

Green Ribbon Schools (GRS) Application: Short Form

Coordination between all parties (principal, green team leaders, facilities, etc.) is often difficult, so the goal of this “short” form is to provide an estimate of a school’s GRS potential. The form should take under 20 minutes to complete.

An applicant can then:

- Determine an estimate of where their school might score.
- Determine categories that they can improve upon. In some cases, a small effort might contribute to a great deal of GRS points due to the large impact the change has on the school.
- Determine categories that require coordination with the principal, MOT, district business managers, facilities, and/or the Superintendent,
- Assist the Central Coast Green Building Council (CCGBC) and the Cuesta Sustainability Resource Center (CSRC) in completing the GRS process (applications due yearly on Dec.30).
- Apply for the CCGBC \$500 mini-grant.
- Request a consultation with a CCGBC Education Coordinator to develop a school sustainability plan.

School Information

Please answer the following information to best of your ability.

School District:	
School Name:	
School Address:	
School website:	
# of students:	# of staff/faculty:



Green Team

Enter the names and titles of your Green Team. Consider administrators, teachers, maintenance staff, students, parents, and community members.

Name:	Title: Green Team Leader
Phone:	Email:
Name:	Title: Principal
Phone:	Email:
Name:	Title:
Phone:	Email:
Name:	Title:
Phone:	Email:
Name:	Title:
Phone:	Email:
Name:	Title:
Phone:	Email:
Name:	Title:
Phone:	Email:
Name:	Title:

Phone:	Email:

Directions:

Please circle (Y) “yes”, (N) “no”, (?) “I don’t know”, or (!) “I think we could with some guidance!” to the following questions.

NOTE: More in depth explanations will need to be provided for the official application. Your answers below will help establish a baseline as we develop a Green Schools plan for your school.

Cross-cutting Questions (Current Participation) [5 points total]

- Y N ? ! - Does your school participate in any benchmarking programs? [1.5 points]
- Y N ? ! - Has your school, staff, or student body received any awards for facilities, health, or environment? [1.5 points]
- Y N ? ! - Does the school hold a forum or committee where all representative stakeholders involved in the daily operation of the school (such as students, faculty, parents, community volunteers, maintenance staff, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts? [2 points]

Pillar I: Reduced Environmental Impact and Costs

Element IA – Energy [15 points total]

- Does your school have any of the following in place?
 - Y N ? ! - A plan or participate in a program to manage and reduce energy use (e.g., school wide energy audit, energy monitoring, campus pledge, etc.) [2 points]
 - Y N ? ! - Access to energy data from school district (to be used to establish a baseline; and calculate a reduction in use and GHG emissions)? [4 points]
 - Y N ? ! - Track resource use (e.g., *EPA ENERGY STAR Portfolio Manager*)? [2 points]
 - Y N ? ! - On-site &/or purchased Renewable energy generation (e.g. solar)? [2 point]
 - Y N ? ! - Retrofit history? Aware of green strategies, certifications, or awards? [5 point]

Element IB – Water and Grounds [5 points total]

- Does your school have any of the following in place?
 - Y N ? ! - Access to water utility data (or else can conduct an audit)? [1.5 points total]
 - Y N ? ! - Water efficient landscape strategies? [1.5 points total]
 - Y N ? ! - School Water reduction strategies? [1.5 points total]
 - Y N ? ! - Outdoor Classroom? [0.5 points total]

Element IC – Waste [5 points total]

- Does your school have any of the following in place?
 - **Y N ? !** - Waste diversion/reduction, recycling, &/or composting data (e.g., survey, facilities, etc.)? [1.75 points]
 - **Y N ? !** - Compost system [1 point]
 - **Y N ? !** - Hazardous waste reduction/elimination and disposal? [1 point]
 - **Y N ? !** - Green purchasing plan? [1.25 point]

Element ID – Alternative Transportation [5 points total]

- **Y N ? !** - Conduct a student transportation survey [1 point]
- Implementation of: [1 point]
 - **Y N ? !** - designated carpool parking stalls & or electric vehicle charging stations [0.25 points]
 - **Y N ? !** - A well-publicized no-idling policy & vehicle loading/unloading areas at least 25 feet from building intakes, doors, and windows. [0.25 points]
 - **Y N ? !** - A “walking bus” program in which adults accompany groups of students [0.25 points]
 - **Y N ? !** - Secure storage (such as lockers, racks, or rooms) is provided to encourage human-powered modes of transportation to school. [0.25 points]
- **Y N ? !** - Participate in *Safe Pedestrian Routes to School* or *Safe Routes to School*. [1 point]
- **Y N ? !** - Implement any other transportation efficiency strategies (e.g., designated walk/bike days, bike rodeos, assemblies, etc.) [2 points]

Pillar II: Improve the Health and Wellness of Students and Staff

Element IIA – Environmental Health [15 points total]

