

OHIO GREEN RIBBON SCHOOL APPLICATION FORM

Introduction: The U.S. Department of Education's Green Ribbon School award recognizes school districts and individual schools taking a comprehensive approach to being "green" by incorporating environmental learning while maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes when possible.

This is a two-step process. The first step is to submit this form for consideration as a state nominee. If your school or district is selected, you will be asked to complete the second step of the process by providing additional information for the nominee package that will be forwarded to the U.S. Department of Education. Each state may submit up to five nominees.

Upon review of the state nominees, the U.S. Department of Education will then select and award Green Ribbons from these nominees. It is possible that more than one of a state's nominees will win an award.

Eligibility: Pre-K-12 schools (public and private) and post-secondary institutions may apply as an individual building OR as a district. If a district has previously been awarded a Green Ribbon, only individual buildings may apply afterwards should significant improvements have occurred that support each of the three Pillars.

Criteria: Applications will be reviewed based on the applicant's **demonstrated progress toward** each of the goals in the three **Green Ribbon Pillars**, which are:

- I. Net zero environmental impact;*
- II. Net positive impact on the health and performance of students and staff;*
- III. 100 percent of the school or district's graduates are environmentally and sustainability literate.*



Keep in mind as you consider applying to become a nominee:

- These are ambitious goals and few schools/districts achieve all three, or perhaps 100 percent of one of the Pillars.
- Schools/Districts demonstrating exemplary achievement in all three Pillars will receive the highest ranking.
- It is important to demonstrate concrete achievement using quantified measures when possible, as well as include supportive evidence such as photographs.
- Note that if you are applying as a district, *each building within the district* must meet criteria in each of the three Pillars.
- **Application can be no more than 20 pages (excluding photo attachments).**
- Review the [USDOE Highlights Report](#) for examples of the summary.

The Ohio Department of Education has broken down each Pillar into "elements" in order to provide more detail. Each element then has a series of questions and guidelines that will help you develop a narrative. Some questions are grouped together into categories for clarity and organization. Finally, the outline below provides a framework that the application review committee will use for scoring.

You will find a resource page of references attached to the end of this application.

Application Form Outline (Total 100 points)	Points
SUMMARY: Narrative of cutting-edge education systems	20
PILLAR I: NET ZERO ENVIRONMENTAL IMPACT	
<i>Element IA:</i> Zero greenhouse gas (GHG) emissions	15
<i>Element IB:</i> Improved water quality, efficiency and conservation	5
<i>Element IC:</i> Reduced waste production	5
<i>Element ID:</i> Use of alternative transportation to, during and from school	5
PILLAR II: NET POSITIVE IMPACT ON STUDENTS' & STAFF MEMBERS' HEALTH	
<i>Element IIA:</i> An integrated school/district environmental health program	10
<i>Element IIB:</i> High standards of nutrition, fitness and quantity	10
PILLAR III: 100% OF GRADUATES ARE ENVIRONMENTALLY & SUSTAINABILITY LITERATE	
<i>Element IIIA:</i> Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	15
<i>Element IIIB:</i> Use of the environment/outdoor learning centers and sustainability efforts to develop content knowledge and critical thinking skills	10
<i>Element IIIC:</i> Development and application of civic engagement knowledge and skills	5

Green Ribbon School Application

School Information

School: _____

District: _____

Applying as Building

Applying as District

District
Number: _____

Address: _____

County: _____

Contact
person(s): _____

Email: _____

Phone: _____

Top Official's
Name: _____

School Type (Select all that apply):

- Pre-K
- Elementary (K-5 or 6)
- Middle or Jr. High
- High School
- Post-Secondary
- Applying as K-12 District

How would you describe your school?

- Urban
- Suburban
- Rural

School Type:

- Public
- Private/Independent
- Charter
- Other:

Facebook: _____

Twitter: _____

Instagram: _____

YouTube: _____

Other: _____

School Demographics

Does your school serve *40% or more* students from disadvantaged households?

