting and maintaining the building's ventilation systems, including all unit ventilators, to ensure they are clean and operating properly.

(Maximum 400 words)



Q 2A3: RADON CONTROL

Is your school located in a radon prone area? Yes No

If yes, describe actions your school has taken to ensure frequently occupied rooms test below 4 pCi/L for radon, focusing on the following:

- Have all of the classrooms in contact with the ground been tested for radon?
- Have all rooms with levels that tested at or above 4 pCi/L been mitigated in conformance with ASTM E2121 and retested?
- Was school constructed with radon resistant construction features and tested to confirm levels are below 4 pCi/L?

(Maximum 300 words)

Q 2A4: ASTHMA CONTROL

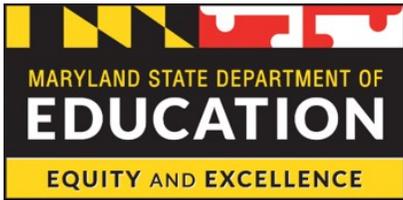
Describe how your school supports students with asthma to keep their asthma under control and keep the students fully active, focusing on the following:

- Who has access to, and who has received asthma management training? Describe the training course, who provided it and when it was completed.
- When and who is available to give guidance on asthma and to help staff and students with their asthma management plans?
- Is there a school nurse (RN) available on site throughout the school day and at school sponsored events to administer asthma medication to any student experiencing asthma symptoms?
- Do students with asthma have written emergency action plans inclusive of known asthma triggers? If yes, who developed the plans and what is done to mitigate or reduce exposure to an individual student’s known asthma triggers?
- Describe actions your school takes to prevent asthma triggers inside school and on school grounds.

(Maximum 400 words)

Q 2A5: CHEMICAL CONTROL STRATEGIES

Describe your school’s practices for chemical management in classrooms, laboratories, art rooms, maintenance and cleaning, garages, cooking and other areas of your school, focusing on the following:



- Your school’s chemical purchasing policies, training, spill response, and hazard communication procedures.
 - Your school’s written established policies or programs for chemical management.
 - Your school’s prepared written plans and procedures for chemical management.
- (Maximum 300 words)

Q 2A6: INTEGRATED PEST MANAGEMENT

Describe your school’s Integrated Pest Management (IPM) program, focusing on the following:

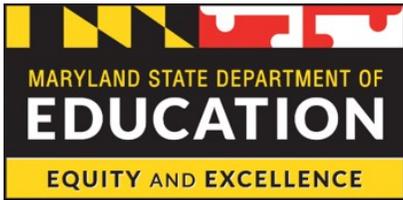
- IPM/green certifications earned
 - Routine housekeeping and maintenance protocols
 - Routine monitoring and inspections
 - Pest identification protocols
 - Record-keeping
 - Efforts to reduce pesticide use and/or use least toxic materials and provide notification of pesticide use in accordance with State law
- (Maximum 300 words)

ELEMENT 2B: NUTRITION and FITNESS

Q 2B1: Describe your school’s Coordinated School Health approach or other health-related initiatives to promote overall school health, focusing on the following:

- Does school have a local Wellness Policy with an active committee to evaluate and update policies annually? How is this policy used in the school?
- Has your school conducted a school health assessment utilizing a reliable and valid tool (for example: CDC’s School Health Index, Mariner, etc.)? How is this tool used to improve/promote overall school health?
- Does your school's Wellness Policy address the 8 critical inter-related components of coordinated school health (Healthy and Safe School Environment; Nutrition Services; Physical Education; Health Education; Health Services; Staff Health Promotion; Family/Community Involvement; Counseling/Psychological and Social Services), and practices a coordinated school health model encompassing these 8 components? How is this accomplished?

(Maximum 400 words)



Q 2B2: Describe practices your school employs to promote nutrition, focusing on the following:

- Has your school established a Child Nutrition Advisory Committee which meets at least quarterly and reports each June to the board of the local school district the status of the implementation of the district's programs to improve students' nutritional awareness and healthy diet?
- Does your school participate in a Farm to School program or other program to utilize local, fresh food in your cafeteria?
- Does your school have an on-site organic food garden?
- Does your school's garden supply food for your cafeteria, a cooking or garden class or to the community?
- Does your school have a nutrition education curriculum at all grade levels? If so, describe.
- Does your school breakfast and/or lunch menus meet the USDA meal pattern requirements, provide fresh fruits and vegetables, and are all grains 100% whole grain-rich?
- Does your school follow the Smart Snacks guidance?
- Does your school participate in the USDA's HeathierUS School Challenge or another nutrition program?
- What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?