- **Y N ? !** - Our school (district) has a written an *Integrated Pest Management (IPM) plan* and recordkeeping procedures that can be shared. [2 points]
- Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (*check all that apply*) [2.5 points]
 - **Y N ? !** - Use of *Healthy Schools Act* exempt pesticide products [0.5 points]
 - **Y N ? !** - Our school prohibits smoking on campus and in public school buses. [0.25 points]
 - **Y N ? !** - Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. [0.25 points]
 - **Y N ? !** - Our school uses fuel burning appliances and has taken steps to

protect occupants from carbon monoxide (CO). [0.25 points]

- **Y N ? !** - Our school does not have any fuel burning combustion appliances. [0.25 points]
- **Y N ? !** - Our school adheres to the *Asbestos Act* and has an asbestos management plan in place. [0.25 points]
- **Y N ? !** - Our school has tested all frequently occupied rooms at or below ground level for radon gas at or above 4 pCi/L [0.25 points]
- **Y N ? !** - Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. [0.25 points]
- **Y N ? !** - Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean-up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party-certified green cleaning products. [0.25 points]
- Which of the following indoor environmental standards are employed at your school? [5.5 points]
 - **Y N ? !** - The classrooms in our school have good acoustics (less than 45 dBA). [1 point]
 - **Y N ? !** - The classrooms in our school have good day-lighting and high-quality electrical light when needed. [1 point]
 - **Y N ? !** - The classrooms in our school have good relative humidity control & exceed minimum outdoor air exchange rates [1 point]
 - **Y N ? !** - The classrooms in our school have views of trees and nature. [1 point]
 - **Y N ? !** - Our school has installed local exhaust systems for major airborne contaminant sources. [0.5 point]
 - **Y N ? !** - Building's ventilation system and all unit ventilators are maintained and cleaned; and operating properly. [0.5 point]
 - **Y N ? !** - Implement other steps to protect indoor environmental quality (e.g., *EPA IAQ Tools for Schools*, periodic inspections, etc.). [0.5 point]
- It is known... [1 point]
 - **Y N ? !** - Where their school's drinking water comes from [0.5 point]
 - **Y N ? !** - Whether the drinking water is protected from potential contaminants. [0.5 point]
- Does your school have any of the following in place? [5 point]

- **Y N ? !** - Prevents exposure to asthma triggers (e.g., using asthma-safer cleaning chemicals).[1 point]
- **Y N ? !** - Controls moisture from leaks, condensation, and excess humidity [0.5 point]
- **Y N ? !** - Ensure buildings and site soils are lead-safe. [0.5 point]
- **Y N ? !** - Controls and manages chemicals routinely used in the school to minimize student and staff exposure, including staff training programs and safer alternatives. [1 point]
- **Y N ? !** - Healthier and greener cleaning custodial program [1 point]
- **Y N ? !** - Protects outdoor environmental quality, such as reducing vehicle idling, planting trees, etc. [1 point]

Element IIB – Health and Wellness [15 points total]

- Which of the following practices does your school employ?
 - Food and Nutrition[1 point]
 - **Y N ? !** - Our school has been recognized in the *USDA's Healthier US School Challenge &/or Alliance for a Healthier Generation*
 - **Y N ? !** - Our school participates in a *Farm to School* program to use local, fresh food (e.g., *California Thursdays*).
 - **Y N ? !** - The food purchased by our school is certified as environmentally preferable;
 - **Y N ? !** - Our school provides staff, students, and families information on nutrition education and/or programs.
 - School Gardens [1 point]
 - **Y N ? !** - Our school has one or more on-site gardens maintained by students, staff, and/or families [0.25 points]
 - **Y N ? !** - Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community. [0.25 points]
 - **Y N ? !** - All students in every grade receive instructional time in a school garden. [0.25 points]
 - **Y N ? !** - Garden &/or farming partnerships exist without local community and organizations. [0.25 points]
 - Physical Education [2.5 point]
 - **Y N ? !** - Our students spent at least 120 minutes per week over the past year in school-supervised physical education. [0.5 points]
 - **Y N ? !** - At least 50% of our students' annual physical education

takes place outdoors. [0.5 points]

- **Y N ? !** - Health measures are integrated into assessments. [0.5 points]
- **Y N ? !** - Describe the types of outdoor education, exercise, and recreation available, including time spent in the garden and opportunities for students to engage in **child-led, child-directed physical play activities** outside of formal physical education.[1 point]
- Wellness [4.5 point]
 - **Y N ? !** - Our school has an active wellness committee that meets at least quarterly. [0.25 points]
 - **Y N ? !** - Our local school wellness policy addresses positive environmental and health impacts that have helped green our school. [0.25 points]
 - **Y N ? !** - Our wellness policies and practices extend into afterschool programs and/or activities. [0.25 points]
 - **Y N ? !** - At least 50% of our students have participated in a wellness program (e.g., *EPA's SunWise*) [0.25 points]
 - **Y N ? !** - Describe any other efforts to improve health and wellness, highlighting innovative or unique practices and partnerships with local growers, businesses, and community partners. [2 points]
 - **Y N ? !** - Describe the efforts being made to increase **staff wellness** (physical fitness, mental health, nutrition, sun exposure, etc.). [1.5 points]
- Health [6 points]
 - **Y N ? !** - Does your school use an established health-related initiative to address overall school health issues (e.g., *Coordinated School Health*) [2 points]
 - **Y N ? !** - Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? [2 points]
 - **Y N ? !** - Do your students have daily access to a school nurse and counselor and/or a school-based health center?[0.5 point]
 - **Y N ? !** - Describe your school's efforts to support student mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.).[1.5 points]

Pillar III: Effective Environmental and Sustainability Education

Element IIIA – Interdisciplinary Learning [20 points total]

- Which practices does your school employ to help ensure effective, place-based,

environmental and sustainability education?

