



## **U.S. Department of Education Green Ribbon Schools Directions for California Applications 2016–2017**

Thank you for your interest in completing the California Department of Education's (CDE) 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 services; and environmental and sustainability curriculum.

ED-GRS recognizes schools and districts taking a comprehensive approach to greening their schools. A comprehensive approach incorporates environmental education while improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a three-step process:

1. Complete the Application Interest Survey at:  
[http://surveys2.cde.ca.gov/go/ed-grs\\_interest2016-17.asp](http://surveys2.cde.ca.gov/go/ed-grs_interest2016-17.asp).
2. Complete and submit the online application to be selected as a state nominee.
3. If selected, work with CDE staff to complete the Nominee Presentation Form and package that CDE will develop and send to the U.S. Department of Education (ED).

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

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 Science, Technology, Engineering, and Mathematics (STEM), civic skills, and green career pathways.

### ***Completing the Application***

The 2016–17 application is online only, from September 6, 2016 through December 23, 2016. The application must be submitted no later than 5:00 P.M. PST on December 23, 2016. To receive an application, you must complete the Application Interest Survey at [http://surveys2.cde.ca.gov/go/ed-grs\\_interest2016-17.asp](http://surveys2.cde.ca.gov/go/ed-grs_interest2016-17.asp). This Application Interest Survey will be available throughout the fall application period.

Once CDE has received an Application Interest Survey for your school or district, an application folder will be created for you on Box.com. You may collaborate online in

Box.com with others from your school, district, and partner organizations. You may also ask questions of CDE staff directly within the application folder. A free Box.com account is required to access the application; existing accounts may be used.

The questions in this application will help you demonstrate your high achievement in the Three Pillars. Schools and districts demonstrating progress in all Three Pillars will receive the highest rankings. Some of the questions will require you to reach out to a variety of school and district personnel to gather quantifiable data. We hope you will assemble a team to work together to complete this application. This team may include plant managers, physical education directors, food services directors, curriculum directors, finance department representatives (for access to purchase orders, etc.), classified school employees, parents, principals, academic department chairs, and teachers. A class or group of students may also work with the team.

Included in this directions package is an Application Outline that describes content areas and resources to support completion of the application. Questions range in value from 0.5 to 8 points, and partial points are awarded. Responses provided beyond a specified character limit will not be reviewed.

### ***Photographs and Video Content***

Additionally, photographs and video content demonstrating the Three Pillars of ED-GRS may be submitted. All photographs and video submitted must be permissioned for Web and publication use by CDE and ED. Directions for submitting photographs or video are included in the application package. Photographs and video content will not be scored.

### ***Timeline***

July 2016	Application Interest Survey opens
September 6, 2016	Online applications distributed by e-mail on a rolling basis
December 23, 2016	Applications submitted on Box.com until 5:00 P.M. PST
February 1, 2017	California nominees submitted by CDE to the U.S. Department of Education
April 24, 2017	U.S. Department of Education announces honorees
May/June 2017	CDE hosts state recognition ceremonies
July 2017	U.S. Department of Education hosts national recognition award ceremony

### ***Technical Assistance – Public Schools***

For assistance in completing this application, please contact Lesley Taylor in the School Facilities and Transportation Services Division at 916-322-0310 or by e-mail at [greenribbonschools@cde.ca.gov](mailto:greenribbonschools@cde.ca.gov).

### ***Technical Assistance – Private Schools***

Private schools are eligible to apply. These applications will be reviewed, scored, and nominated by the California Association of Private School Organizations (CAPSO). For assistance in completing this application, please contact CAPSO representative Paul Chapman at [pchapman5@gmail.com](mailto:pchapman5@gmail.com).

### ***California Green Ribbon Schools Recognition***

All school and district applicants achieving a minimum score of 55.0 points will receive state-level recognition in California Green Ribbon Schools (CA-GRS) as described on our Web page: <http://www.cde.ca.gov/ls/fa/sf/cagrsaward.asp>. Although there will be no more than five ED-GRS nominees, the number of CA-GRS honorees is not limited.

## Application Outline and Content Areas

### Instructions for reading the chart below:

Bulleted items in the left column describe the content areas covered by the questions in each section of the application. Bulleted items in the right column give examples of subjects that past applicants have addressed. This list is neither all-inclusive nor limiting to applicants; it is provided as a brainstorming tool. Application resources are provided as links on our Web page: <http://www.cde.ca.gov/s/fa/sf/greenschoolres.asp>

