



KANSAS
state department of
EDUCATION
leadership and support through student learning



Introduction

Kansas Green Ribbon Schools Nomination Form

The U.S. Department of Education's Green Ribbon Schools award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a two step process. The first step is to complete and submit this form to be selected as a state nominee. If your school is subsequently selected, you'll be asked to complete the second step of the process by providing additional information for the nominee package that will be forwarded to the US Department of Education.

Four items are important to keep in mind as you consider applying to become a nominee for a US Department of Education Green Ribbon award:

- 1) These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars;
- 2) Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking;
- 3) It is important to demonstrate concrete achievement, using quantified measures wherever possible;
- 4) Be sure to also send supporting documents when they are available to info@kansasgreenschools.org and be sure to clearly identify the school name and supporting documentation you are attaching.

Again, please remember, it is unlikely that any school has achieved the ambitious goals outlined by the US Department of Education and we encourage all schools that are working on greening their

schools while greening their curriculum to apply!

For questions, please contact the Kansas State Department of Education Science Coordinator, Lizette Burks at: lburks@ksde.org or the Kansas Association for Conservation and Environmental Education, Laura Downey at ldowney@kacee.org

APPLICATIONS ARE DUE JANUARY 15, 2019!



School Information

Please tell us about your school:

* 1. Name of School:

2. School Type: (check all that apply)

- Elementary K-5 or 6
- Elementary K-8
- Middle
- High
- Public
- Private
- Charter

3. How would you describe your school?

- Urban
- Suburban
- Rural

4. School Type

- Public
- Private/Independent
- Charter
- Magnet

* 5. School District Number:

6. School Address:

Address:

Address 2:

City/Town:

State:

ZIP:

Country:

Phone Number:

7. Lead Contact:

Name:

Email Address:

Phone Number:

8. If the principal is not the contact person on this application please provide the following:

Principal's Name:

Phone Number:

Email:

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

- Yes
- No

10. School Demographics--Approximately what percentage of your school's students qualify for:

Free Lunch:

Reduced Lunch:

11. Approximately what percentage of students in your school are limited English proficient?

Percentage:

12. Graduation Rate (if appropriate):

13. Attendance Rate:

* 14. What is your total enrollment?

Total School Enrollment:



Summary Narrative

* 15. SUMMARY NARRATIVE: (YOU MAY WANT TO COMPLETE THIS AFTER YOU HAVE COMPLETED ALL OTHER SECTIONS)

Provide an 800 word maximum narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (NOTE: This is the 800 word summary that will be used to describe your school's programs and efforts towards the three pillars. If selected for an award it will be used in press releases and other outreach materials. You may want to return to this question after answering the remaining questions below.)

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

- Partnerships or memberships the school has developed to meet your green goals
- Student involvement in your Green School efforts
- Your progress thus far, including results and benefits
- The plan to sustain your work

(Maximum 800 words)

16. Is your school participating in a local, state or national school program (Kansas Green Schools, EPA Energy Star Portfolio Manager, etc.) which asks you to benchmark progress in some fashion in any or all of the Pillars.

Yes

No

Program(s) and level(s) achieved:

17. Has your school, staff or student body received any awards for facilities, health or environment?

Yes

No

Award(s) and year(s):



Pillar 3

PILLAR THREE: III. Effective Environmental and Sustainability Education (40 points total)

- **Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems (20 points);**
- **Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy (10 points); and**
- **Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community (10 points).**

There are many pathways to achieving a 100% environmental and sustainability literacy rate. Please answer all of the questions below, and you may supplement this information by also describing alternative benchmarks of progress (see final question).

18. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

- Our school has an environmental or sustainability literacy requirement.
- Environmental and sustainability concepts are integrated throughout the curriculum.
- Environmental and sustainability concepts are integrated into assessments.
- Students evidence high levels of proficiency in these assessments
- Professional development in environmental and sustainability education are provided to all teachers.
- For High Schools Only: Our school has active enrollment in an AP Environmental Science course(s).

