



U.S. Department of Education Green Ribbon Schools Directions for California District Application 2015 - 2016

Thank you for your interest in completing the California Department of Education's (CDE) application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your district's facilities, health, physical education, and safety policies; food services; and environmental and sustainability curriculum.

ED-GRS recognizes schools and districts taking a comprehensive approach to greening their schools. A comprehensive approach incorporates environmental education while improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a three-step process:

1. Complete the Application Interest Survey at:
<http://surveys2.cde.ca.gov/go/greenribboninterest.asp>.
2. Complete and submit the online application to be selected as a state nominee.
3. If selected, work with CDE staff to complete the Nominee Presentation Form and package that CDE will develop and send to the U.S. Department of Education (ED).

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection is based on documentation of the applicant's high achievement in the Three Pillars of ED-GRS:

Pillar I – Reduce environmental impact and costs.

Pillar II – Improve the health and wellness of students and staff.

Pillar III – Provide effective environmental and sustainability education, incorporating Science, Technology, Engineering, and Mathematics (STEM), civic skills, and green career pathways.

Completing the Application

The 2015-16 application is online only from September 4, 2015 through December 28, 2015. The application must be submitted online no later than 5:00 P.M. PST on December 28, 2015. To receive an application, you must complete the Application Interest Survey at <http://surveys2.cde.ca.gov/go/greenribboninterest.asp>. This Application Interest Survey will be available beginning in July 2015.

The questions in this application will help you demonstrate your high achievement in the Three Pillars. Districts demonstrating progress in all Three Pillars will receive the highest rankings. Some of the questions will require you to reach out to a variety of school and district personnel to gather quantifiable data. We hope you will assemble a

team to work together to complete this application. This team may include physical plant directors, physical education directors, food services directors, curriculum directors, finance department representatives (for access to purchase orders, etc.), classified school employees, parents, principals, academic department chairs, and teachers. A class or group of students may also work with the team.

Included in this directions package is an Application Outline as well as a List of Questions included in the application. You may wish to consult the List of Questions prior to initiating the online application. Note that partial points may be given on any question.

Your online application is associated with a unique URL. Please do not share your application URL outside of your team; each applicant must request their own application by completing the Application Interest Survey. Please save your work early and often.

Many of the questions in this application require a narrative explanation limited to a certain number of characters. We advise typing your responses in a word processing program in order to run a spell-check and character count. Narratives typed in another program may be copied and pasted into the online application.

Photographs and Video Content

Additionally, up to ten photographs and ten minutes of video content demonstrating the Three Pillars of ED-GRS may be submitted. All photographs and video submitted must be permissioned for Web and publication use by CDE and ED. Directions for submitting photographs or video will be emailed to each applicant as part of the application confirmation.

Photographs and video content will not be scored.

Timeline

July 2015	Application Interest Survey opens
September 4, 2015	Online applications distributed by e-mail on a rolling basis
December 28, 2015	Applications submitted through the CDE Web page until 5:00 P.M. PST
February 1, 2016	California nominees submitted by CDE to the U.S. Department of Education
April 22, 2016	U.S. Department of Education announces honorees
Spring/Summer 2016	U.S. Department of Education hosts national recognition award ceremony

Technical Assistance

For assistance in completing this application, please contact Lesley Taylor in the School Facilities and Transportation Services Division at 916-322-0310 or by e-mail at greenribbonschools@cde.ca.gov.

Application Outline

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

List of Questions

Cross-cutting Questions

[5 points total]

Is your district 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?

[1.5 points]

Yes/No

[If yes] **What program(s) and level(s) were achieved, and what number and percentage of schools within the district participated?** (500 characters maximum including spaces)

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

[1.5 points]

Yes/No

[If yes] **List the award(s) and year(s) received, and what number and percentage of schools within the district received these awards:** (500 characters maximum including spaces)

Is there a forum provided where all representative stakeholders involved in the daily operation of the district (such as students, faculty, parents, community volunteers, maintenance staff, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts?

[2 points]

Yes/No

[If yes] **If yes, describe:** (1,000 characters maximum including spaces)

Pillar I: Reduced Environmental Impact and Costs

Element IA - Energy

[15 points total]

Does your district have a plan in place to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, or energy conservation guidelines?

[1 point]

Yes/No

[If yes] **If yes, describe what type of plan:** (500 characters maximum including spaces)

Can your district demonstrate a reduction in greenhouse gas (GHG) emissions?

