

U.S. Department of Education Green Ribbon Pillars and Elements

Improved energy conservation/energy efficient building(s)				
1-3 pts	4-6 pts	7-8 pts	9-10 pts	/10 points
School demonstrates some reduced energy use, at least 5% energy reduction from baseline.	School demonstrates significantly reduced energy use, at least 15% energy reduction from baseline.	<p>Demonstrates substantial reductions in electricity and heating energy use and carbon footprint, at least 25% energy reduction;</p> <p>-or-</p> <p>School has an Energy Star rating and an Energy Master Plan; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.</p>	<p>Demonstrates outstanding reductions from baseline in electricity, heating and carbon footprint of 35% or more;</p> <p>-or-</p> <p>School has an Energy Master Plan; is Energy Star rated above 90; >50% of energy use comes from renewable sources; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.</p>	
Comments:				

Use of alternative transportation to, during, and from school			
1-4 pts	5-8 pts	9-10 pts	/10 points
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; and has some percentage of students that do not drive in a single vehicle to school.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; and adopts a policy to promote active transportation.	In addition, the school has alternative-fuel buses and other creative means of promoting alternative transportation.	
Comments:			

Improved water quality, efficiency, and conservation			
1 pt	2-3 pts	4-5 pts	/ 5 points
<p>The school can demonstrate some amount of reduction in water-use compared to baseline.</p>	<p>The school can demonstrate a modest amount of reduction in water-use compared to baseline.</p> <p>-or-</p> <p>The school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and has some amount of grounds devoted to ecologically beneficial uses.</p>	<p>The school demonstrates a substantial amount of reduction in water-use compared to baseline.</p> <p>-or-</p> <p>Uses a significant amount of alternative water sources for irrigation (e.g., gray water; rainwater harvesting); provides a significant amount of water-efficient fixtures; uses other creative measures for protecting and conserving water at the school site (e.g., bioswales for controlling stormwater runoff; reducing impermeable surfaces); and devotes substantial amounts of grounds to ecologically beneficial uses.</p>	
<p>Comments:</p>			

Reduced waste production and improved recycling and composting programs

1 pt	2-3 pts	4-5 pts	/ 5 points
<p>The school has a recycling program that diverts 20% of its solid waste (but no organics/ compost); describes a few creative ways the school community practices the 4Rs (Reduce, Reuse, Recycle, Rot).</p> <p>-or-</p> <p>Purchases <i>some</i> paper products with recycled content; uses <i>some</i> “third-party certified” cleaning products;</p>	<p>The school has a recycling program that diverts 35% of its solid waste (may include organics/ compost, such as yard waste); describes several creative ways the school community practices the 4Rs; the school also has a pollution prevention approach to reduce the use of hazardous chemicals.</p> <p>-or-</p> <p>Recycles computer and electronics responsibly; purchases some electronics with EPEAT certification; uses substantial amounts of “third-party certified” cleaning products; purchases substantial amounts of paper with recycled and chlorine-free content.</p>	<p>School also has made <i>substantial</i>, measured progress towards a “zero waste” goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); has an environmentally preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes</p> <p>-or-</p> <p>Purchases <i>substantial</i> amounts of paper with > 30% recycled content, and chlorine-free; uses nearly 100% “third-party certified” cleaning products (not including disinfectants); has a custodial program that meets “green” institutional services standards.</p>	
<p>Comments:</p>			

PILLAR II: IMPROVED HEALTH AND WELLNESS (30 POINTS)

An integrated school environmental health program			
1-5 pts	6-10 pts	11-15 pts	/ 15 points
<p>Describes <i>some</i> measures to protect student and staff health and safety.</p> <p>-or-</p> <p>Can report volume of pesticide use, evidence of reduced usage and plan to further reduce usage; ensures good ventilation in the areas with constant human use; keeps relative humidity low; contains no mold.</p>	<p>Describes <i>several</i> measures to protect student and staff health and safety.</p> <p>-or-</p> <p>Ensures <i>very good</i> ventilation in the areas with constant human use; school tested classrooms for radon within the last 24 months; implements an Integrated Pest Management plan that eliminates pesticides indoors and outdoors; implements an Indoor Air Quality Program equivalent to Tools for Schools; reduces multiple environmental asthma triggers, remains mold-free.</p>	<p>Describes <i>numerous</i> aggressive approaches to monitor and remove <i>several</i> harmful substances such as mold, carbon monoxide and radon; reduces <i>several</i> environmental asthma triggers; monitors and maintains <i>adequate</i> indoor air quality.</p>	
<p>Comments:</p>			

