**2022-2023**

US-ED Green Ribbon Schools
**Washington School *District*****Application**

Thank you for your interest in the U.S. Department of Education (ED) Green Ribbon Schools (GRS) and Washington State Green Ribbon Schools “Green Leader” recognition award. State nominees for the ED-GRS Award and for the Washington State Green Leader Award are selected based on achievement in the three ED-GRS pillars:

* Pillar 1: Reduce environmental impact and costs
* Pillar 2: Improve the health and wellness of schools, students, and staff
* Pillar 3: Provide effective environmental and sustainability education, incorporating STEM, civic skills, and green career pathways

Washington’s honorees of the ED-GRS are recognized as Washington Green Ribbon Schools (WA-GRS).

**Due Date:**

* Applications are due by 3 PM Pacific Time Zone, January 10, 2023

**This application requires information about:**

1. School facilities (buildings and grounds)
2. Student and staff resource conservation practices
3. Health and safety policies and programs
4. Food service
5. Environmental and sustainability learning and teaching

\*\***Important ED requirements for Washington Green Ribbon School Applicants**
States may nominate as many as five Pre-K–12 school or district nominations for the ED-GRS. If Washington nominates more than two schools or districts, at least one must serve at least 40 percent of students from a disadvantaged background. A school or district may be selected as an ED-GRS honoree only once.

However, Washington State Green School or District Leader awardees are eligible to be an ED-GRS nominee in subsequent years and are encouraged to re-apply. See [complete eligibility requirements](http://www2.ed.gov/programs/green-ribbon-schools/eligibility.html) regarding ED Green Ribbon Schools Award**.

How to Submit Your Applicat**ion
Please download this application and save it to your computer or shared server. You may save and continue your application as needed until you are ready to submit it. When you are ready to submit, please upload your application, photos, and other required materials to [Alchemer.](https://survey.alchemer.com/s3/6504526/Washington-State-Green-Ribbon-Schools-Application-21-22)

**Photos**
As part of the application you are required to upload 5-10 photos to support your application (photos are a required element of the nomination per ED).

* Photos should be no more than 2 MB each
* Should feature student learning and projects in action
* Can include school gardens, fitness activities, civic activities, etc.
* By uploading these photos, you certify that you have also uploaded [OSPI student photo releases](file:///%5C%5Ck12.internal%5Cshares%5CAgency%20Data%5CLearning%20and%20Teaching%5CScience%5CSReynolds%5CBulletins%20-%20Memos%20-%20Letters%20of%20Support%5CWA%20GRS%5C2021%5CPhotoConsentForm_English.pdf) for any students pictured, as well as having your school’s photo releases on file for each student pictured.
* You grant permission for both OSPI and ED to use the photos to promote your school
* You are not required to include students’ faces in photos
* Photos of hands, or photos that show students in action but do not reveal their identity, are welcome

If you have any questions about the award and/or the application please contact Washington state GRS program coordinator, Elizabeth Schmitz.

**School District Profile**

School District Name

Click or tap here to enter text.

Address

Click or tap here to enter text.

Website
Click or tap here to enter text.

Superintendent First Name Prefix

Click or tap here to enter text. Choose an item.

Last Name

Click or tap here to enter text.

Email

Click or tap here to enter text.

Phone

Click or tap here to enter text.

Total District Enrollment (Fall 2022)

Click or tap here to enter text.

Select a metric that best represents your district's disadvantaged population, using data from Fall of 2022:

Choose an item.

If you selected Free and Reduced Lunch Rates, please list the percentage of your student body that qualifies

Click or tap here to enter text.

District Facebook Page (type N/A if you do not have one)

Click or tap here to enter text.

District Twitter Handle (type N/A if you don't have one)

Click or tap here to enter text.

