

Lead Applicant Last Name (if different from principal)

Lead Applicant Email

Lead Applicant Phone Number

Level

- Elementary (PK - 5 or 6)
- K - 8
- Middle (6 - 8 or 9)
- High (9 or 10 - 12)

School Type

- Public
- Private/Independent
- Charter

How would you describe your school?

- Urban
- Suburban
- Rural

Does your school have at least 40 percent of your students from a disadvantaged background?

- Yes
 - No
-

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Application Outline:

<u>Green Ribbon Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Questions: Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts	5 points
<u>PILLAR ONE: Net zero environmental impact: 30%</u>	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation	5 points
<u>PILLAR TWO: Positive impact on student and staff health: 30%</u>	
Element 2A: An integrated school environmental health program Integrated Pest Management	15 points

Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points
<u>PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate: 35%</u>	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic engagement knowledge and skills	10 points
TOTAL	100 points

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Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?

- Yes
 No

Program(s) and level(s) achieved:

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

- Yes
- No

Award(s) and year(s):

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Pillar 1: Environmental Impact and Energy Efficiency

Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main elements:

- A) Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements and on-site renewable energy and/or purchase of green power.
- B) Improved water quality, efficiency, and conservation.
- C) Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.
- D) Expanded use of alternative transportation to, during and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.

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Can your school demonstrate a reduction in its Greenhouse Gas emissions?

- Yes
- No

Please provide the following information:

Percentage reduction

Time period measured (mm/yyyy - mm/yyyy)

Initial GHS emissions rate (MT eCO2/person)

Final GHG emissions rate (MT eCO2/person)

Offsets

How did you document this reduction?

Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

- Yes
 - No
-

If your school received the certification, please note the year it was achieved and the score received:

Has your school reduced its total non-transportation energy use from an initial baseline?

- Yes
 - No
-

Please provide the following information:

Percentage reduction

Measurement unit used (kBTU/square foot, kBTU/student, annual therms, etc.)

Time period measured (mm/yyyy - mm/yyyy)

How did you document this reduction (ie. ENERGY STAR portfolio, district report)?

What percentage of your school's energy is obtained from:

On-site renewable energy generation

Type

Purchased renewable energy

Type

Participation in USDA Fuel for Schools, DOE
Wind for Schools or other federal or state
school energy program

In what year was your school constructed?

What is the total building area of your school?

Has your school constructed a new building or renovated an existing building in the past ten years?

- Yes
- No

Please provide the following information:

What is the total constructed area?

What is the total renovated area?

What percentage of the total building area
does this construction/renovation represent?

Which certification (if any) did the school
receive and at what level (e.g. CHPS Verified,
CHPS Verified Leader, CHPS Designed, LEED
Certified, Silver, Gold, Platinum)?

Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?

- Yes
- No

Please provide the following information:

What percentage of the existing building area has achieved green build standards (LEED, CHPS, Green Globes, or other standards)?

What is the total building area (in sq. ft.)?

Which certificate did the school receive and at what level?

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Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

No

Please provide the following information:

Average Baseline water use (gallons per occupant)

Current water use (gallons per occupant)

Percentage reduction in domestic water use

Percentage reduction in irrigation water use

Time period measured (mm/yyyy - mm/yyyy)

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)?

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate?

What types of plants are used and where are they located?

Describe alternate water sources used for irrigation. (Maximum 50 words)

Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (Maximum 50 words)

Our school's drinking water comes from:

- Municipal water source
 - Well on school property
 - Other
-

Please describe how the water source is protected from potential contaminants. (Maximum 50 words)

Describe the program you have in place to control lead in drinking water (Maximum 50 words)

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What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?

A - Monthly garbage service in cubic yards
(garbage dumpster size(s) x number of
collections per month x percentage full when
emptied or collected).

B - Monthly recycling volume in cubic yards
(recycling dumpster sizes(s) x number of
collections per month x percentage full when
emptied or collected).

C - Monthly compostable materials volume(s)
in cubic yards (food scrap/food soiled paper
dumpster size(s) x number of collections per
month x percentage full when emptied or
collected).

Recycling Rate = $(B + C) \div (A + B + C) \times 100$

Monthly waste generated per person =
(A/number of students and staff)

What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed and/or chlorine-free?

Please provide the following information about your school's hazardous waste

List the types of hazardous waste generated
(Flammable liquids, corrosive liquids, toxics,

mercury or other)

How is hazardous waste measured?

1. Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word Maximum)

Which green cleaning standard is used?

Does your school use "third party certified" green cleaning products?

- Yes
 - No
-

Please provide the following information about the green cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products?

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use?

What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

How was this data collected and calculated? (Maximum 50 words)

Which of the following policies or programs has your school implemented:

- Our school has designated carpool parking stalls.
- Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- Our school has established Safe Pedestrian Routes to school which are distributed to parents and posted in our office.
- Our school participates in a "Safe Routes to School" program

Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word Maximum)

Describe any other efforts towards reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word Maximum)



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

Pillar 2 includes two main Elements:

A) An integrated school 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.