- Yes
- No

What is your total enrollment? _____

Approximately what percentage of your school's students qualify for:

- Free Lunch
- Reduced Lunch

Graduation Rate (if appropriate): _____

Attendance Rate: _____

Special Education %: _____

Minority %: _____

Pell%: _____

SUMMARY NARRATIVE

(You may want to complete this after you have completed all other sections)

Provide a 1500-word maximum narrative describing your school or district's efforts in all three Pillars; to reduce environmental impact and operating costs; improve students' and staff members' health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. Use the bullets below as a guide to frame your narrative and include relevant information that the reviewers are looking for during their evaluation of your application. USDOE makes decisions based on how well the summary is written. Review the USDOE Highlights Report for examples of previous summaries. <https://www2.ed.gov/programs/green-ribbon-schools/highlights-2017.pdf>

- Is your school or district participating in a local, state or national school program, such as the U.S. Environmental Protection Agency's ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree or others that ask you to benchmark progress in some fashion in any or all of the Pillars?
- Has your district, school, staff or student body received any awards for facilities, health or environment?
- Partnerships or memberships that your school/district have developed and student involvement to meet your green goals as well as a plan to sustain your work.

Insert narrative here:

PILLAR ONE: NET ZERO ENVIRONMENTAL IMPACT

Element 1A: Zero greenhouse gas (GHG) emissions

Provide a 800-word maximum narrative of how your school or district is progressing toward elimination of GHG emissions and waste as well as water and energy conservation.

Energy

- If you have received the U.S. Environmental Protection Agency's ENERGY STAR certification, in what year was the certification earned?
- How has the school/district reduced its total non-transportation energy use (i.e., electricity, lighting and temperature control) from an initial baseline?
- Are there any energy saving programs in place (such as "Turn the Lights Off" or other student-led programs)?
- What percentage of your energy consumption comes from on-site renewable energy generation or purchased renewable energy?

Buildings

- Have you constructed and/or renovated any buildings in the past three years?
- What percentage of the building area meets Leadership in Energy and Environmental Design (LEED) or other environmental rating standards? Have you reduced or offset the GHG emissions from building energy used?
- Have you fully implemented the U.S. Environmental Protection Agency's Guidelines for Energy Management? Do you use the Federal Guiding Principles Checklist in Portfolio Manager to assess the school building(s)?
- Are your furniture purchases certified under the Business and Institutional Furniture Manufacturers Association's "level" eco-label?
- Is a purchasing and procurement policy for energy- and water-efficient products in place?
- Are there occupy sensors or daylight harvesting controls in the building?
- Describe other indicators of your progress towards elimination of GHG.

Insert Narrative Here:

Element 1B: Improved water quality, efficiency and conservation.

Provide a 500-word maximum narrative of how your school or district is progressing toward water conservation.

- Do your facilities have low flow fixtures (such as faucets, toilets, sinks)?
- Can the school/district demonstrate a reduction in total water consumption intensity (measured in gal/square foot) from an initial baseline?
- Do you conduct audits of facilities and irrigation systems to make sure they are free of significant water leaks and to identify opportunities for savings?
- Do all outdoor landscapes consist of water-efficient or regionally-appropriate (native species and/or adapted species) plant choices?
- Are alternative water sources (e.g., greywater, which means using water from sinks or kitchens, for example) used before drinkable water for irrigation?
- If you use drinking water from a well, are your drinking water sources protected?
- Do you have a program in place to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water)?
- Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination? Are faucet screens and aerators regularly cleaned to remove particulate lead deposits?
- Is an area of the school/district grounds devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife (such as Bioswales or Rain Gardens, etc.)?
- Describe other ways you are working to improve water quality, efficiency and conservation.

Insert Narrative Here:

Element 1C: Reduced waste production.

Provide a 500-word maximum narrative of how your school or district is working toward elimination of all solid or hazardous waste through, reduced consumption, reuse practices and recycling.

Waste

- What percentage of waste is diverted from the landfill or incinerator by reuse, composting and/or recycling?
- Are you using post-consumer materials or materials managed by the Forest Stewardship Council or other certification standard when possible?
- Are procurement policies in place to encourage the purchase of recycled content materials, supplies or furniture?
- Are other waste reduction programs in place?

Hazardous waste

- How much hazardous waste do you generate per year? How is it disposed?
- Is there a Hazardous Waste Policy in place and actively enforced for storage, management and disposal of chemicals, and hazardous waste in laboratories and other areas?
- What percentage of total computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products? How do you dispose of unwanted computer and other electronic products?
- Do you use certified "green" cleaning products?
- Is your custodial program certified by the a Green Building or an equivalent standard?
- What other indicators show that you are reducing waste and eliminating hazardous waste?

