HAWAII GREEN RIBBON SCHOOLS APPLICATION FORM

Introduction: The U.S. Department of Education's Green Ribbon Schools (GRS) award is intended to recognize schools that are 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 measured and verifiable 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 U.S. Department of Education (USDOE). This may include providing documentation to verify your answers.

Each state may submit up to four nominees to USDOE. Upon review, USDOE will then award up to 50 or more Green Ribbons from these nominees. Since about 33 states plus the District of Columbia are likely to participate in this pilot year, it is highly likely that at least half of a state's nominees will win an award and perhaps more.

Background: Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three GRS "Pillars":

1) The school has a "net zero" environmental impact.

2) The school environment has a "net positive" impact on the health and performance of students and staff.

3) 100% of the school's graduates are environmentally and sustainability literate.

Three items are important to keep in mind as you consider applying to become a nominee:

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.

As you'll see in the application form, the USDOE has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which enable you to demonstrate your progress. Some questions have been grouped together into categories for the sake of clarity and organization. Finally, the outline below will give you a sense of the weight which will be given to each Element by the application review committee.

General Comments:

This form is not only an application form but also a self-assessment tool. To be a green school, it is vital for you to measure your impact on both the environment and on your students, in order to find out with some precision how green your school really is and to measure progress. This assessment process takes time and effort, and should be part of your standard practice regardless of whether or not you apply for a Green Ribbon award.

And if this assessment process is not already part of your practice, then working on this application form will be very informative for everyone in your school even if it never gets submitted. This is the first time that all the components of a green school have been assembled and put together in one place, and studying the application form can provide an education in itself for those who are not fully versed in all three Pillars.

This form also represents the fact that becoming a green school cuts across almost all the activities and operational areas of your school. It is highly encouraged to assemble a team representing these areas to work together to complete the form efficiently. This team would include individuals with knowledge of: facilities, physical education, food services, curriculum, and school finance (for access to purchase orders, etc.). A class or a group of students may also volunteer to work with this team to complete the form.

Again, the questions in the application represent a comprehensive approach to greening a school, and may seem daunting at first. Remember that the competition is between schools to see who has made the most progress thus far. You are not competing against a static benchmark, meaning that there is no minimum threshold for winning the award (beyond compliance with applicable laws and regulations). It is assumed that you will not necessarily be able to answer "yes" to all the questions or provide answers in all cases.

Do your best! At a minimum, your school will learn a good deal about what is needed to achieve a truly green status; and you will likely have teams of people newly engaged and working across your school in new ways, which will help propel your school moving forward in becoming a Green Ribbon in the future. At the maximum, your school will join a very elite group of founding Green Ribbon award winners, who will be invited to an award ceremony with the highest levels of the U.S. government; receive extensive national, regional, state and local press coverage for the winners; and perhaps attract new sources of support from your community and government.

The following provides an outline for the application form as well as associated weights for reviewing and ranking applications.

Green Ribbon Schools Pillars and Elements	Weight/Points
PILLAR ONE: Net zero environmental impact	**35%**
Element 1A: Zero greenhouse gas (GHG) emissions Energy Buildings	60 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	15 points
Element 1C: Reduced waste production Waste Hazardous waste	15 points
Element 1D: Use of alternative transportation to, during, and from school	15 points
PILLAR TWO: Net positive impact on students and staff health	**25%**
Element 2A: An integrated school environmental health program Integrated Pest Management Ventilation Contaminant controls Asthma control Indoor air quality Moisture control Chemical management	45 points
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time Fitness and outdoor time Food and Nutrition Ultra Violet (UV) safety	30 points
PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate	**40%**
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	60 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	30 points
Element 3C: Development and application of civic engagement knowledge and skills	30 points
TOTAL	**300 points**

Please fill in your school information.