**Application Team Information** - who prepared the application? Please note, the Lead applicant will be OSPI’s main point of contact upon receipt of your application.)

|  |  |
| --- | --- |
| Lead Applicant First Name Click or tap here to enter text. | Lead Applicant Last NameClick or tap here to enter text. |
| Lead Applicant Title Click or tap here to enter text.  | Lead Applicant EmailClick or tap here to enter text. |
| Lead Applicant Phone NumberClick or tap here to enter text. | Alternate Phone NumberClick or tap here to enter text. |

Application Team Members (Others who helped prepare this application)

|  |  |  |
| --- | --- | --- |
| First & Last Name  | Title/Department (can include parent, student) | Email |
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**Crosscutting Questions: These questions are 10% of your overall score.**

**Awards and Programs**

Does your district participate in a local, state, or national green school program?

(e.g. Cool School Challenge, Eco Schools USA, King County Green Schools Program, Project Learning Tree Green Schools, Washington Green Schools)

[ ] Yes

[ ] No

If yes, which program(s) are you participating in, what level(s) are in progress, and what level(s) have you achieved?

|  |  |  |
| --- | --- | --- |
| Program | Level in Progress | Level and Date Achieved |
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**In the past five years, has your district received any awards relevant to the ED Green Ribbon School/District recognition?**(for environmental stewardship, student and staff health and wellness, or environmental education/civic programs)

[ ] Yes

[ ] No

If yes, provide award details below.

|  |  |  |  |
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| Award | Awarded To | Awarded by | Year Received  |
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**Communication Strategies:**
How do you communicate your Pillar I, II, and III required policies and best practice recommendations to students, school principals, faculty, staff, parents, and other community members in your district? (Minimum 100, Maximum 400 words)

Click or tap here to enter text.

**Equity:**
Please describe how all students at your school, and more broadly how community members, are being included in, honored for, and engaged in this work? What are you doing to prioritize access to high quality environmental and sustainability education experiences for students historically underserved by science education, including but not limited to students with free or reduced-price lunch, emergent multilingual students, migrant students, and students with disabilities? (Minimum 100, maximum 400 words)

Click or tap here to enter text.

**Pillar 1: Reduce Environmental Impact and Costs**
This section includes four main elements and is 30% of your overall score.

**Element 1A: Energy conservation strategies**

**Which of the following programs or practices has your district implemented to conserve energy and to protect our environment from the negative effects related to buildings?**
(Check all that apply)

Our district:

[ ]  Has an energy management plan

[ ]  Participated in an energy efficiency program, including audit and improvements

[ ]  Has met our energy conservation target every year

[ ]  Tracks and benchmarks our energy use (with EPA Energy Star or equivalent)

[ ]  Is Energy Star certified

[ ]  Obtains energy from renewable energy sources

[ ]  Was built or modernized to meet green building standards (Washington Sustainable Schools Protocol or the like)

[ ]  Has a greenhouse gas emission reduction plan

[ ]  Educates students and staff members about everyday energy conservation practices they should follow such as

* [ ]  Turning off lights in unoccupied rooms
* [ ]  Using daylight by opening blinds when rooms are occupied
* [ ]  Turning off equipment when not in use
* [ ]  Dressing appropriately for the weather
* [ ]  Restricting personal appliances such as small refrigerators and space heater
* [ ]  Other – Write in Click or tap here to enter text.

[ ]  Other – Write in Click or tap here to enter text.

[ ]  Other – Write in Click or tap here to enter text.

**Use the list above as a guide to describe how your district programs, policies, and actions have reduced the amount of energy used in your building(s)**. **Please cite data and/or give specific details in your answer.** (Maximum 400 words)

Click or tap here to enter text.