[2 points]

Yes/No

[If yes] **Percentage reduction over time:** *(Example: 15% reduction from 09/2010 to 06/2015)*

[If yes] **Initial GHG emissions rate:** *(MTeCO₂/person)*

[If yes] **Final GHG emissions rate:** *(MTeCO₂/person)*

[If yes] **Offsets purchased, if any:**

[If yes] **How did you calculate the reduction?** *(500 characters maximum including spaces)*

Do you track resource use in EPA ENERGY STAR Portfolio Manager¹ or a similar tool?

[2 points]

Yes/No

[If yes] **What number and percentage of your schools have received ENERGY STAR certification or meets the eligibility requirements for certification?**

[If yes] **List the schools, years, and scores received.**

[If yes] **If another tool or program is used, describe any ranking or certification earned.**

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

[2 points]

Yes/No

[If yes] **Current energy usage by student:** *(kBTU/student/year)*

[If yes] **Current energy usage by area:** *(kBTU/square feet/year)*

[If yes] **Percentage reduction over time:** *(Example: 15% reduction from 09/2010 to 06/2015)*

[If yes] **How did you document this reduction?** *(500 characters maximum including spaces)*

What percentage of your district's energy is obtained from on-site renewable energy generation and what type? *(500 characters maximum including spaces)*

[1 point]

What percentage of your district's energy is obtained from purchased renewable energy above the portfolio minimum of your utility, and what type? *(500 characters maximum including spaces)*

[1 point]

¹ <http://www.energystar.gov/buildings/facility-owners-and-managers/existing-buildings/use-portfolio-manager>

Does your district participate in federal, state, or utility school energy program(s)?

[1 point]

Yes/No

[If yes] **If yes, what number and percentage of schools and which program(s)?** (500 characters maximum including spaces)

Describe how any school construction or renovation projects occurring in the past ten years meet green building standards, including any certification earned.

[2 points] (1,000 characters maximum including spaces)

Has your district developed a program or made progress toward reducing the heat island effect with cool roofs, reduced pavements, or reflective coatings on pavement?

[1 point]

Yes/No

[If yes] **Describe the program(s) and/or physical improvements made by site.** (500 characters maximum including spaces)

What has your district done to reduce energy use (such as lighting retrofit, installation of an energy management system, planting shade trees to cool classrooms and air conditioning units, etc.)? (1,000 characters maximum including spaces)

[2 points]

Element IB – Water and Grounds

[5 points total]

What is your district's water use per person? (gallons/occupant/year)

[0.5 point]

Can you demonstrate a reduction in your district's total water consumption from an initial baseline?

[1.0 point]

Yes/No

[If yes] **Established baseline domestic and irrigation water use:**
(gallons/occupant/year)

[If yes] **Current domestic and irrigation water use over the past year:**
(gallons/occupant/year)

[If yes] **Percentage reduction in domestic water use over time:** (example:
15% reduction from 09/2010 to 06/2015)

[If yes] **Percentage reduction in irrigation water use over time:** (example:
15% reduction from 09/2010 to 06/2015)

[If yes] **How did you document this reduction (e.g., ENERGY STAR Portfolio Manager, utility bills, school district reports)?** (500 characters maximum including spaces)

Is the district's landscaping considered water-efficient and/or regionally appropriate?

[0.5 point]

Yes/No

[If yes] **What percentage of the district's landscaping is considered water-efficient and/or regionally appropriate?**

[If yes] **Describe the district's use of mulch as a water conservation strategy.** (500 characters maximum including spaces)

[If yes] **What types of water-efficient and/or regionally appropriate plants are used and where are they located?** (500 characters maximum including spaces)

Describe alternate water sources used for irrigation. (500 characters maximum including spaces)

[0.25 point]

What percentage of your school sites is permeable?

[0.75 point]

Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (500 characters maximum including spaces)

What has your district done to reduce water use (such as turf removal or abandonment, installation of efficient plumbing fixtures, rainwater capture, etc.)? (1,000 characters maximum including spaces)

[1.5 points]

What percentage of school grounds is devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms, etc.)?

[0.5 point]

Describe uses, including any ranking or certification earned. (500 characters maximum including spaces)

Element IC – Waste

[5 points total]

What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling, and/or composting? (complete *all* of the calculations below)

[1.25 points]

Is service stopped or reduced during non-service times?

Yes/No

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 size(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: $((B+C)/(A+B+C)) \times 100$

Monthly waste generated per person: $(A/\text{number of students and staff})$

Describe your district's compost system, including compost produced from schoolyard green waste and/or lunchtime waste generated on-site, and/or locally sourced compost or mulch used for landscaping purposes.