SCHOOL PROFILE AND CONTACT FORM

School: _____

Address: _____

Percentage of students qualified for free or reduced price meals: _____

School enrollment: _____

Contact person: _____

List the school team that worked on this application

Name	**Position**

Instructions for completing this form: *Please answer all of the questions below to the best of your ability. A more complete application will increase your chance of success.* ***Please note that, should your school become a finalist, you may be asked to provide documentation to verify your answers.***

PILLAR ONE: The school has a net zero environmental impact

Element 1A: Zero greenhouse gas (GHG) emissions

ENERGY

1A1. If your school has received EPA's ENERGY STAR certification, in what year was the certification earned? _____

RESOURCES: U.S. Department of Energy and EPA ENERGY STAR for K-12 School Districts, U.S. Department of Energy Purchasing Specifications for Energy Efficient Products

1A2. If your school has reduced your total non-transportation energy use (i.e., electricity and gas) from an initial baseline, please provide:

Percentage reduction:_____%w

Measurement unit used (kBTU/Square foot or kBTU/student): _____

Time period measured: from_____ to_____

RESOURCES: EPA Portfolio Manager, Database of State Incentives for Renewable Energy (DSIRE), U.S. Department of Energy's Better Building Manager

1A3. What percentage of your energy consumption is derived from:

On-site renewable energy generation:_____%

Purchased renewable energy: _____%

RESOURCES: Advanced Energy Design Guide for K-12 School Buildings, USGBC Center for Green Schools

BUILDINGS

1A4. Building Design: If your school has constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? _____%

	Square Feet
What is the total area constructed (past 3 years)?	
What is the total area renovated (past 3 years)?	
Area of all other buildings	
Total area of all buildings	

Which certification (if any) did you receive (LEED, CHPS, Green Globes, Other)?

_____

What level of certification did you receive (e.g. Silver, Gold, Platinum)?

_____

RESOURCES: K-12 Guide to Energy Savings Performance Contracting

1A5. Building Operations: What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards?_____%

What is the total building area?_____ (Sq.Ft.)

Which certification (if any) did you receive? (LEED, CHPS, Green Globes, Other)

_____

What level of certification did you receive (e.g. Silver, Gold, Platinum)?

_____

RESOURCES: ENERGY STAR for Federal Agencies

1A6. If your school reduces or offsets the Green House Gas (GHG) emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO2e)_____

Baseline Total GHG Emissions (MtCO2e)_____

Change from Baseline: GHG Emissions (MtCO2e) _____

Percentage change _____

Time period: from_____ to_____

Explain how you reduced GHG emissions

_____

_____

Explain any offsets used

_____

_____

Note: MtCO2e = metric tons of carbon dioxide emissions

RESOURCES: U.S. Department of State Energy Program

1A7. Has your school fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management?

_____ Yes

_____ No

Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager?

_____ Yes

_____ No

RESOURCES: EPA's Guidelines for Energy Management Overview , EPA Portfolio Manager

1A8. What percentage by cost of all your school's furniture purchases in the past three years are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel?

_____ %

_____ No furniture purchased

RESOURCES: BIFMA's Level Standard

1A9. Does your school have an energy and water efficient product purchasing and procurement policy in place? (e.g., Energy Star and Low Flow fixtures)

_____ Yes

_____ No

RESOURCES: EPA Portfolio Manager

1A10. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available):

_____

_____

_____

Assessment tool: Clean Air Cool Planet's Campus Carbon Calculator

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

1B1. If you can demonstrate reduced total water consumption intensity (measured in average gal/square foot of school land area/day) from an initial baseline, please provide:

Percentage reduction:_____%

Time period of reduced consumption (month and year):

from_____ to _____

Time period of baseline (month and year): from_____ to_____

(Compare the same time period, Average Gallons per Day(GPD) averaged over a three month period in which school is in session.

RESOURCES: EPA WaterSense

1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings?

_____

RESOURCES: EPA WaterSense: Outdoor Water Use

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your soil conditions, plant materials, and climate, with an emphasis on water conservation:

_____

_____

RESOURCES: EPA Drinking Water in Schools & Childcare Facilities

1B4. Do all your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices?

_____ Yes

_____No

If no, what percentage of the total consists of this type of plantings: _____%

Describe the type and location of plantings:_____

_____

1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation?

_____ Yes

_____ No

If yes, describe these alternative water sources:

_____

_____

1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected?

_____ Yes

_____ No

_____ No well for drinking water

If yes, describe how they are protected:_____

_____

1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

_____ Yes

_____ No

If yes, describe this program:_____

_____

1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards?

_____ Yes

_____ No

_____ Don't know

1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits?

____ Yes

_____ No

If yes, how often is such cleaning conducted? _____

1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation:

_____

_____

_____

GROUNDS

1B11. What percentage of your school grounds are devoted to ecologically or socially (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.) beneficial uses, including those that give consideration to native wildlife? _____

Describe: _____

_____

RESOURCES: Fish and Wildlife Service Schoolyard Habitats

Element 1C: Reduced waste production

WASTE

This section asks you to describe how your school is working towards the elimination of all solid waste through reduced consumption, reuse practices, and increased recycling.

