

Bureau of Indian Education (BIE) Green Ribbon Schools Application

Page One

Overview

The U.S. Department of Education's Green Ribbon Schools (ED-GRS) 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. All Bureau of Indian Education (BIE) funded schools are eligible to apply through the BIE.

This is a two-step process. The first step is to complete and submit an application to the Bureau of Indian Education (BIE). The BIE will then select up to four BIE-funded schools as finalists. If your school is selected as a BIE finalist, your school may be asked to complete a second step by providing additional information to the BIE and U.S. Department of Education (ED).

Schools will be evaluated on their progress towards a wide variety of green benchmarks, including zero greenhouse gas emissions, food that is locally sourced and sustainable, and curriculum that ensures all students are environmentally and sustainability literate.

Four 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, whenever possible.
4. If your school is being actively considered, additional documents supporting your answers may be requested.

Completing the Application

Selection is based on demonstrated progress towards the three ED-Green Ribbon Schools Pillars:

Pillar I: Environmental Impact and Energy Efficiency

Pillar II: Healthy School Environments

Pillar III: Environmental and Sustainability Education

To complete the application, schools are asked to provide basic information and complete a series of questions, including some short narratives. You will need to collect extensive data about your school's facility, health and safety policies, food service, and environmental and sustainability curriculum and assessment. Some of the questions will require you to reach out to a variety of school and line office personnel to gather quantifiable data. We encourage you to assemble a team to work together to complete the application. This team may include facilities directors, physical education directors, food services directors, curriculum directors, finance department representatives (for access to purchase orders, etc.) and teachers. A class or group of students may also work with this team.

We encourage you to view and utilize the resources available on the [BIE](#) and [ED-GRS](#) websites to help you prepare answers for this online application. Once you begin the application, you may save and return at any time until you

click on the "submit" button.

As you will see in the application, each Pillar has been broken down into "Elements" in order to provide more details and explanations for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. In addition, each Element also contains links to various resources available to assist your school in accomplishing the Pillar area.

Timeline

January 2012: BIE issues school application and guidelines.

February 2012: Deadline for schools to submit application to BIE for nomination.

March 2012: BIE convenes review committee and selects up to 4 nominees.

April 2012: ED verifies that nominees meet criteria.

May 2012: ED hosts award ceremony.

Technical Assistance

For assistance in completing this application, please contact the BIE by email at greenribbonschools@bie.edu or call Brandi Sweet, Program Analyst in the Office of Policy, Evaluation and Postsecondary Education at (202) 208-5504.

A webinar training for all BIE-funded schools will be held on **January 11, 2012 at 3 P.M. (EST)**. Register for the training by clicking [HERE](#).

Due Date

You must submit your application no later than 5:00 P.M. (EST) February 24, 2012.

Page Two

By submitting this electronic application, the school principal will certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

- 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.)
- The school achieves or comes close to achieving the goals of all three Green Ribbon Pillars: 1) environmental and sustainability education; 2) healthy school environments; and 3) environmental impact and energy efficiency.
- The school is in compliance with all applicable occupational safety and health standards and has no outstanding citations for violation of applicable occupational safety and health regulations and standards, nor has resolved such a case within the past year. (This includes federal, tribal, state, local or other applicable laws.)
- The school is in compliance with all applicable federal food and drug standards, including the Federal Food, Drug, and Cosmetic Act and has no outstanding violations, nor has resolved such a case within the past year.

- The school is in compliance with all applicable codes and has no outstanding citations for federal, state, tribal or local environmental, health, existing building, fire, plumbing, mechanical, or property maintenance codes, laws, or regulations, nor has resolved such a case within the past year.
- The school has not been cited within the past three years for failure to meet federal, tribal, state or local potable water quality standards.
- The school has not been cited within the last three years for improper management of hazardous waste according to federal, tribal and state regulations.
- The applicant shall not refuse 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.
- OCR has not issued a violation letter of findings to the school concluding that applicant 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 plan to remedy the violation.
- The U.S. Department of Justice does not have a pending suit alleging that the school has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 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 school; or if there are such findings, the school has corrected, or agreed to correct, the findings.
- The school meets applicable federal, state, tribal, and local health, environmental and safety requirements in law, regulations, and policy, and is willing to undergo U.S. Environmental Protection Agency (EPA) on-site verification.

Page Three

School Contact Information

Education Line Office *

School Name *

State School/District ID *

Street Address

City

State *

Zip

School Website

Principal First Name *

Principal Last Name *

Principal Email Address *

Principal Phone Number *

Lead Applicant First Name (if different from principal)

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

- BIE operated (federally controlled)
- Grant/Contract (tribally controlled)

How would you describe your school?

