



DoDEA Green Ribbon Schools Program Application

Thank you for your interest in the U.S. Department of Education Green Ribbon Schools (ED-GRS) Recognition Program. The Department of Defense Education Activity (DoDEA) Headquarters (HQ) can nominate a total of up to five schools or districts (if more than two of either category are nominated, at least one must serve at least 40% of students from a disadvantaged background¹) for the GRS award based on achievement in the three Pillars listed below:

Pillar 1: Reduce environmental impact and costs.

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

Pillar 3: Provide effective environmental and sustainability education, incorporating science, technology, engineering, and mathematics to support the environment and sustainability, civic skills, and green career pathways. Embedded into instruction instead of only events.

The ED-GRS Program application requires information about:

- School facilities (buildings and grounds – the facilities do not have to be new)
- Student and staff resource conservation practices
- Health and safety policies and programs
- Food service
- Environmental and sustainability curriculum and assessment

Application Procedure:

Please complete pages 3-16. It is recommended that you use the ED-GRS Web site to review past successful applications (<http://www2.ed.gov/programs/green-ribbon-schools/index.html>) and DoDEA's GRS Web site (<http://www.dodea.edu/Offices/logistics/greenRibbonSchools.cfm>) to help you prepare your application. You may also wish to work with functional experts on your installation, such as the installation's energy program manager, to assist with gathering utility information about your facility. The entire application must be **no more than 20 pages** in length. Your application must address all three pillars. The ED-GRS application timeline is provided on the following page.

¹ Disadvantaged background is defined as students eligible for free and reduced-price school meals



ED-GRS Application Submission Timeline

Event	Deadline
<ul style="list-style-type: none">School applications are due to the district superintendent for review and signature.Applications forwarded to the region director of student excellence for review and signature.	January 3, 2022
<ul style="list-style-type: none">Applications are submitted by e-mail to Naomi.Mayer@dodea.edu and Jude.Scally@dodea.edu	January 10, 2022

Submission:

- The nomination package, including the signed certifications and documentation of evaluation in the three Pillars, will be sent as a Word document and a PDF file and e-mailed by HQ to green.ribbon.scools@ed.gov according to the instructions in the Nominee Submission Procedure.

Part 1: Eligibility Certification and School Application Information

School, District and DoDEA Region Certifications

The signatures of the school principal, district superintendent and regional director of student excellence on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. After submission, the finalists' application will be signed by the Chief Academic Officer.

- The school has some configuration that includes one or more of grades pre-K–12. (Schools on the same campus with one principal, even a pre-K–12 school, must apply as an entire school.)
- The school has been evaluated and selected from among schools on the installation, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
- As a unique Federal entity, DoDEA and its schools are not under the auspices of ED. However, DoDEA processes and procedures comply with all Federal laws, including those concerning the investigation of civil rights complaints and complaint reviews and the administration of the Special Education Program.
- Office of Civil Rights (OCR) has not issued a violation letter of findings to the school



DoDEA School Nominee Presentation Form

Name of Principal:

Official School Name:

School Mailing Address:

(If address is P.O. Box, also include street address.)

City:

State:

Zip:

Installation:

DoDEA Area:

Telephone:

Fax:

Web site/URL:

E-mail:

Percent of Student Population with Disadvantaged Background:

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

_____ Date: _____
(Principal's Signature)

Name of Superintendent: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name:

Telephone:

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This school is high-achieving in the three Pillars.

_____ Date: _____
(Superintendent's Signature)

Name of Area Director: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)



DoDEA Green Ribbon Schools Program



Region Name: _____

Telephone: _____

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This school is high-achieving in the three Pillars.

Date: _____

(Regional Director’s Signature)

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true and correct to the best of the Nominating Authority’s knowledge:

1. *The school has some configuration that includes grades pre-K–12.*
2. *The school is one of those overseen by the Nominating Authority, which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.*
3. *The school meets all applicable Federal civil rights and Federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification if applicable and required by law or other authority.*

Name of Nominating Agency: Department of Defense Education Activity (DoDEA)

Name of Nominating Authority: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: _____

(Nominating Authority’s Signature)



DoDEA School Green Ribbon Application

Summary of Nominee's Achievements

Provide below a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Only schools that document progress in every Pillar and Element can be considered for this award. What makes your school worthy of the title: Department of Education Green Ribbon School?



1. School Profile.

School Name:

Installation:

Street Address:

City:

State:

Zip:

School Web site:

Principal Name:

Principal E-mail Address:

Principal Phone Number:

DoDEA District:

DoDEA Area:

School Type:

School Enrollment:

Percent Disadvantaged Background Population:

2. Application Team Information

Lead Applicant Name (who prepared the application): Lead

Applicant Title (e.g., teacher, principal):

Lead Applicant E-mail:

Lead Applicant Phone Number:

Application Team Members. (Others who helped prepare this application)

	Name (First and Last)	Title/Department
1		
2		
3		
4		



Part 2: Achievement Area Evaluation

Crosscutting Questions: Awards and Programs

1. Does your school participate in a local, state, or National Green Schools Program? () Yes

() No

If yes, which program(s) are you participating in, what level(s) are in progress and what level(s) have you achieved?

	Program	Level in Progress	Level Achieved (include date achieved)
1			
2			
3			
4			

2. In the past five years, has your school, staff, students, or student groups received any awards for environmental stewardship, student and staff health/wellness, or environmental education/civic programs?

() Yes () No If yes, provide award details below.

	Award	Awarded to	Awarded by	Year Received
1				
2				



Pillar 1: Reduce environmental impact and costs.