1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling:

_____% (total amount reused, composted or recycled)/(total amount reused, composted or recycled used + total sent to a landfill or incinerator)

RESOURCES: EPA WasteWise Re-TRAC

1C2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard:

_____% (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.)

Which standard did you use?_____

1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF) ? _____%

HAZARDOUS WASTE

1C4. How much hazardous waste does your school generate? _____lbs/student/year.

How was this calculated?_____

List each hazardous waste and the amount of each present at the end of the year:

_____

_____

RESOURCES: CDC Hazardous Waste Self-Management Checklist , Tennesse School Lab Chemical Cleanout Campaign Inventory, Design for the Environment

1C5. How does your school monitor hazardous waste?

_____

_____

1C6. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced?

_____ Yes

_____ No

1C7. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations?

_____ Yes

_____ No

_____ Don't Know

1C8. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: _____%

How does your school dispose of unwanted computer and other electronic products?_____

_____

RESOURCES: EPEAT, EPA Reducing Risk From Hazardous Waste

1C9. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs? _____%

Which standard(s) are you using?_____

1C10. Is your school's custodial program based on the principles of effective management and "green" service?

_____ Yes

_____ No

RESOURCES: ISSA Cleaning Industry and Management Standards

1C11. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard):

_____ Yes

_____ No

1C12. Describe any other indicators, not included above, of the school's reduction of solid waste and elimination of hazardous waste:

_____

_____

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

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school? _____%

Describe how this information been collected and calculated: _____

_____

_____

RESOURCES: DOT Pedestrian & Bicycle Safety, Safe Routes to Schools

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises?

_____ Yes

_____ No

RESOURCES: EPA Clean School Bus USA

1D3. Are all vehicle loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)?

_____ Yes

_____ No

1D4. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

_____

_____

_____

RESOURCES: CHPS Transportation Plan

1D5. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office?

_____ Yes

_____ No

RESOURCES: Safe Routes to Schools

1D6. Describe any other accomplishments your school has made under Pillar One towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered:

_____

_____

_____

PILLAR TWO: The school environment has a "net positive" impact on student and staff health

Element 2A: Integrated school environmental health program that is 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

INTEGRATED PEST MANAGEMENT

2A1. Does your school have an integrated pest management plan in effect to reduce or eliminate pesticides?

_____ Yes

_____ No

2A2. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees?

_____ Yes

_____ No

2A3. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location?

_____ Yes

_____ No

2A4. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label?

_____ Yes

_____ No

RESOURCES: EPA Integrated Pest Management for Schools

VENTILATION

2A5a. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code?

_____ Yes

_____No

If yes, which standard is your school using? _____

RESOURCES: IDC 2006

2A5b. What percentage of your classrooms have window air conditioning units?_____

2A6. 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, chemical storage rooms?

_____ Yes

_____ No

If yes, are they consistently used?

_____ Yes

_____ No

2A7. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air?

_____ Yes

_____ No

RESOURCES: EPA Indoor Air Quality Tools for Schools

CONTAMINANT CONTROLS

2A8. Carbon Monoxide (CO): If your school has combustion appliances(gas stove, gas waterheaters, bunsun burners, settling torches, kiln, etc.), does your school have an inventory of all combustion appliances &does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)?

_____Yes

_____ No

_____ No combustion appliances

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720?

_____ Yes

_____ No

RESOURCES: EPA Healthy Schools Environments Assessment Tool

2A9a. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices?

_____ Yes

_____ No

_____ No mercury containing devices

Explain:_____

2A9b. Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations:

_____ Yes

_____ No

_____ No mercury on campus

RESOURCES: EPA Schools and Mercury

2A10. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been sealed within the past 12 months or replaced?

_____ Yes

_____ No

_____ No CCA containing materials on campus

12A11. Secondhand Tobacco Smoke: Is smoking prohibited on campus?

_____ Yes

_____ No

RESOURCES: CDC Guidelines for School Health Programs to Prevent Tobacco Use

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?

_____ Yes

_____ No

RESOURCES: EPA Managing Asthma in Schools, CDC Tools for Making Your School Asthma-Friendly

2A13. Indoor Air Quality (IAQ): Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools?

_____ Yes

_____ No

RESOURCES: EPA Indoor Air Quality Tools for Schools

2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage?