- On-reservation
 - Off-reservation
-

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

- Yes
 - No
-

Total School Enrollment

Number of full and part time staff members in each of the categories below

	Full-time	Part-time
Administrators *	<input type="text"/>	<input type="text"/>
Classroom Teachers *	<input type="text"/>	<input type="text"/>
Physical Education Specialists *	<input type="text"/>	<input type="text"/>
Counselors *	<input type="text"/>	<input type="text"/>
Credentialed Librarians *	<input type="text"/>	<input type="text"/>
Nurses *	<input type="text"/>	<input type="text"/>
Psychologist *	<input type="text"/>	<input type="text"/>
School Safety Officers *	<input type="text"/>	<input type="text"/>
Technology/Media Specialists *	<input type="text"/>	<input type="text"/>
Paraprofessionals *	<input type="text"/>	<input type="text"/>
Other Staff *	<input type="text"/>	<input type="text"/>

1. Year the school was built

2. Year of modernization or renovation projects

3. Total building area of the school

Page Four

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: Environmental Impact and Energy Efficiency: 30%</u>	
Element 1A: Improved energy conservation/energy efficient building(s)	15 points
Element 1B: Improved water quality, efficiency, and conservation	5 points
Element 1C: Reduced waste production and improved recycling/composting programs	5 points
Element 1D: Use of alternative transportation to, during, and from school	5 points
<u>PILLAR TWO: Healthy School Environment: 30%</u>	

Element 2A: An integrated school environmental health program	15 points
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time	15 points
PILLAR THREE: Environmental and Sustainability Education: 35%	
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

Page Five

RESOURCES for CC1 and CC2:

US Green Building Council's **Center for Green Schools** Earth Day Network's **Green Schools Program** Green School Alliance **Green School Alliance** National Wildlife Federation's **Eco-Schools USA** Collaborative for High Performance Schools **CHPS Recognition Programs** Project Learning Tree's **Green Schools!**

Q CC1: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

No

If so, please list the program(s) are you participating in and what level(s) have you achieved?

Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

No

If so, please list the awards you have received and the years you received them.

Page Six

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.

Page Seven

RESOURCES:

1A1: Clean Air Cool Planet's **Campus Carbon Calculator** 1A2: DOE
and EPA's **ENERGY STAR for K-12 Districts** 1A3. EPA's
Portfolio Manager
DOE's **Better Building Manager**

ASHRAE's **Energy Design: K-12 Schools**

1A4. State Incentives for Renewable Energy **Database**

1A5. EPA's **Guidelines for Energy Management**

1A8. EPA's **Guidelines for Energy Management** EPA's
Portfolio Manager

DOE's Purchasing Specifications for **Energy Efficient Products**

Q 1A1: Is there an energy master plan in place?

- Yes
 - No
-

Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

- Yes
 - No
-

Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?

- Yes
 - No
-

Q 1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation

Purchased renewable energy

4. Q 1A5: If the school has been constructed and/or renovated in the past ten years, did the project meet one of the following green building rating systems? (Check all that apply.)

- Collaborative for High Performance Schools (CHPS) Criteria
 - Green Globes
 - Leadership in Energy and Environmental Design (LEED)
 - Other standard
-

Q 1A6: 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 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)

What is the total constructed area (sq. ft)?

What is the total renovated area (sq.ft)?

Q 1A7: Can a reduction in the use of greenhouse gases (GHG) be demonstrated?

- Yes
 - No
-

5. Q IA8: Is there a reduction and/or offset of greenhouse gas emissions from building energy use?

- Yes

No

Q 1A9: Please indicate which green building practices your school is using to ensure your building is energy efficient.

- School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
 - School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.
 - School has an energy and water efficient product purchasing and procurement policy in place
 - Other (please describe)
-

6. Q A10: Describe any other indicators in the progress toward the elimination of GHG emissions (describe in detail and include metrics if available). (Maximum 200 words)

Page Eight

RESOURCES:

1B1. EPA's **Energy Star Benchmarking Kit**

1B2. EPA's **Watersense Outdoor Water Use**

1B3. EPA's **Drinking Water in Schools**

Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

- Yes
 - No
-

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

- Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
 - Our school has a smart irrigation system that adjusts watering time based on weather conditions.
 - Our school's landscaping is water-efficient and/or regionally appropriate.
 - Our school uses alternative water sources (ie. grey water, rainwater) for irrigation before potable water.
 - Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
 - Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)
-

Q 1B3: Our school's drinking water comes from:

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

Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

Page Nine

RESOURCES:

1C1. EPA's **WasteWise Re-TRAC** EPA's

Tools to Reduce Waste in Schools

Waste Free Lunches

1C2. **Conservatree**

FSC Certified Paper

SFI Certified Paper

PEFC Certified Paper

1C5. CDC's **Hazardous Waste Checklist** Tennessee's

School Lab Chemical Inventory EPA's

Design for the Environment **EPEAT** Green Seal's

Institutional Cleaning Services Standard ISSA's

Cleaning Industry/Management Standards Consortium for School

Networking's **Green Computing Leadership Initiative** 1C6.

Consumer Reports **Ecolabels** Green Seal's

Green Cleaning Products Ecologo's

Cleaning and Janitorial Products EPA's

Schools Chemical Cleanout Campaign 1D1 **Carpool to School**

1D2. EPA's **Clean School Bus USA** DOT's

Pedestrian & Bicycle Safety

Safe Routes to Schools 1D3.