Insert Narrative Here:

Element 1D: Use of alternative transportation to, during and from school.

Provide a 500-word maximum narrative of how your school or district is working toward alternative transportation or upgrading current modes of transportation.

- What percentage of students walk, bike, bus or carpool (two or more students in the car) to/from school?
- Do you have a no-idling policy and signs posted stating that all vehicles, including school buses, are to limit idling on school/district premises?
- Are all vehicle loading and unloading areas at least 25 feet away from all buildings' air intakes (including doors and windows)?
- Describe how your school/district transportation fleet is efficient and environmentally friendly (e.g. the percentage of school/district-owned electric/hybrid/alternative fuel vehicles, vehicles retrofitted with emission reduction, idle reduction equipment, or other indicators of significant reductions in emissions).
- Do you have "Safe Pedestrian Routes" to school or "Safe Routes to School" designations? Are they distributed to parents and posted in the main office?
- Describe any other accomplishments made under Pillar One toward eliminating your negative environmental impact or improving your environmental footprint.

Insert Narrative Here:

PILLAR TWO: NET POSITIVE IMPACT ON STUDENT AND STAFF HEALTH

Element 2A: An integrated school/district environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations and maintenance of schools and grounds.

Provide a 1,500-word maximum narrative of how your school or district is progressing toward improving the quality of health for students and staff.

Integrated Pest Management

- Do you have an integrated pest management plan in effect to reduce or eliminate pesticides?
- Do you notify parents and school employees about your pest control policies, methods of application and requirements for posting and pre-notification?
- Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and Material Safety Data Sheets (MSDSs) in an accessible location?
- Do you prohibit children from entering the pesticide area for at least eight hours following the application or longer, if feasible, or if required by the pesticide label?

Ventilation

- Does your school/district meet the stricter of: ASHRAE Standard 62.1-2013, ASHRAE Standard 189.1-2014 or (Ventilation for Acceptable Indoor Air Quality) OR your state or local code?
- Are local exhaust systems (including dust collection systems, paint booths and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities and chemical storage rooms?
- Have you installed energy recovery ventilation systems, where feasible, to bring in fresh air while recovering the heating or cooling from the conditioned air?

Contaminant Controls

- Radon: Have all ground-contact classrooms been tested for radon within the past 24 months?
- Carbon Monoxide: If you have combustion appliances, do you have an inventory of all combustion appliances and do you annually inspect these appliances?
- Mercury: Which unnecessary mercury containing devices have you replaced with non-mercury devices?
- Do you recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations?

- **Chromated Copper Arsenate:** Have you replaced or sealed wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate within the past 12 months? What percentage?
- **Secondhand Tobacco Smoke:** Do you prohibit smoking on campus?
- **Asthma Control:** Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?
- **Indoor Air Quality (IAQ):** Do you have a comprehensive indoor air quality management program consistent with IAQ Tools for Schools?
- **Moisture Control:** Are all structures visually inspected on a regular basis and free of mold, moisture and water leakage?
- Describe any other measures regarding the school or district's built and natural environment that you take to protect student and staff health.

Insert Narrative Here:

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

Provide an 800-word maximum narrative of how your school or district is progressing toward improving the physical health for students and staff.

Fitness and Outdoor Time

- What is the average amount of time over the past year that each student engages in school-supervised physical education and/or outdoor time per week?
- Do you have outside classrooms or learning labs available?

Food

- Have you earned USDA's Healthier U.S. School Challenge award for school food?
- What percentage of food purchased is certified as environmentally preferable (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?
- What percentage of food purchased is grown and processed within 200 miles of the school/district (including food grown on school grounds)?
- Does the school/district have an onsite garden in which the students participate?

Ultraviolet (UV) Safety

- Does your current student body participate in [EPA's Sunwise Program](#) or an equivalent program? What percentage?
- Describe any other health and fitness programs.

Insert Narrative Here:

PILLAR THREE: 100 PERCENT OF THE SCHOOL OR DISTRICT'S GRADUATES ARE ENVIRONMENTALLY AND SUSTAINABILITY LITERATE

There are many pathways to achieving a 100 percent environmental and sustainability literacy rate. Provide an 800-word maximum narrative about how your school or district is progressing toward improving the Environmental Literacy for students and staff.