_____ Yes

_____ No

RESOURCES: EPA Mold Remediation in Schools and Commercial Buildings

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements:
-Chemical purchasing policy, including low- or no-VOC products
-Chemical inventory
-Storage and labeling
-Training and handling
-Hazard communication
-Spills, clean-up and disposal
-Select EPA's Design for the Environment - approved cleaning products

_____ Yes

_____ No

Explain_____

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

FOOD AND NUTRITION

2B1. Has your school earned USDA's Healthier US School Challenge award for school food?

_____ Yes

_____ No

List award level earned:_____

RESOURCES: USDA HealthierUS School Challenge

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)? _____%

RESOURCES: USDA Farm to School Program

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? _____%

Does the school have an onsite garden in which the students participate?

_____ Yes

_____ No

RESOURCES: USDA Agriculture In the Classroom

2B4. Does the school have an onsite food garden?

_____ Yes

_____ No

If yes, does the school garden supply food for the school cafeteria?

_____ Yes

_____ No

PHYSICAL EDUCATION, OUTDOOR OPPORTUNITIES, AND UV SAFETY

2B5. What percentage of students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor activity time per week?_____%

2B6. What is the average amount of time over the past year that each student engages in school-supervised physical education (including outdoor activity time) per week?

_____minutes/week

2B7. What percentage of school-supervised physical education is spent outdoors annually?

_____%

RESOURCES: The President's Challenge, The First Lady's Let's Move!

2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? _____%

RESOURCES: EPA Sunwise Program

COORDINATED SCHOOL HEALTH, MENTAL HEALTH, SCHOOL CLIMATE, AND SAFETY

2B9. Does the school use a Coordinated School Health approach or other health related initiatives to address overall school health issues?

____ Yes

____ No

If yes, describe the health related initiatives or approaches used by the school:

_____

RESOURCE: Hawaii DOE School Health Index

2B10. Does the school partner with any community groups to support student health and/or safety?

_____ Yes

_____ No

If yes, describe these partnerships:

_____

2B11. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

_____

_____

_____

PILLAR THREE: <u>100% of the school's graduates are environmentally and sustainability literate</u>

LEARNING AND ENVIRONMENTAL LITERACY

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

3A1. What percentage of last year's graduates scored proficient or better on state or school:

Environmental education assessments? _____%

Sustainability assessments? _____%

Environmental science assessments ? _____%

Briefly describe the assessment(s):

_____

_____

_____

3A2. Does your school or your state have an environmental or sustainability literacy graduation requirement?

_____ Yes

_____ No

Describe:_____

_____

_____

3A3. Are environmental and sustainability concepts integrated throughout the curriculum?

_____ Yes

_____ No

Describe:_____

_____

_____

RESOURCES: State Education & Environment Roundtable, Excellence in Environmental Education: Guidelines for Learning (K-12)

3A4. If your school is a high school, what percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career?

_____%

What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? _____%

RESOURCES: Advanced Placement Environmental Science

3A5. If either your state or school conduct environmental science, sustainability or environmental education assessments, what percentage of your students taking the assessments scored proficient or better on science education assessments in the last year?

_____%

3A6. Are teacher professional development opportunities in environmental and sustainability education provided for all teachers in your school?

_____ Yes

_____ No

Describe these professional development opportunities including the number and percentage of teachers who participated in these over the last 2 years:

_____

_____

_____

3A7. Does your school's environmental education program 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:

_____ Yes

_____ No

3A8. 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?

_____ Yes

_____ No

Element 3B: Use of the environment and sustainability to develop science, technology, engineering & math (STEM) content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

3B1. Do your students matriculate or graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences?

_____ Yes

_____ No

How many hours per week on average do students spend in science content classes?____

3B2. If your school is a high school, does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers?

_____ Yes

_____ No

Describe these college and career connections:

_____

_____

_____

COMMUNITY AND CIVIC ENGAGEMENT

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

3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level?

_____ Yes

_____ No

What percentage of these projects focused on environmental or sustainability topics?

_____%

What percentage of students satisfactorily completed such a project last year:

_____%

3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? _____%

3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars?

_____ Yes

_____ No

Briefly describe the scope and impact of these partnerships:

_____

_____

_____

3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms)?

_____ Yes

_____ No

If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills:

_____

_____

_____

RESOURCES: Fish and Wildlife Service Schoolyard Habitats, NOAA, HEEA

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee?

_____

_____

_____