High standards of social and psychological services, nutrition, fitness, and outdoor time			
1-5 pts	6-10 pts	11-15 pts	/ 15 points
<p>School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some sustainable or locally grown nutrition program. Students engage in social emotional learning activities outdoors during <i>some</i> lessons.</p>	<p>In addition, the school participates in a sustainable nutrition program at a <i>high level</i> such as farm-to-school program or an USDA program; students participate in a Sunwise-type program; <i>some</i> food purchased is certified organic; students engage in social emotional learning activities outdoors during <i>many</i> lessons.</p>	<p>In addition, the school purchases a <i>substantial amount</i> of food certified organic; reduces UV and heat exposure during outdoor activities; more than 50% of physical education and social emotional learning activities annually takes place outdoors; and</p> <p style="text-align: center;">-or-</p> <p>Describes unique, innovative, and highly effective practices and programs to promote healthy nutrition, physical and mental wellness, and substantial high quality outdoor time. Food from a school garden is eaten by students or the community.</p>	
<p>Comments:</p>			

PILLAR III: ENVIRONMENTAL AND SUSTAINABILITY EDUCATION (40 POINTS)

Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems

1-3 pts	4-7 pts	8-11 pts	12-15 pts	/ 15 points
<p>School incorporates <i>limited</i> environmental and sustainability (E/S) activities in <i>some</i> grades; includes <i>limited</i> E/S concepts in <i>some</i> assessments; and <20% of teachers participate in <i>occasional</i> E/S professional development opportunities.</p>	<p>School integrates E/S concepts into <i>many</i> subjects; integrates E/S into <i>some</i> class and school assessments; >50% of teachers participate in <i>occasional</i> E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.</p>	<p>School focuses E/S literacy on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems; incorporates <i>E/S</i> themes and topics in <i>many</i> grades, subjects, classroom and school assessments; <i>students are proficient in these assessments</i>; >75% of teachers participate in one or more E/S professional development opportunities <i>annually</i>. Inquiry- and project-based learning activities are described.</p>	<p>School has an <i>E/S learning progression</i> which is focused on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems; <i>fully</i> integrated E/S into the curricula scope and sequence of learning and supports vertical articulation for <i>all</i> grades; students demonstrate high proficiency on assessments with E/S themes and topics; enrolls >5% of the school's eligible graduates enroll in AP environmental science during their high school career, if applicable. Inquiry-based, project-based E/S activities are described for multiple grade levels</p>	

Comments:

Development and application of civic engagement knowledge and skills

1-3 pts	4-7 pts	8-11 pts	12-15 pts	/ 15 points
<p>School has civic projects related to environment and sustainability in <i>at least one</i> grade; occasional meaningful outdoor learning experiences in <i>at least one</i> grade; and at <i>least one</i> community partnership.</p>	<p>School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships.</p>	<p>School has civic projects related to environment and sustainability in <i>many</i> grades; occasional meaningful outdoor learning experiences in a <i>most</i> grades; and a <i>several</i> community partnerships; school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects integrate service learning; civic projects fully integrated with school's academic coursework.</p>	<p>The school receives full credit when <i>all</i> grades have civic projects; when <i>all</i> grades have meaningful outdoor learning experience. Higher points for inspiring and creative projects and partnerships.</p>	

Comments:

Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

1-3	4-7 pts	8-10 pts	/10 points
<p>School <i>sometimes</i> integrates E/S into science or STEM courses beyond outdoor and civic education; makes <i>some</i> connections to E/S careers.</p>	<p>School <i>sometimes</i> integrates E/S into science and STEM courses beyond outdoor and civic education; makes <i>multiple</i> connections to E/S careers.</p>	<p>School <i>frequently</i> integrates E/S concepts into science and STEM courses beyond outdoor and civic education; curriculum makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related Career Technical Education courses, if applicable.</p>	

Comments:

Notes:

- All point values are placeholders; use your discretion when awarding points. Scores will be averaged.
- Some questions simply may not apply to a particular applicant, e.g., APES completers. In such cases, a school should not be penalized.
- If you are uncomfortable with your knowledge of a particular section do not assign points but please offer comments or suggestions in the space provided.

Do you recommend forwarding this application to the USED for U.S. Department of Education Green Ribbon School Recognition? Why or Why not?