Learning and Environmental Literacy

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

- Does your school or district have a graduation requirement for environmental or sustainability literacy?
- What percentage of last year's graduates scored proficient or better during their high school career on state or school environmental education, sustainability or environmental science assessments?
- Briefly describe the assessment you use.
- How are environmental and sustainability concepts integrated throughout the curriculum?
- Is your curriculum aligned to the state science standards 2002 or 2010?
- What percentage of your graduates last year completed Advanced Placement Environmental Science during their school career?
- What percentage of AP students scored three or better on the Advanced Placement Environmental Science assessment?
- If your school/district does not conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on the state science education assessments last year?
- Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year?
- Does your environmental education curriculum pay particular attention to scientific practices, 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, and applications based on evidence?
- Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level?
- How are the sustainable elements of your building used as an educational opportunity?

Insert Narrative Here:

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy.

Provide an 800-word maximum narrative of how your school or district is progressing toward improving the use of the environment and sustainability to improve STEM knowledge and problem-solving skills.

- Do your students graduate with a robust general science education that includes a deep understanding of life, physical and earth sciences?
- What percentages of enrollment are in environmental sciences, earth sciences, biological sciences, statistics and STEM post-secondary school or career-intended focus?
- Does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus specifically on environmental STEM and sustainability fields, studies and/or careers?
- Does your curriculum provide career preparation, career-technical education programming, agricultural and environmental systems career field, college-level science or math course enrollment or specific science/math assessments with an environmental focus?
- Does your school participate in a STEM Career program?

Insert Narrative Here:

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

Provide a 500-word maximum narrative of how your school or district is progressing to improve civic and community partnership toward sustainability.

Community and Civic Engagement

- What percentage of last year's graduates scored proficient or better on a service learning or community engagement skills assessment?
- Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level?
- Do you partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance the school/district and community toward sustainability and other environmental issues?
- Do you have outdoor classrooms on your grounds that include native plantings or a community garden? If yes, how do you use them to teach an array of subjects in context, engage the broader community and develop civic skills?
- What are other indicators or benchmarks of your progress toward the goal of 100 percent of your graduates being environmental and sustainability literate?

Insert Narrative Here:

IMPORTANT APPLICATION GUIDANCE

Application *should not exceed 20 pages* including supporting documentation.

Submit your completed application as a *Word document* to:

OhioGreenRibbonSchools@education.ohio.gov

You may include supporting documents mentioned in narratives to show the qualifications of your school or district as long as you do not exceed 20 pages. Include a summary list of any supporting documents as a Word document. Supporting documents scanned into an Adobe PDF **will not be able to be submitted** to the U.S. Department of Education if applicant is chosen to proceed. Only searchable text files will be accepted as they meet the 508 Compliance. The U.S. Department of Education must follow standards from Section 508 of the Rehabilitation Act as amended in 1998.

Submit up to 3-5 digital action/candid photos of your program with a brief description. If your application is selected photos will be submitted with your application to USDOE. These photos are not counted towards your 20 page limit.

QUESTIONS?

If you have questions during this application, please contact Jenny Adkins at jennya@madscientistassociates.net or the Brenda Metcalf of the Environmental Education Council of Ohio at director@eeco-online.org.

SUPPLEMENTAL RESOURCES

The link to Ohio Department of Health's fact sheets for schools is <http://www.odh.ohio.gov/odhprograms/eh/schooleh/resourcespage.aspx>

Ohio Department of Health's "Creating Healthy School Environments Step By Step Voluntary Guidelines for Ohio Schools" posted at <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/School-Environmental-Health/voluntary-guidelines-for-schools>

US EPA's "Healthy School Environments" web page <http://www.epa.gov/schools/>.

Chapter 7 on Sustainable Design in the Ohio School Design Manual published by the Ohio Facilities Construction Commission, <https://ofcc.ohio.gov/Resources/Design-Manual-OSDM/2019-OSDM>

Ohio Green Ribbon Schools, <http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Awards-and-Recognition/Ohio-Green-Ribbon-Schools>

USDOE Green Ribbon Schools, <https://www2.ed.gov/programs/green-ribbon-schools/index.html>