ED-GRS Pillars and Elements	Points
<b>Cross-Cutting Questions</b>	5 points
<ul style="list-style-type: none"> <li>Benchmarking progress in any of the Three Pillars using local, state, or national programs</li> <li>Relevant awards received by the school, staff, or students</li> <li>Stakeholder and community engagement for planning and implementing ongoing green efforts</li> </ul>	<ul style="list-style-type: none"> <li>Government resources like the Environmental Protection Agency (EPA) ENERGY STAR Portfolio Manager and CalRecycle’s Commercial Climate Calculator; and awards like the President’s Environmental Youth Award and the Presidential Innovation Award for Environmental Educators</li> <li>Non-profit programs that include a benchmarking and/or certification element like the Collaborative for High Performance Schools (CHPS) Operations Report Card, Project Learning Tree, Green Schools Alliance, and Eco-Schools USA</li> <li>Awards (including grants) received to recognize and/or advance green efforts</li> <li>Regular, meaningful stakeholder engagement that includes parents and students</li> <li>School and district-level Green Teams or Sustainability Committees</li> <li>Efforts in a School Health Council or School Wellness Committee forum are described in detail specific to all Three Pillars</li> </ul>

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ED-GRS Pillars and Elements	Points
<b>Pillar I: Reduce environmental impact and costs – 30%</b>	
<b>Element IA: Energy</b>	15 points
<ul style="list-style-type: none"> <li>• Planning documents or guidelines</li> <li>• Demonstrate a reduction in greenhouse gas emissions</li> <li>• Tracking energy use with EPA ENERGY STAR Portfolio Manager or another tool</li> <li>• Demonstrate a reduction in non-transportation energy use</li> <li>• On-site and purchased renewable energy</li> <li>• Federal, state, or utility school energy programs</li> <li>• Green building standards</li> <li>• Strategies for mitigating the heat island effect</li> <li>• Capital projects and other efforts to reduce energy use</li> </ul>	<ul style="list-style-type: none"> <li>• Energy master plan, conservation plan, charter, or guidelines adopted by the school or district</li> <li>• Documented energy reductions including baseline and current data; specify the time period covered</li> <li>• Local utility programs and portfolio minimums for renewable energy</li> <li>• Leadership in Energy and Environmental Design (LEED) certification, CHPS designed or verified</li> <li>• Construction or renovation projects are expressed as percent better than Title 24</li> <li>• Cool roofs, reduced pavement, and reflective coatings</li> <li>• Proposition 39-funded projects, lighting retrofits, energy management systems, and shade trees</li> <li>• Quantified cost savings from efforts</li> </ul>
<b>Element IB: Water</b>	5 points
<ul style="list-style-type: none"> <li>• Water metering</li> <li>• Demonstrate a reduction in indoor and outdoor water consumption</li> <li>• Capital projects and other efforts to reduce water use</li> <li>• Water-efficient landscaping and irrigation systems</li> <li>• Turf and water-efficient plants and trees</li> <li>• Alternate water sources</li> </ul>	<ul style="list-style-type: none"> <li>• Separate documented indoor and outdoor water reductions</li> <li>• Mulching, leak detection/monitoring, and water-efficient plumbing fixtures or appliances</li> <li>• Reclaimed water use and rainwater capture</li> <li>• SITES certification, ecologically beneficial use of school grounds</li> <li>• Describe maintenance on artificial turf, if applicable</li> <li>• Quantified cost savings from efforts</li> </ul>
<b>Element IC: Waste</b>	5 points
<ul style="list-style-type: none"> <li>• Calculate a waste diversion rate</li> <li>• Recycling and composting</li> <li>• Hazardous materials and waste</li> <li>• Environmentally preferable purchasing</li> </ul>	<ul style="list-style-type: none"> <li>• Garbage, recycling, and compost volume in cubic yards</li> <li>• Discuss waste diversion in relation to municipal and other mandatory requirements</li> <li>• Tracking methods and quantified cost savings</li> </ul>

ED-GRS Pillars and Elements	Points
<b>Element ID: Alternative Transportation</b>	5 points
<ul style="list-style-type: none"> <li>• Student transportation modes share</li> <li>• Carpool policies and programs</li> <li>• Anti-idling campaigns</li> <li>• Safe Routes to School, walking school bus, and related programs</li> <li>• Electric vehicle charging stations</li> <li>• Bicycle and skateboard storage</li> <li>• School or district fleet transportation efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys and other documentation of mode share</li> <li>• Signage installed on campus</li> <li>• Safe Routes to School partners, activities, and funding</li> <li>• Walk and Bike to School Days</li> <li>• Tracking and quantifying participation, impact, and cost savings</li> <li>• If no neighborhood attendance area, focus on efforts to reduce vehicle miles traveled while getting kids active before and after school</li> </ul>
<b>Pillar II: Improve the health and wellness of students and staff – 30%</b>	
<b>Element IIA: Environmental Health</b>	15 points
<ul style="list-style-type: none"> <li>• Healthy Schools Act compliance</li> <li>• Integrated Pest Management (IPM)</li> <li>• Exposure to hazardous contaminants</li> <li>• Environmental standards for acoustics, daylighting, humidity control, and outdoor air exchange rates</li> <li>• Local exhaust systems</li> <li>• Inspection and maintenance of ventilation systems and units</li> <li>• Green cleaning, reducing asthma triggers</li> <li>• Controlling moisture and preventing mold</li> <li>• Lead in drinking water</li> <li>• Chemical management practices and policies</li> <li>• Inspection practices and policies</li> <li>• Outdoor environmental quality</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical pesticide use and exempt products</li> <li>• IPM practices and policies exceeding Healthy Schools Act minimum requirements</li> <li>• Practices and policies to eliminate impacts from smoking, elemental mercury, carbon monoxide, asbestos, radon, chromate copper arsenate, and other hazards</li> <li>• Implementation of the California Department of Public Health’s “Healthy Cleaning &amp; Asthma-Safer Schools: A How-To Guide”</li> <li>• EPA Indoor Air Quality (IAQ) Tools for Schools or other inspection programs</li> <li>• Anti-idling campaigns, tree planting, and other efforts to support outdoor environmental quality.</li> </ul>
<b>Element IIB: Health and Wellness</b>	15 points
<ul style="list-style-type: none"> <li>• Food and nutrition practices</li> <li>• Gardens for instruction, edible gardens</li> <li>• Physical education and health measures</li> <li>• Outdoor activities outside of formal physical education</li> </ul>	<ul style="list-style-type: none"> <li>• Programs or awards like US Department of Agriculture’s HealthierUS School Challenge, Alliance for a Healthier Generation, California Thursdays, and EPA’s SunWise</li> <li>• Farm to School and other efforts to use local, fresh foods</li> </ul>

