



2022 Maryland Application for Schools, Districts, and Postsecondary Institutions

Thank you for your interest in completing the Maryland application for nomination to US Department of Education Green Ribbon Schools (ED-GRS), District Sustainability Award, or Postsecondary Sustainability Award. ED-GRS recognizes schools, districts, and postsecondary institutions taking a comprehensive approach to sustainability and environmental learning with improving environmental and health impacts. A comprehensive approach incorporates environmental learning with improving environmental and health impacts.

Becoming a U.S. Department of Education Green Ribbon Honoree 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). If 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. You may view the certifications you will be asked to make in the Nomination Presentation Forms located on the [Applicant Information page](#).

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, districts, and postsecondary institutions demonstrating progress in every area will receive highest scores. It may help to assemble a team with expertise across these areas to complete the application. This team might include: facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and/or students. You may consult the ED-GRS [Green Strides Resources](#) Page and [Webinar Series](#) for standards, programs and grants related to each Pillar, Element, and question.

The narratives asked for 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 17, 2021 to MSDE. Please send your completed application by email to Kirsten Jackson (Kirsten.Jackson1@maryland.gov)**

Nominee Information

School, District (LSS), or Postsecondary Institution Name

Street Address

City

State

Zip

Website

Social Media page(s)

Top Official (Principal, Superintendent, President)

Title

Name

E-mail

Phone Number

Lead Applicant

Title

Name

E-mail

Phone Number

Schools

Select all that apply:

School District Name

- Early Learning Center
- Elementary (PK - 5 or 6)
- K - 8
- Middle (6 - 8 or 9)
- High (9 or 10 - 12)
- K - 12

All nominees

Select all that apply

How would you describe your school or institution?

- Public
- Private / Independent
- Charter
- Magnet
- Career and Technical
- Two - Year
- Four - Year
- Community College

- Urban
- Suburban
- Rural

Does your school serve 40% or more students from disadvantaged households?
*Defined as eligible for FRPL status and/or LEP

% receiving Free and Reduced Price Lunch

% limited English proficient

Other measures

Graduation rate

Attendance rate



Nomination Materials

Nomination Packets of previous award winners can be found below:

- [Oakland Terrace Elementary School, Silver Spring, MD](#) - 2020 U.S. Department of Education Green Ribbon Schools Award Honoree
- [Wellwood International School, Baltimore MD](#) – 2020 U.S. Department of Education Green Ribbon Schools Award Honoree
- [Manchester Valley High School, Manchester, MD](#) – 2018 U.S. Department of Education Green Ribbon Schools Award Honoree
- [Calvert County Public Schools, Prince Frederick, MD](#) – 2019 U.S. Department of Education Green Ribbon District Sustainability Award Honoree

Narrative for Pillar I: Reduced Environmental Impact and Costs

Use 1 – 5 pages to describe how your school, district, or postsecondary institution is reducing environmental impact and costs. Be sure to include evidence of the four main elements of Pillar I, listed below:

- 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; and
- 2) Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.
- 3) Improved water quality, efficiency, and conservation; and
- 4) Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste.

Narrative for Pillar II: Improved Health and Wellness

Use 1 – 5 pages to describe how your school, district, or postsecondary institution improves the health and wellness of students and staff. Be sure to include evidence of the two main elements of Pillar II, listed below:

- 1) An integrated school, district or postsecondary institutional 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 buildings and grounds; and
- 2) High standards of coordinated school, district, or postsecondary institutional health, including social and psychological services, nutrition, fitness, and quantity of quality outdoor time for both students and staff.



Narrative for Pillar III: Effective Environmental and Sustainability Education

Use 1 – 5 pages to describe how your school, district, or postsecondary institution ensures effective environmental and sustainability education throughout the curriculum among grade levels in your school, district, or postsecondary institution. Be sure to include evidence of the three main elements of Pillar III, listed below:

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

Summary Narrative

Use 2 – 3 pages to summarize the efforts of your school, district, or postsecondary institution 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.

In your summary, include the following, as applicable:

- Summarize your efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria;
- Local, state or national programs which allow you to benchmark any or all of the three pillars, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, MD Green Schools or others;
- Awards for facilities, health or environment protection that your school, district, or postsecondary institution has received; and
- Actions driven by or initiated by students.

If your school, district, or postsecondary institution is selected, your summary narrative will be included in the Highlights Report. You can view examples of summary narratives in the [Highlights from the 2020 Honorees](#). It may be helpful to use exemplar examples of the three Pillars from your narratives above.

Photo Submission

Submit up to 5 - 10 photos (with appropriate permissions) to illustrate your work in the three Pillars. Be sure to include a brief description about what is happening in the photos, who is involved, where it took place, when it happened, and why it is significant. 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, districts, and institutes of higher education being recognized and may also be used by MSDE via social media, newsletters and/or on the MSDE website.



Nomination Scoring Rubric

<u>ED-GRS Pillars</u>	<u>Points</u>
<p>Pillar I: Reduce environmental impact and costs</p> <ul style="list-style-type: none"> ● Narrative fully describes progress in all main elements; ● Provides quantitative evidence for each main element, with time frames. <p>Greater reduction of environmental impact and costs across multiple areas (air, water, energy, waste, etc.) will lead to a higher score.</p> <ul style="list-style-type: none"> ● Improved energy conservation/energy-efficient building(s) - 10 pts ● Use of alternative transportation to, during, and from school – 10 pts ● Improved water quality, efficiency, and conservation – 5 pts ● Reduced waste production and improved recycling and composting programs – 5 pts 	30
<p>Pillar II: Improve the health and wellness of students and staff</p> <ul style="list-style-type: none"> ● Narrative fully describes progress in all main elements; ● Provides quantitative evidence for each main element, with time frames. <p>Greater evidence of the improvement of the health and wellness of students and staff / faculty through facility and grounds design, construction, renovation, operations, and maintenance, in addition to social and psychological services, nutrition, fitness, and quantity of quality outdoor time will lead to a higher score.</p> <ul style="list-style-type: none"> ● Integrated school or facility environmental health program – 15 pts ● High standards of social and psychological services, nutrition, fitness, and outdoor time – 15 pts 	30
<p>Pillar III: Provide effective environmental and sustainability education</p> <ul style="list-style-type: none"> ● Narrative fully describes progress in all main elements; ● References Maryland’s Environmental Literacy Standards, as applicable. <p>Greater evidence of interdisciplinary learning and curricula in multiple content areas among multiple grade levels / course offerings with a clear focus on environmental literacy and sustainability will result in a higher score.</p> <ul style="list-style-type: none"> ● Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems – 15 pts ● Development and application of civic engagement knowledge and skills – 15 pts ● Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills – 10 pts 	40
Total	100 points