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

Each question in this section is designed to measure your school's progress toward Pillar 2.

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What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:

Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (Please check all that apply)

- Our school prohibits smoking on campus and in public school buses.
 - Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
 - Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)
 - Our school does not have any fuel burning combustion appliances
 - 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 identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.
-

Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word maximum)

Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)

Our School has installed local exhaust systems for major airborne contaminant sources.

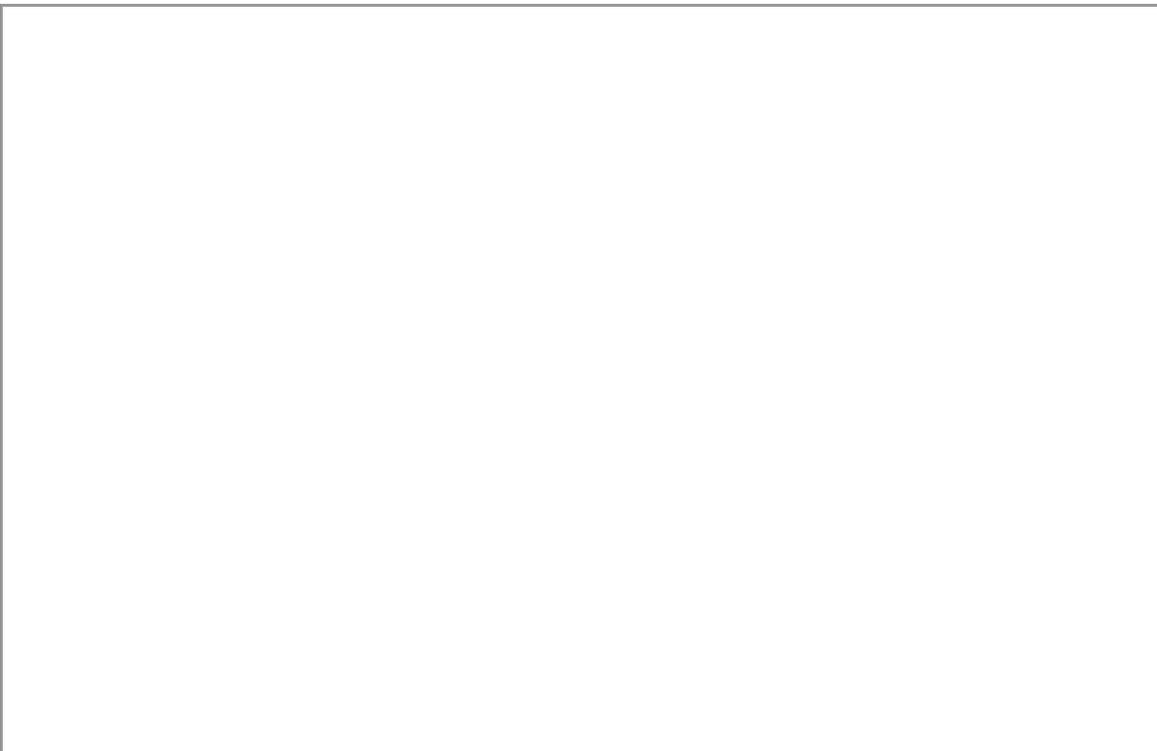
- Yes
- No



Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)



Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max)



Describe other steps your school takes 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. (200 word max)

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Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

- Our school participates in the USDA's Healthier School Challenge or another nutrition program.
- Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
- Our school has an onsite food garden.
- Our school garden supplies food for our cafeteria.
- Our students spent an average of at least 120 minutes per week over the past year in school supervised physical education.
- At least 50% of our students' annual physical education takes place outdoors.
- At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

Please describe the type of outdoor education, exercise and recreation available. (Maximum 100 words)

Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (Maximum 100 words)

What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

Are RI Food Establishment Inspection Reports/Tools for Schools Food Service Checklists used to document compliance and made available to parents?

Yes

No

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Pillar 3: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.

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

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

Each question in this section is designed to measure your school's progress toward Pillar 3.

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Which practices does your school employ to help ensure the environmental and sustainability education? (Please check all that apply) 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 graduation requirement

- Environmental and sustainability concepts are integrated throughout the curriculum.

- Environmental and sustainability concepts are integrated into classroom based and schoolwide assessments.

- Professional development opportunities in environmental and sustainability education are provided for all teachers.

If your school serves grades 9-12, please provide the following information:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career

Percentage of these students who scored a 3 or higher on the AP Environmental Science exam

How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

How does the school use the facility as a teaching tool for indoor environmental quality, energy efficiency, and renewable energy? (200 word max)

How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

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)

New Page

Summary Narrative: 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.

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Thank you for submitting an application to Rhode Island Green Ribbon Schools.

An email with a copy of your application has been sent to your school's principal.

Your application will be reviewed along with all completed applications following the application deadline of January 15, 2013.

If you have any questions, please contact Rhode Island's Green Ribbon Schools program coordinator, [Joseph da Silva](#).

Thank you!