**Element 1B: Water quality, efficiency, and conservation**

**Which of the following practices contribute to the protection and conservation of domestic (drinking) water in each district facility?** (Check all that apply)

Our district:

[ ]  Receives an annual water quality report from our water provider (such as city or county)

[ ]  Has its own well water and completes water sampling in accordance with local authorities

[ ]  Has a water use reduction plan in place

[ ]  Has low-flow water fixtures

[ ]  Has native drought-tolerant plants

[ ]  Has minimal or no landscape irrigation

[ ]  Tracks and benchmarks our water use (with EPA Energy Star or equivalent)

[ ]  Uses only non-potable water (such as rain barrel or cistern water) for irrigation

[ ]  Has a greenhouse gas emission reduction plan in place that targets water use

[ ]  Educates students and staff members about everyday water conservation practices they should follow such as:

* [ ]  Keeping water off when soaping hands
* [ ]  Only running dishwashing and other equipment when full
* [ ]  Monitoring for, reporting, and fixing dripping faucets, continuously running or leaking toilets, and other water waste problems
* Other

[ ]  Other – Write in Click or tap here to enter text.

[ ]  Other – Write in Click or tap here to enter text.

**Use the list above as a guide to describe how your district implemented and is maintaining your water conservation program. Please cite data and/or give specific details in your answer.** (Maximum 400 words)

Click or tap here to enter text.

**Element 1C: Waste Management and Product Procurement**

**Which of the following programs has the district initiated and maintained to prevent and recycle solid waste, eliminate or reduce hazardous waste, and procure environmentally preferable products?** (Check all that apply)

Our district:

[ ]  Has a solid waste management plan

[ ]  Has a greenhouse gas emission reduction plan in place that includes solid waste reduction and recycling

[ ]  Only purchases office/classroom paper that is 50% or more post-consumer material

[ ]  Only purchases office/classroom paper that is made of fibers from forests certified as responsibly managed

[ ]  Purchases office/classroom paper that is totally chlorine free (TCF) or processed chlorine free (PCF)

[ ]  Purchases furniture that is certified to be safe, comfortable, durable, and sustainable

[ ]  Eliminates and/or reduces purchase and use of hazardous or dangerous products

[ ]  Properly stores and labels hazardous and dangerous products

[ ]  Handles and disposes of hazardous, dangerous, and universal wastes (e.g. fluorescent light bulbs, science lab materials, etc.) in accordance with federal and state regulations

[ ]  Promotes and follows waste prevention practices (practices to eliminate or reduce generation of materials that need to be recycled, composted, or disposed) such as:

* [ ]  Reducing paper use by providing a school website where assignments can be posted and turned in
* [ ]  Reducing paper use by printing only what is needed
* [ ]  Reducing paper use through double-sided copying and printing
* [ ]  Using durable, reusable trays and other serving-ware
* [ ]  Using dispensers for milk or condiments
* [ ]  Saving and reusing durable supplies
* [ ]  Other – Write in Click or tap here to enter text.

[ ]  Collects recyclable materials

* [ ]  Paper
* [ ]  Cardboard
* [ ]  Aluminum cans
* [ ]  Steel cans
* [ ]  Glass
* [ ]  Milk cartons and juice boxes
* [ ]  Plastic
* [ ]  Other
* [ ]  Collects all recyclable materials that are collected by our city/county

[ ]  Minimizes wasted food (whole, uneaten, leftover food) from the school lunchroom through “sharing” with students or the community.

[ ]  Recess before lunch

[ ]  Longer seated lunch periods

[ ]  Menu revisions (within federal nutrition guidelines) after assessing what students are selecting and eating

[ ]  Milk dispensers

[ ]  Education (including nutrition education)

[ ]  Food share tables for unopened, packaged items and whole fruits with inedible peels”

[ ]  Food donation of leftover items from food share tables and from the school kitchen

[ ]  Other – Write in Click or tap here to enter text.

[ ]  Collects compostable materials

[ ]  Composts organic materials on site

[ ]  Minimizes contamination in recycling and/or composting bins through education, signs, and other methods

[ ]  Calculates our school recycling rate (percentage of materials recycled and composted compared to amount disposed) each year.

* Write in most recently calculated recycling rate: Click or tap here to enter text.
* Month/Year calculated: Click or tap here to enter text.