[1.0 point]

What percentage of your district's total office/classroom paper content is postconsumer material, fiber from forests certified as responsibly managed, and/or chlorine-free?

[0.25 point]

How is waste disposal and recycling tracked? *(500 characters maximum including spaces)*

[0.5 point]

Describe the hazardous materials used at your schools (flammable liquids, corrosive liquids, toxics, mercury, etc.) and how they are disposed of properly. *(500 characters maximum including spaces)*

[0.5 point]

Describe other progress and measures taken to reduce solid waste and elimination of hazardous waste. *(500 characters maximum including spaces)*

[0.5 point]

Describe how your district is implementing Environmentally Preferable Purchasing/Green Purchasing or products and equipment for administration, instruction, and/or maintenance. *(1,000 characters maximum including spaces)*

[1.0 point]

Element ID – Alternative Transportation

[5 points total]

What percentage of students take the following to get to/from school?

[1 point]

Walk

Bicycle/scooter/skateboard

Carpool (2+ students in the car)

School bus

Other public transportation

Describe how these percentages were collected and calculated. *(500 characters maximum including spaces)*

Has your district implemented any of the following? *(indicate the number and percentage of schools that participate)*

[1 point]

- *Designated carpool parking stalls.*
- *A well-publicized no-idling policy that applies to all vehicles (including school buses that are required to meet the California Airborne Toxic Control Measure to Limit School Bus Idling and Idling at Schools Regulation).*
- *Vehicle loading/unloading areas are at least 25 feet from building intakes, doors, and windows.*
- *Designated Safe Pedestrian Routes to School or Safe Routes to School.*
- *A “walking bus” program in which adults accompany groups of students as they walk to school along a given route.*
- *Electric vehicle charging stations have been installed to encourage the use of these vehicles.*
- *Secure storage (such as lockers, racks, or rooms) is provided to encourage human-powered modes of transportation to school.*

Describe activities in your safe routes program. *(1,000 characters maximum including spaces)*

[1 point]

Describe how your school transportation use is efficient and has reduced its environmental impact. *(250 characters maximum including spaces)*

[1 point]

Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. *(1,000 characters maximum including spaces)*

[1 point]

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

Element IIA – Environmental Health

[15 points total]

Our district has written Integrated Pest Management (IPM) plans for all sites.

[1 point]

Yes/No

Describe your district’s efforts to practice IPM and reduce overall pesticide use, including IPM/green certifications earned, routine pest inspections and monitoring, pest identification, recordkeeping, etc. *(1,000 characters maximum including spaces)*

[1 point]

What percentage of pesticides used in your district are *Healthy Schools Act* exempt pesticide products?²

[0.5 point]

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

[2 points]

- *Our district prohibits smoking on campuses and in public school buses.*
- *Our district has identified and properly removed sources of elemental mercury and prohibits its purchase and use in schools.*
- *Our schools uses fuel burning appliances and have taken steps to protect occupants from carbon monoxide (CO).*
- *Our schools do not have any fuel burning combustion appliances.*
- *Our district adheres to the Asbestos Act and has an asbestos management plan in place.*
- *Our district 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 schools were built with radon resistant construction features and tested to confirm levels below 4 pCi/L.*
- *Our district has identified any wood playgrounds or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.*
- *Our district has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean-up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party-certified green cleaning products.*

Provide specific examples of actions taken for each checked practice above. (1,000 characters maximum including spaces, for all examples provided for practices highlighted)

Which of the following indoor environmental standards are employed at your schools? (indicate the percentage of classrooms that meet the standard)

[4 points]

- *The classrooms in our schools have good acoustics (less than 45 dBA).*
- *The classrooms in our schools have good daylighting and high-quality electrical light when needed.*
- *The classrooms in our schools have good relative humidity control (ASHRAE 30-60%).³*
- *The classrooms in our schools exceed minimum outdoor air exchange rates (California Mechanical Code, Table 402.1).⁴*
- *The classrooms in our schools have views of trees and nature.*

² http://apps.cdpr.ca.gov/schoolipm/school_admin/main.cfm

³ http://doas-radiant.psu.edu/fischer_article_on_school_iaq_03.pdf

⁴ <http://www.iapmo.org/2013%20California%20Mechanical%20Code/Chapter%2004.pdf>

Provide specific examples of actions taken for each checked practice above. (1,000 characters maximum including spaces, for all examples provided for practices highlighted)

Our schools have installed local exhaust systems for major airborne contaminant sources.