Specific examples, highlighting innovative or unique practices and partnerships. Describe how your partnerships help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships

19. Describe how environmental and sustainability education at your school supports teaching science and engineering practices (e.g., 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 from evidence) and supports robust general science education that includes a deep understanding of life, physical, and earth sciences. (Maximum 200 words)

20. Describe how your curriculum connects classroom content to college and career readiness, particularly post-secondary options that focus on environmental and sustainability field studies and/or careers.

(Maximum 200 words)

* 21. Describe your students' civic and/or community engagement experiences integrating environmental and sustainability topics/concepts, field studies, community service, etc. Address if and how students conduct an age-appropriate community engagement projects around a self-selected environmental or sustainability topic at every grade level; and partnering with local academic, business, informal science institutions and/or other schools to help advance the school toward the 3 Pillars and/or assist the progress of (an) other school(s), particularly a school with lesser capacity in these areas) (Maximum 200 words)

22. Describe students' meaningful outdoor learning experiences at every grade level and how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

23. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)

24. We are submitting additional supporting photographs and/or video to info@kansasgreenschools.org

- Yes
- No



Pillar Two: Improve the health and wellness of schools, students, and staff

Pillar 2: Improve the health and wellness of students and staff

- **An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student, visitor and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds (13 points); and**
- **High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff (12 points).**

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

- Our school implements an up-to-date Integrated Pest Management program.
- Our school implements an up-to-date Indoor Air Quality Management Plan modeled after the EPA's Indoor Air Quality (IAQ) Tools for Schools or other national recognized model.
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
- Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure.
- Our school has a comprehensive green cleaning program.
- Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
- Our school has an Asthma Management Program consistent with the National Asthma Education and Prevention Program.
- Our school has a chemical management program in place, with elements of purchasing, inventory, storage, training, spills, and hazards communication

26. Use the list above as a guide to describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (Maximum 250 words)

27. Does your school take any other steps to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. NOTE: This might include the Kansas Green Schools Investigation: Healthy Schools.

Yes

No

Describe:



Pillar Two: Improved Health and Wellness

Nutrition and Fitness

Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

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

- Our school participates in the "Coordinated School Health" program (www.cdc.gov/HealthyYouth/cshp/).
- Our school participates in the USDA's Healthier School Challenge.
- Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria.
- Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.
- Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.
- At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.
- At least 50% of our students have participated in the EPA's Sunwise or equivalent program (to protect students from skin cancer).
- Our school integrates health measures into student assessments.

Other:

29. Use the list above as a guide to describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Highlight any innovation and/or unique partnerships. (Max. 250 words)



Pillar I. Reduced Environmental Impact and Costs

- **Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power; (10 points)**
- **Improved water quality, efficiency, and conservation; (10 points)**
- **Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; (5 points)and**
- **Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies. (5 points)**

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

- Our school participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.
- Our school has met our energy conservation target every year since we started our program.
- Our school energy use is tracked and bench marked using EPA ENERGY STAR Portfolio Manager or an equivalent program.
- 5% or more of the energy used at our school is obtained from on-site or off-site renewable energy sources.
- Our school was built or modernized to meet Leadership in Energy and Environmental Design (LEED), Green Globes, Living Building Challenge, or another green building standard.
- Our school has a greenhouse gas emission reduction plan in place that targets energy use. We measure our annual progress against our reduction goal.
- Our students helped to collect data, analyze and implement actions plans whenever appropriate (e.g. Kansas Green Schools Energy Investigation).

Other:

31. Use the list above as a guide to describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you engage students, how you set your goals for reduction, and how you measure your progress. Also include any student learning objectives, and the educational and environmental benefits to date. (Maximum 250 words)

32. Other indicators of your progress towards reductions of greenhouse gas emissions and/or increased energy efficiency (describe in detail and include metrics if available including information from completion of the Kansas Green Schools Energy Investigation)



Pillar One: Water and Grounds

33. Which of the following practices contribute to the protection and conservation of the school domestic (drinking) water? (Check all that apply)

- We are served by a community/city/county owned water provider that is required to report annually on the quality of our water.
- Our school has a plan to minimize run-off and limit impermeable surfaces.
- Our school has its own well and we do water sampling in accordance with our local and state health authorities.
- Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.
- We have a water reduction plan in place that includes:
 - low-flow water fixtures
 - native drought-tolerant plants
 - minimal or no landscape irrigation
- Our school water use is tracked and bench marked using EPA ENERGY STAR Portfolio Manager or an equivalent program.
- We use only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation.
- Our school has a greenhouse gas emission reduction plan in place that targets water use. We measure our annual progress against our reduction goal.
- Our school engages students in collecting water use data, analyzing and implementation of water use plans.