[ ]  Other – Write in

[ ]  Other – Write in

**Use the list above as a guide to describe your solid waste management plan and practices.** **Please cite data and/or give specific details in your answer.** (Maximum 400 words)

Click or tap here to enter text.

**Element 1D: Alternative transportation**

**Our district provides the following alternative transportation options to driving in single occupancy vehicles to and from schools and other facilities.** (Check all that apply)

Our district:

[ ]  Participates in “Safe Routes to School” or similar program

[ ]  Has designated carpool parking stalls

[ ]  Offers yellow school bus service

[ ]  Is served by city/metro public transportation service

[ ]  Is served by school buses that were built after 1994 when the first emission standards were adopted

[ ]  Has a well-publicized no-idling policy that applies to all vehicles including school buses

[ ]  Has a vehicle loading/unloading area(s) that is at least 25 feet from building air intakes, doors, and windows

[ ]  Has a greenhouse gas reduction plan in place that targets transportation

[ ]  Other – Write in Click or tap here to enter text.

[ ]  Other – Write in Click or tap here to enter text.

**Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from schools and other district facilities**. **Please cite data and/or give specific details in your answer.** (Maximum 400 words)

Click or tap here to enter text.

**Pillar 2: Improve the health and wellness of schools, students, and staff**
This section includes two main elements and is 30% of your score.

**Element 2A: An integrated school district environmental health program**

**Which of the following programs or practices does your district implement to ensure the environmental health of the district community?**
(Check all that apply)

Our district:

[ ]  Has adopted, implements, and routinely updates an integrated pest management (IPM) program (such as the one from WSU or EPA)

[ ]  Has adopted, implements, and routinely updates an indoor air quality (IAQ) management plan (such as EPA’s Tools for Schools)

[ ]  Does not have any wood playground equipment or other structures that contain chromate copper arsenate

[ ]  Has identified wood structures that contain chromate copper arsenate and have taken steps to reduce exposure

[ ]  Has a comprehensive green cleaning program

[ ]  Has tested all frequently occupied rooms at or below ground level for radon and has fixed all rooms with levels that tested at 4 pCi/L

[ ]  Was built with radon-resistant construction features and tested to confirm levels below 4 pCi/L

[ ]  Has an Asthma Management Program and works to limit environmental asthma triggers

[ ]  Has a chemical management plan in place

[ ]  Cleans all water taps and drinking fountains regularly to prevent bacterial contamination

[ ]  Other – Write in Click or tap here to enter text.

[ ]  Other – Write in Click or tap here to enter text.

**Use the list above as a guide to describe how your district implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the district and school(s) community.** **Please cite data and/or give specific details in your answer.** (Maximum 300 words)

Click or tap here to enter text.

**Element 2B. High standards of nutrition, fitness, and quality outdoor time for both students and staff**

**Which of the following programs or practices does your district implement to promote nutrition, physical activity, and overall school community health?** (Check all that apply)

Our school:

[ ]  Has a “Coordinated School Health” program

[ ]  Participates in the USDA’s Healthier Schools Challenge

[ ]  Has local, fresh food in our cafeteria (such as Farm to School)

[ ]  Has a food garden either on-site or near our building, which is utilized by the cafeteria or teachers

[ ]  Averages at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) of school supervised Physical Education

[ ]  Has at least 50% of our students’ annual physical activity (including recess) outdoors

[ ]  Has at least 50% student participation in an educational/awareness program to protect students from skin cancer (EPA Sunwise or equivalent)

[ ]  Integrates health measures into student assessments

[ ]  Other – Write in Click or tap here to enter text.

[ ]  Other – Write in Click or tap here to enter text.

**Use the list above as a guide to describe how your district implements high standards of nutrition, fitness, and quality outdoor time for both students and staff.** **Please cite data and/or give specific details in your answer.** (Maximum 300 words)

Click or tap here to enter text.