[0.5 point]

Yes/No

Describe your district's practices for inspecting and maintaining building ventilation systems and all unit ventilators to ensure they are clean and operating properly. (1,000 characters maximum including spaces)

[0.5 point]

Describe actions your district takes to prevent exposure to asthma triggers in and around schools, including using asthma-safer cleaning chemicals.⁵ (1,000 characters maximum including spaces)

[1 point]

Describe actions your district takes to control moisture from leaks, condensation, and excess humidity, and to promptly clean up mold or remove moldy materials when found. (1,000 characters maximum including spaces)

[0.5 point]

Describe the procedures and policies your district follows to ensure buildings and site soils are lead-safe. (500 characters maximum including spaces)

[0.5 point]

The district's drinking water comes from:

[0.5 point]

Municipal water source/Wells on school properties/Other

Describe how the water source is protected from potential contaminants. (500 characters maximum including spaces)

Describe the program in place to control lead and other contaminants in drinking water. (500 characters maximum including spaces)

[0.5 point]

Describe how your district controls and manages chemicals routinely used in the school to minimize student and staff exposure, including staff training programs and safer alternatives. (1,000 characters maximum including spaces)

[0.5 point]

Describe your district's healthier and greener cleaning custodial program, including green cleaning products, services, advanced equipment, and/or

⁵ <https://www.cdph.ca.gov/programs/ohsep/Pages/ClassGuide.aspx>

policies. Specify if you have implemented the California Department of Public Health’s “Healthy Cleaning & Asthma-Safer Schools: A How-To Guide.”⁶ (1,000 characters maximum including spaces)

[0.5 point]

What percentage of all cleaning products is third-party-certified as green?

[0.5 point]

What specific third-party-certified green cleaning product standard does your district use? (500 characters maximum including spaces)

Describe other steps your district takes to protect indoor environmental quality, such as implementing EPA IAQ Tools for Schools⁷ and/or conducting other periodic, comprehensive inspections of school facilities to identify environmental health and safety issues and take corrective action. (1,000 characters maximum including spaces)

[0.5 point]

Describe other steps your district takes to protect outdoor environmental quality, such as reducing vehicle idling, planting trees, etc. (1,000 characters maximum including spaces)

[0.5 point]

Element IIB – Health and Wellness

[15 points total]

Which practices does your district employ to promote nutrition, physical activity, and overall school health? (indicate the number and percentage of schools that participate)

Food and Nutrition

[1 point]

- *Our district has been recognized in the USDA's HealthierUS School Challenge⁸ and/or Alliance for a Healthier Generation,⁹ provide schools, levels, and years in the space below.*
- *Our district participates in a Farm to School program to use local, fresh food (e.g., California Thursdays¹⁰).*
- *The food purchased by our district is certified as environmentally preferable; provide the percentage and type in space below.*
- *Our district provides staff, students, and families information on nutrition education and/or programs.*

⁶ <https://www.cdph.ca.gov/programs/ohsep/Documents/CLASSguidelines.pdf>

⁷ <http://www.epa.gov/iaq/schools/>

⁸ <http://www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms>

⁹ <https://www.healthiergeneration.org/programs/>

¹⁰ <http://www.ecoliteracy.org/essays/california-thursdays>

Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(1,000 characters maximum including spaces, for all examples provided for practices highlighted)

School Gardens

[1 point]

- *Our schools have one or more on-site gardens maintained by students, staff, and/or families.*
- *Our school gardens supply food for our students in the cafeteria, a cooking or garden class, or to the community.*
- *All students in every grade receive instructional time in a school garden.*

Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(1,000 characters maximum including spaces, for all examples provided for practices highlighted)

Physical Education

[1 point]

- *Our students spent 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.*
- *Health measures are integrated into assessments.*

Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(1,000 characters maximum including spaces, for all examples provided for practices highlighted)

Wellness

[1 point]

- *Our schools have an active wellness committee that meets at least quarterly.*
- *Our local school wellness policies addresses positive environmental and health impacts that have helped green our school.*
- *Our wellness policies and practices extend into afterschool programs and/or activities.*
- *At least 50% of our students have participated in the EPA's SunWise¹¹ program (or an equivalent program).*

Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(1,000 characters maximum including spaces, for all examples provided for practices highlighted)

Describe the types of outdoor education, exercise, and recreation available, including time spent in the garden and opportunities for students to engage in

¹¹ <http://www2.epa.gov/sunwise>

child-led, child-directed physical play activities outside of formal physical education. *(1,000 characters maximum including spaces)*

[1.5 points]

Describe the efforts being made to increase staff wellness (physical fitness, mental health, nutrition, sun exposure, etc.). *(1,000 characters maximum including spaces)*

[1.5 points]

Describe any other efforts to improve health and wellness, highlighting innovative or unique practices and partnerships with local growers, businesses, and community partners. *(1,000 characters maximum including spaces)*

[2 points]

Does your district use a Coordinated School Health¹² approach or other health-related initiatives to address overall school health issues?