Other (please specify)

34. Use the list above as a guide to describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. Describe any efforts by the school to minimize its water quality impacts and any student learning objectives, and the educational and environmental benefits to date. (Maximum 250 words)

35. Other ways you are working to improve water quality, efficiency, and conservation (including action plans from Kansas Green Schools Water Investigation):



Pillar One: Waste reduction

36. Which of the following programs has the school initiated and maintained to reduce solid waste, eliminate hazardous waste, and procure environmentally preferable products? (Check all that apply)

- Our school has initiated and maintained a solid waste management plan that includes waste reduction practices, collection of recyclable and compostable materials, elimination of hazardous waste, and preferred-purchasing requirements.
- Our recycling program collects every material that is collected in our city/county.
- Our school composts organic materials on site.
- Our school only purchases office/classroom paper that is 50% or more post-consumer material.
- Our school only purchases office/classroom paper made of fibers from forests certified as responsibly managed in accordance with Forest Stewardship Council, Sustainable Forestry Initiative, or a comparable certification standard.
- Our school purchases office/classroom paper that is totally chlorine-free (TCF) or processed chlorine free (PCF).
- All new furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or a comparable standard.
- Hazardous and dangerous products at our school have been reduced or eliminated.
- Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations.
- Our school has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal.
- Our school uses green cleaning supplies.
- Our students are engaged in collecting data, analyzing and applying data analysis to develop and implement waste reduction and green purchasing.

Other (please specify)

37. Use the list above as a guide to describe your solid waste management plan, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing. (Maximum 250 words)

38. Other indicators that you are reducing waste and eliminating hazardous waste (including action plans from Kansas Green Schools Waste and Recycling Investigation):



Pillar One: Alternative Transportation

39. Our school provides the following alternative transportation options to driving in single occupancy vehicles to and from school. (Check all that apply)

- Our school participates in a "Safe Routes to School" or similar program.
- Our school has designated carpool parking stalls.
- Our school offers yellow school bus service.
- Our school is served by city/Metro public transportation service.
- All school buses that serve our students were built after 1994 when the first emission standards were adopted.
- Our school has a well-publicized no idling policy that applies to all vehicles including school buses.
- Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows.
- Our school has a greenhouse gas emission reduction plan in place that targets transportation. We measure our annual progress against our reduction goal.

Other (please specify)

40. Use the list above as a guide to describe alternative transportation options to driving in a single occupancy vehicle to and from school. Include how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. Discuss how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions): (Maximum 250 words)

41. Describe any other efforts to engage students toward reducing environmental impact, focusing on innovative or unique practices and partnerships, including investigations and action planning from Kansas Green Schools Investigations:



Cross-Cutting Question

(5 points)

42. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships, including investigations and action planning from Kansas Green Schools Investigations and recognition or other local, state, or national green schools program (Eco Schools USA, Project Learning Tree Green Schools). Describe levels completed, recognitions, etc. Describe any awards for environmental stewardship, student and staff health and wellness, or environmental education/civic programs received by school, staff, students or student groups in the past five years. (NOTE: THIS IS AN OPPORTUNITY TO SHARE ANY ADDITIONAL INFORMATION YOU WOULD LIKE THE REVIEW COMMITTEE TO CONSIDER IN REGARDS TO YOUR SCHOOL'S NOMINATION):



Certification

By clicking submit, you certify that you are authorized by your building administrator to submit a nomination on behalf of your school.

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, in no case is a private school required to make any certification with regard to the public school district in which it is located.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.

5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.

7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.