(Maximum 400 words)

Q 2B3: Describe practices your school employs to promote physical activity, focusing on the following:

- Has your school implemented TV and media reduction curricula such as Student Media and Awareness for the Reduction of Television-viewing (SMART) and Fit by 5 to reduce use of television and other recreational screen time in schools?
- Does your school participate in "National TV Turn-off Week" campaigns?
- Do your K-6 students spend an average of at least 120 minutes per week and your 7-12 students spend an average of at least 90 minutes per week over the past year in school-supervised physical education?
- Does at least 50% of your students' annual physical education take place outdoors?
- Does the PE program teach fitness activities that can be used throughout the lifetime? Give examples.
- Do students participate in recess or free time outdoors? If yes, how often do they have the opportunity?
- Does your school include an "Outdoor Education" unit or component in your physical education program? (ex: Core Camping Skills, Navigation (Orienteering), Hiking and Backpacking, Rock



Climbing, Mountain Biking, Canoeing and/or Kayaking, Nordic Skiing and/or Snowshoeing, Archery, Fly Casting and Fly-fishing, etc.)

(Maximum 400 words)

Q 2B4: Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

(Maximum 100 words)

Q 2B5: Does your school partner with any post-secondary institutions, businesses, nonprofit organizations, or community groups to support student health, safety and/or learning?

Yes No

If yes, please describe these partnerships: (Maximum 100 words)

Q 2B6: Does your school have a full-time school nurse (RN)?

Yes No

Q 2B7: Does your school have a school-based health center?

Yes No

Q 2B8: Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):

(Maximum 100 words)

Q 2B9: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's indoor and outdoor environmental quality (including unique community, business and/or organizational partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Pillar 3 includes three main Elements:



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

Each question in this section is designed to measure your school's progress toward Pillar 3 and its associated 3 elements.

ELEMENT 3A: INTERDISCIPLINARY LEARNING

Q 3A1: Which practices does your school employ to help ensure effective environmental and sustainability education? (Please check all that apply)

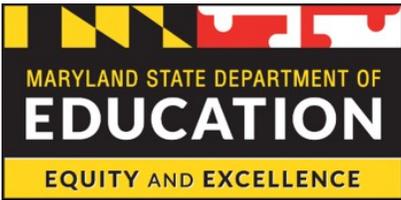
- Our school has an environmental or sustainability literacy plan.

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

- Professional development opportunities in environmental and sustainability education are provided for all teachers.

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

- Environmental and sustainability concepts are integrated and assessed throughout the curriculum emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health.



Please describe how your school implements environmental and sustainability throughout the curriculum and assesses student achievement emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. (Maximum 200 words)

ELEMENT 3B: STEM CONTENT, KNOWLEDGE and THINKING SKILLS

Q 3B1: Does your school frequently use the environment and sustainability as a context for developing science, technology, engineering and mathematics (STEM) content knowledge, and thinking skills (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence) when exploring environmental and sustainability issues?

Yes No

Please describe. (Maximum 200 words)

Q 3B2: Does your school use the environment and sustainability as a context for learning green technologies and career pathways?

Yes No

Please describe how your school uses the environment and sustainability as a context for learning green technologies and career pathways. (Maximum 200 words)

ELEMENT 3C: CIVIC KNOWLEDGE and SKILLS

Q 3C1: Please describe students' civic/community engagement projects integrating the environment and sustainability topics: (Maximum 200 words)

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

Yes
 No
 Not in all grades (please specify which grades)



Describe students' meaningful outdoor learning experiences. (Maximum 100 words)

Please share how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills. (Maximum 100 words)

Q 3C3: This is the end of Pillar 3. Please describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula, expanded learning opportunities or other school-sponsored extra-curricular activities to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. (Maximum 200 words)

10. Submit up to 5 photos (with appropriate permissions) or up to 5 minutes of video content to illustrate your work in the 3 Pillars. The US Department of Education prefers images that show students and teachers actions related to the Pillars. These photos are sometimes used online in the Green Strides information about those schools and districts being recognized.