**What proportion of schools in your district have a school nurse and/or school-based health center?**

Click or tap here to enter text.

**Describe your district’s efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.)** (Maximum 300 words).

Click or tap here to enter text.

**Pillar 3: Provide effective environmental and sustainability education which incorporates STEM, civic skills, and green career pathways**
This section includes three main elements and is 30% of your overall score.

**Element 3A: Interdisciplinary learning about the key relationships between environmental, energy, and human systems.**

**Describe how your district integrates and measures students' environmental and sustainability literacy at each grade level, including curriculum and outdoor learning**. **Please cite data and/or give specific details in your answer.** (Maximum 400 words)

Click or tap here to enter text.

**Describe professional development opportunities available to your teachers in environmental and sustainability concepts, and the number and percentage of teachers who participated in these opportunities during the past two years**. **Please cite data and/or give specific details in your answer.** (Maximum 400 words)

Click or tap here to enter text.

**Element 3B: Use of environmental and sustainability concepts to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century.**

**Describe how environmental and sustainability education in your district supports the teaching of science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and Earth & space sciences**. (Maximum 300 words)

Click or tap here to enter text.

**Describe how your district’s curriculum connects classroom content to career options that focus on environmental and sustainability field studies and/or careers.** (Maximum 300 words)

Click or tap here to enter text.

**Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community**

**Describe students' civic and/or community engagement experiences integrating environmental and sustainability concepts, field studies, and community service at every grade level. Please cite data and/or give specific details in your answer.** (Maximum 300 words)

Click or tap here to enter text.

**Summary Narrative**

(NOTE: This *single paragraph* is used to describe your district’s programs and efforts toward the three pillars. If selected for an award it will be used in press releases and other outreach materials. Applicants find it helpful to summarize each section from the rest of this application, highlighting your best examples, to complete this question. For examples of previous highlight reports, please see <http://www2.ed.gov/programs/green-ribbon-schools/performance.html>).

**Summarize the district's efforts in all three pillars.**
Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

* Partnerships, memberships, or participation in a green school program the district has used to meet your green goals
* The people involved in your green goal efforts
* Your progress thus far, including results and benefits

(Maximum 150 words)

Click or tap here to enter text.

**Superintendent name, date and signature below.**

**Name:**Click or tap here to enter text. **Date:**Click or tap here to enter text.

**Submit your application:**

**Upload your application and 5-10 pictures** [here](https://survey.alchemer.com/s3/6504526/Washington-State-Green-Ribbon-Schools-Application-21-22)**.**
By uploading these pictures, you are certifying that you have student photo releases on file for any students pictured and that both OSPI and ED may use the photos to promote your school. Examples could include photos of school gardens, fitness activities, civic activities, etc.By uploading these pictures, you are certifying that you have student photo releases on file for any students pictured and that both OSPI and ED may use the photos to promote your school. Examples could include photos of school gardens, fitness activities, civic activities, etc.

Please upload a file containing OSPI photo waivers ([English](https://www.k12.wa.us/sites/default/files/public/science/pubdocs/Photo-Consent-Form_English%202021.pdf)/[Spanish](https://www.k12.wa.us/sites/default/files/public/science/pubdocs/Photo-Consent-Form_Spanish%202021.pdf)) for any and all identifiable students pictured in uploaded photos. Each waiver must be signed by a parent, guardian, or other adult responsible for the child's safety. Please note, OSPI will not be able to use photographs of students without this waiver. By attaching these waivers, you certify that waivers are present for every student who may be recognized in any photo.

Please upload a file containing a list of the photos submitted. Photo names should be numbered and include school/district names. Please include a brief caption with each photo name that describes who, what, when, where, and why the photo is important.

Should you be awarded either a Washington Green School Leader Award or ED Green Ribbon School Award, OSPI and ED would like to promote your school. **Please list any social media accounts your school has including Facebook accounts, twitter handles, etc.**

Click or tap here to enter text.

END OF APPLICATION