Element 1A: Reduced/eliminated greenhouse gas emissions, energy audits/emissions inventory/reduction plan, energy efficiency/conservation and improvements.

1. What programs or practices has your school implemented to conserve energy and to protect our environment from the negative effects of buildings and transportation? Examples are listed below.
 - Our school has an energy management plan in place that describes the steps we are taking, the key participants, our goals, and a schedule for conserving energy and reducing energy costs.
 - Our school participated in an energy efficiency program that resulted in a comprehensive energy audit and cost effective energy efficiency improvements.
 - Our school has set and met an energy conservation target every year since we started our program.
 - Our school has a greenhouse gas emission reduction plan in place that targets energy use. We measure our annual progress against our reduction goal.

Describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you set your goals for reduction, and how you measure your progress. Work as needed with your installation energy program management team to get information about your energy use.



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

1. Which practices contribute to the protection and conservation of the school domestic (drinking) water? Examples are listed below.

- We are served by an installation/privatized utility water provider that is required to report annually on the quality of our water.
- Our school has its own well and we do water sampling in accordance with our local and state health authorities.
- Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination.
- We have a water reduction plan in place that includes (check one that applies):

<input type="checkbox"/>	Low-flow water fixtures
<input type="checkbox"/>	Native drought-tolerant plants
<input type="checkbox"/>	Minimal or no landscape irrigation

- Our school water use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent installation program.
- We use only non-potable water (such as water collected from a rain barrel or rain cistern) for irrigation.
- Our school has a greenhouse gas emission reduction plan in place that targets water use. We measure our annual progress against our reduction goal.

2. Describe below how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Work as needed with your installation energy program management team to get information about your energy use and give concrete examples.



Element 1C: Reduce solid/hazardous waste production (recycling/composting and reduced consumption of elimination of hazardous waste).

1. What programs has the school initiated and maintained to reduce solid waste, eliminate hazardous waste, and procure environmentally preferable products? Examples are listed below.
 - Our school has initiated and maintained a solid waste management plan that includes waste reduction practices, collection of recyclable and compostable materials, elimination of hazardous waste, and preferred-purchasing requirements.
 - Our recycling program collects every material that is collected on our installation.
 - Our school composts organic materials on site.
 - Our school only purchases office/classroom paper that is 50% or more post-consumer material.
 - Our school purchases office/classroom paper that is totally chlorine-free or processed chlorine free.
 - Hazardous and dangerous products at our school have been reduced or eliminated.
 - Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with Federal and state regulations.
 - Our school has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal.

2. Describe below your solid waste management plan, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Work as needed with your installation's hazardous waste program manager or recycling program manager to gather information about your efforts in this area.



Element 1D: Alternative transportation.

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

2. Describe below the alternative transportation options to driving in a single occupancy vehicle to and from school. Include how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking.



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

Element 2A: An integrated school environmental health program.

1. What programs or practices does your school implement to ensure the environmental health of the school community? Examples listed below of school wide initiatives.
 - Our school implements an up-to-date integrated pest management program.
 - Our school implements an up-to-date Indoor air quality management plan modeled after the EPA's Indoor Air Quality Tools for Schools or other national recognized model.
 - Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
 - Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate, or we have identified these structures and have taken steps to reduce exposure.
 - Our school has a comprehensive green cleaning program.
 - Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
 - Our school has an asthma management program consistent with the National Asthma Education and Prevention Program.
 - Our school has a chemical management program in place, with elements of purchasing, inventory, storage, training, spills, and hazards communication.
2. Describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community.



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

1. Which programs or practices does your school implement to promote nutrition, physical activity, and overall school community health? Examples are listed below.
 - Our school participates in the Healthy Child Program.
 - Our school participates in the U.S. Department of Agriculture's Healthier School Challenge.
 - Our school participates in a farm-to-school or comparable program to use local, fresh food in our cafeteria.
 - Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers.
 - At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.
 - Our school integrates health measures into student assessments.
 - Health, counseling, and psychological services are offered for both students and staff
 - Families/communities are involved in an integrated school environmental health program

2. Describe below how your school implements high standards of nutrition, fitness, quality outdoor time and overall health and wellness for both students and staff.



Pillar 3: Effective environmental and sustainability education linked to environmental and sustainable learning, civic skills, and green career pathways.

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

1. Describe below how your school integrates and assesses/measures students' environmental or sustainability literacy at each grade level, including curriculum, courses, outdoor learning, and assessments.

2. Describe below the professional development opportunities available to your teachers in environmental and sustainability concepts and the number and percentage of teachers who participated in these opportunities during the past 12 months.



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

Describe below your students' civic and/or community engagement experiences integrating environmental and sustainability topics/concepts, field studies, community service, etc.

Address if and how students conduct an age-appropriate community engagement projects around a self-selected environmental or sustainability topic at every grade level and partnering with local academic, business, informal science institutions and/or other schools to help advance the school toward the three Pillars and/or assist the progress of other schools, particularly a school with lesser capacity in these areas.



Conclusion

This concludes your DoDEA GRS Program application. Please take a moment to ensure you have answered every question to the best of your ability. Keep in mind that applications submitted to ED by DoDEA HQ must be **no more than 20 pages** in length.

Please e-mail a copy of your application in both Microsoft Word and PDF format to Naomi Mayer and Jude Scally at DoDEA HQ via e-mail at naomi.mayer@dodea.edu and jude.scally@dodea.edu, respectively. Six photos may be e-mailed separately if e-mail file size limitations are breached.

E-mail and hard copy applications must be received by **January 10, 2022**