ED-GRS Pillars and Elements	Points
<ul style="list-style-type: none"> <li>• School wellness committee, policy</li> <li>• Staff wellness programs or incentives</li> <li>• Unique partnerships supporting health and wellness efforts</li> <li>• Coordinated School Health</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition education for students and their families</li> <li>• Instructional time in school gardens across grades and subjects, integration of edible gardens</li> <li>• Outdoor physical education exceeding 120 minutes per week</li> <li>• Business, non-profit, and community partners</li> <li>• School nurse, counselor, and/or school-based health center</li> <li>• Efforts to support student mental health and school climate</li> </ul>
<p align="center"><b>Pillar III: Provide effective environmental and sustainability education, incorporating science, technology, engineering, and math (STEM); civic skills; and green career pathways – 35%</b></p>	
<p><b>Element IIIA: Interdisciplinary Learning</b></p>	<p align="center">20 points</p>
<ul style="list-style-type: none"> <li>• Policies and requirements for environmental literacy</li> <li>• Environmental Principles &amp; Concepts</li> <li>• Green schoolyards</li> <li>• Academic programs that integrate environmental and sustainability concepts across a single subject as well as across multiple disciplines</li> <li>• School gardens integrated into the curriculum</li> <li>• Assessments</li> <li>• Professional development</li> <li>• Environmental clubs or Green Teams</li> <li>• Field trips</li> <li>• Service learning</li> <li>• Place-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental literacy definition</li> <li>• Coursework requirements, if applicable</li> <li>• Advanced Placement Environmental Science and other relevant electives</li> <li>• Focus on impact—how many students/teachers have access and how often; cover as many grades as possible</li> <li>• Next Generation Science Standards (NGSS) implementation activities, including teacher training</li> <li>• Name specific programs that are used, like Education and the Environment Initiative (EEI), Full Option Science System (FOSS), Project Water Education for Teachers (WET), Project Wild, Project Learning Tree, Roots &amp; Shoots, BEETLES, etc.</li> <li>• Student-led efforts and leadership</li> <li>• Buildings and grounds are learning and teaching tools</li> </ul>
<p><b>Element IIIB: STEM Content, Knowledge, and Skills</b></p>	<p align="center">5 points</p>
<ul style="list-style-type: none"> <li>• Sustainability and the environment as a context for STEM thinking skills and content knowledge, green</li> </ul>	<ul style="list-style-type: none"> <li>• Robotics, coding, and other activities described focus on their sustainability or environmental context or</li> </ul>

ED-GRS Pillars and Elements	Points
technologies, and green career pathways	application <ul style="list-style-type: none"> <li>• Career and Technical Education programs or pathways</li> <li>• Green technologies, Linked Learning, and certifications available to students</li> <li>• Student audits and projects related to Pillar I may be discussed here as well</li> </ul>
<b>Element IIIC: Civic Knowledge and Skills</b>	<b>10 points</b>
<ul style="list-style-type: none"> <li>• Sustainability and the environment as a context for civic and community engagement projects</li> <li>• Outdoor learning at every grade level</li> <li>• Living Schoolyard Month</li> <li>• Community partners</li> <li>• Unique programs</li> </ul>	<ul style="list-style-type: none"> <li>• Civic and community engagement projects described focus on their sustainability or environmental context or application—e.g., plastic bag or single-use plastic bottle bans</li> <li>• Focus on impact—how many students/teachers have access and how often; cover as many grades as possible</li> <li>• Outdoor learning on- and off-campus</li> <li>• Partners, including other K–12 schools and institutes of higher education, business, government, and non-profit organizations</li> </ul>
<b>Total</b>	<b>100 points</b>