- **Policies [6 points]**
 - **Y N ? !** - A written definition of environmental literacy and/or a definition of environmental learning outcomes including knowledge, skills, positive attitudes, and civic responsibility. [1.5 points]
 - **Y N ? !** - An environmental or sustainability literacy requirement. [1.5 points]
 - **Y N ? !** - A set of policies to promote environmental education and sustainability. [1.5 points]
 - **Y N ? !** - A green schoolyard vision statement and/or master plan that guides the development of school grounds over time. [1.5 points]
- **Academic Programs [8 points]**
 - **Y N ? !** - An academic program that integrates environmental and sustainability concepts across the curriculum. [2 points]
 - **Y N ? !** - A garden program that is integrated in the curriculum. [2 points]
 - **Y N ? !** - A way to assess student environmental and sustainability learning and achievement. [2 points]
 - **Y N ? !** - Professional development in environmental and sustainability education for all teachers and staff. [2 points]
- **Co-Curricular Programs [6 points]**
 - **Y N ? !** - An environmental or sustainability student club, and/or a school Green Team [1.5 points]
 - **Y N ? !** - Field trips for students to study environmental education at outdoor programs, science museums, zoos, aquariums, parks, and farms. [1.5 points]
 - **Y N ? !** - A school program that includes service learning projects that incorporate environmental topics. [1.5 points]
 - **Y N ? !** - A way to use the buildings, grounds, and neighborhood to teach place-based environmental education and foster local ecological literacy in a hands-on manner. [1.5 points]

Element IIIB – STEM Content, Knowledge, and Skills [5 points total]

- Students demonstrate sustainability and the environment as a context for learning in:
 - **Y N ? !** - science, technology, engineering, and mathematics thinking skills and content knowledge? [2.5 points]
 - **Y N ? !** - green technologies and career pathways? [2.5 points]

Element IIIC – Civic Knowledge and Skills [10 points total]

- **Y N ? !** - Students engage in civic/community engagement projects integrating environment and sustainability concepts at every grade level. [2 points]
- **Y N ? !** - Students engage in meaningful outdoor learning experiences at every grade level. [2 points]
- **Y N ? !** - School participates in California's annual celebration of *Living Schoolyard Month*. [0.5 point]
- **Y N ? !** - Outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. [2 points]
- **Y N ? !** - Partnerships with the local community (e.g., academic, business, government, non-profit, and non-formal science institutions) help advance the school, other schools, school districts, and the greater community toward the *Three Pillars*. [2 points]
- **Y N ? !** - The school participates in other programs or features not included in this application that demonstrate ways that your school integrates core environmental, sustainability, STEM, green technology, and civics into curricula while highlighting innovative or unique practices and partnerships that provide effective environmental and sustainability education. If applicable, you may include examples of the evolution of your program over time. [1.5 points]

US Green Ribbon Schools Score Sheet

(for scoring by the Green Schools Committee)

ED-GRS Pillars and Elements	Points Possible	Estimated Points
Cross-Cutting Questions: Participation in green school programs	5 points	
Pillar 1: Reduce environmental impact and costs – 30%		
Element IA: Reduced or eliminated greenhouse gas (GHG) emissions – energy, buildings	15 points	
Element IB: Improved water quality, efficiency, and conservation – water, grounds	5 points	
Element IC: Reduced waste production – waste, hazardous waste	5 points	
Element ID: Use of alternative transportation	5 points	
Pillar 2: Improve the health and wellness of students and staff – 30%		
Element IIA: Integrated school environmental health program – integrated pest management, contaminant controls and ventilation, asthma control, indoor air quality, moisture control, chemical management	15 points	
Element IIB: Nutrition and fitness – fitness and outdoor time, food and nutrition	15 points	
Pillar 3: Provide effective environmental and sustainability education, incorporating STEM, civic skills, and green career pathways – 35%		
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems	20 points	
Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points	
Element IIIC: Development and application of civic knowledge and skills	10 points	
Total	100 points	

Scoring Notes:

- For the purposes of this “short form” survey, all “Yes” answers receive full points. A “No” or “?” receive zero points. A “!” receives partial points (weighted at 50%).
- We will respond to all question (?) and potential (!) marks during the development of a

sustainability action plan, and can update the survey as more information is obtained.

- The minimum score for the official GRS application requires a 55 (bronze). As every school has unique strengths, it is acceptable to be lacking in some categories and still receive recognition.