Collaborative for High Performance Schools' **Transportation Plan**

Q 1C1: 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 = $((B + C) \div (A + B + C) \times 100)$

Q 1C2: 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 by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)

Q 1C4: Please provide the following information about your school's hazardous waste

How much hazardous waste does your school
produce (lbs/person/year)?

How is the amount generated calculated?

List the types of hazardous waste generated

How is hazardous waste monitored?

Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

- Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
- Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
- All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products

- Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

Q 1C6: Does your school use "third party certified" green cleaning products?

- Yes
- No

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

Q 1C8: How was this data collected and calculated? (Maximum 100 words)

7. Q 1D1: What percentage of your students take the following to/from school?

Walk	<input type="text"/>
Bike/Scooter/Skateboard	<input type="text"/>
Carpool (2 or more students in a car)	<input type="text"/>
Bus	<input type="text"/>
Other public transportation	<input type="text"/>

Total percentage

Q 1D2: 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

Q 1D3: Describe 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):

Q 1D4: Does the school have school grounds that are devoted to ecologically beneficial uses (school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden, etc.) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails etc.)?

Q 1D5: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

Page Ten

RESOURCES: Many of the questions under Pillar Two can be better understood and answered by using EPA's

Healthy Schools Environments Assessment Tool

Pillar 2: Healthy School Environments

Healthy student and staff environment goal: The school improves the health and performance 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.

Page Eleven

RESOURCES: 2A1. EPA's **IPM for Schools** Beyond Pesticides

Model School Policy

2A2. EPA's **Air Quality Tools for Schools** EPA's

Schools and Mercury EPA's **Managing Asthma in Schools**

CDC's **Making Your School Asthma-Friendly** EPA's

Mold Remediation in Schools CDC's

School Tobacco Use Prevention Guidelines EPA's

Radon Information

Q 2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

- Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.
 - Pest control policies, methods of application, and posting requirements are provided to parents and school employees.
 - Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.
 - Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.
-

Q 2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)

- Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.
- Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).
- Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
- Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.
- Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.
- Our school has CO alarms that meet the requirements of the National Fire Protection Association code 720.
- There are no wood structures on school grounds that contain chromate copper arsenate.
- Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.
- Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.
- Our school's indoor relative humidity is maintained below 60%.

- Our school has moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).
- Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting third-party certified green cleaning products.
- Our school prohibits smoking on campus and in public school buses.
- All of the ground contact classrooms at our school have been tested for radon within the last 24 months.
- If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances)
- What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?

8. Q IA3. Describe any other measures that consider student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of school grounds. (Maximum 200 words)

Page Twelve

RESOURCES: 2B1. USDA's **HealthierUS School Challenge** USDA's **Farm to School Program** Green Schools Initiative's **Green Food Service** **Edible School Yard Project** **The President's Challenge** **The First Lady's Let's Move!** EPA's **Sunwise Program**

Q 2B1: 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 HealthierUS 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).
 - Our school is a USDA Team Nutrition School
 - Our school participates in the BIE Presidential Active Lifestyle Award Challenge (PALA)
 - Our school has a school wellness council (consisting of a variety of staff, community, student/family members)
-

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

Q 2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

Q 2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

Page Thirteen

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.

Page Fourteen

RESOURCES: 3A1. North American Association for Environmental Education's [Guidelines for Learning \(K-12\)](#) Green Education Foundation's [Curriculum Clearinghouse](#) 3A2. Advanced Placement's [Environmental Science](#) 3B1. State Education & Environment Roundtable [SEER](#) 3B2. [Sample Green CTE Course](#) 3C1. [Sample Civic Engagement Skills Assessment](#)

Q 3A1: Which practices does your school employ to help insure the environmental and sustainability literacy of your graduates? (Please check all that apply)

- 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.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Q IIIA4: Supply any additional information that demonstrates how students learn about the environment and sustainability at every grade level within the school, incorporating both content and practice. (Maximum 200 words)

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)

Q 3A2: 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

Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (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 from evidence when exploring environmental and sustainability issues)?

- Yes
- No

Please describe. (Maximum 200 words)

Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example, CTE Green Sustainable Design and Technology course)?

- Yes
- No

Please describe these college and career connections. (Maximum 200 words)

Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

- Yes
- Not at all grade levels
- Not at all

If not in all grades, please specify which grades.

Please provide the following information:

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

What percentage of students completed such a project last year?

Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

- Yes
- Not at all grade levels
- Not at all

If not in all grades, please specify which grades.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

Q 3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

Q 3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Page Fifteen

This concludes your Green Ribbon Schools Application. Please take a moment to make sure you've answered every question to the best of your ability. **Once you proceed past this page, your application is considered submitted and will not be available for further editing.**

Page Sixteen

Thank you for submitting an Green Ribbon School application to the Bureau of Indian Education (BIE).

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 February 24, 2012.

If you have any questions, please contact the BIE Green Ribbon Schools coordinator at greenribbonschools@bie.edu or by phone at (202) 208-5504.

Thank You!

Thank you for submitting your school's Green Ribbon application. We appreciate your participation in this program.