[2 points]

Yes/No

[If yes] **If yes, describe the health-related initiatives or approaches used by the district.** *(1,000 characters maximum including spaces)*

Does your district partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety?

[2 points]

Yes/No

[If yes] **If yes, describe these partnerships.** *(1,000 characters maximum including spaces)*

Do your students have daily access to a school nurse and counselor and/or a school-based health center?

[0.5 point]

Yes/No

[If yes] **If yes, describe these programs and the services they provide by site.** *(1,000 characters maximum including spaces)*

Describe your district's efforts to support student mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.). *(1,000 characters maximum including spaces)*

[1.5 points]

¹² <http://www.cde.ca.gov/ls/he/cs/>

Pillar III: Effective Environmental and Sustainability Education

Element IIIA – Interdisciplinary Learning

[20 points total]

Which practices does your district employ to help ensure effective, place-based, environmental and sustainability education? (*indicate the number and percentage of schools that participate*)

Policies

[6 points]

- *A written definition of environmental literacy and/or a definition of environmental learning outcomes including knowledge, skills, positive attitudes, and civic responsibility.*
- *An environmental or sustainability literacy requirement.*
- *A set of policies to promote environmental education and sustainability.*
- *A green schoolyard vision statement and/or master plan that guides the development of school grounds over time.*

Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(2,000 characters maximum including spaces, for all examples provided for practices highlighted)

Academic Programs

[8 points]

- *An academic program that integrates environmental and sustainability concepts across the curriculum in a single subject.*
- *An academic program that integrates environmental and sustainability concepts across the curriculum in multiple disciplines.*
- *An environmental or sustainability elective course, including an AP Environmental Science course (high schools only).*
- *A garden program that is integrated in the curriculum.*
- *A way to assess student environmental and sustainability learning and achievement.*
- *Professional development in environmental and sustainability education for all teachers and staff.*

Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(2,000 characters maximum including spaces, for all examples provided for practices highlighted)

Co-Curricular Programs

[6 points]

- *An environmental or sustainability student club, and/or a school Green Team that includes student representation and/or opportunities for student leadership.*

- *Field trips for students to study environmental education at outdoor programs, science museums, zoos, aquariums, parks, and farms.*
- *A school program that includes service learning projects that incorporate environmental topics.*
- *A way to use the buildings, grounds, and neighborhood to teach place-based environmental education and foster local ecological literacy in a hands-on manner.*

Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(2,000 characters maximum including spaces, for all examples provided for practices highlighted)

Element IIIB – STEM Content, Knowledge, and Skills

[5 points total]

How does your district use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge? *(2,000 characters maximum including spaces)*

[2.5 points]

How does your district use sustainability and the environment as a context for learning green technologies and career pathways? *(2,000 characters maximum including spaces)*

[2.5 points]

Element IIIC – Civic Knowledge and Skills

[10 points total]

Describe students' civic/community engagement projects integrating environment and sustainability concepts and specify at which grade level each is implemented. *(2,000 characters maximum including spaces)*

[2 points]

Describe students' meaningful outdoor learning experiences at every grade level. *(2,000 characters maximum including spaces)*

[2 points]

How does your district participate in California's annual celebration of Living Schoolyard Month (ACR-128¹³)?

[0.5 point]

¹³ http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140ACR128

Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (2,000 characters maximum including spaces)

[2 points]

Describe partnerships with the local community (e.g., academic, business, government, non-profit, and non-formal science institutions) that help advance schools and the greater community toward the Three Pillars. (2,000 characters maximum including spaces)

[2 points]

Distinguish any other programs or features not included in the application that demonstrate ways that your district integrates core environmental, sustainability, STEM, green technology, and civics into curricula while highlighting innovative or unique practices and partnerships that provide effective environmental and sustainability education. If applicable, include examples of the evolution of your program over time. (2,000 characters maximum including spaces)

[1.5 points]