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**About Green Ribbon Schools**

The U.S. Department of Education Green Ribbon Schools honors America’s public and private elementary, middle and high schools for their efforts toward improving student health and achievement and reducing their environmental impact. A Green Ribbon Schools award will represent a healthy and sustainable school, recognized by parents, students, staff and governments at federal, state and local levels as an exemplary model of achievement in sustainability, health and environmental education.

Green Ribbon Schools sets a standard of excellence for all schools to become energy efficient and healthy learning spaces that provide environmental education. National studies and existing green schools programs indicate that the benefits of the Green Ribbon Schools program will include increased energy cost savings, improved student and staff health and productivity, enhanced critical thinking skills, improved student performance, reduced behavioral problems, and increased student engagement.

While the award confers no federal funds, winners of the Green Ribbon, like Blue Ribbon Schools, may experience national and local press coverage, re-energized staff and parents, enhanced community support, increased application rates, and increased opportunities for private financial assistance. Winners will be invited to participate in national and local recognition ceremonies.

**2024 Application Information**

Schools, school districts, and institutions of higher education demonstrating high achievement in the elements of each of the three Green Ribbon Schools Pillars (see below) and are eligible for consideration.

**Pillar 1: Reduced Environmental Impact and Costs**

* Reduced or eliminated greenhouse gas emissions using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures and/or on-site renewable energy and/or purchased of green power;
* Improved water quality, efficiency and conservation;
* Reduced solid and hazardous waste production through increased recycling, reduced consumption and improved management, reduction or elimination and storage of hazardous waste products (e.g., the purchase of, use of and disposal of hazardous waste materials); and
* Expanded use of alternative transportation to, during and from school, through active promotion of locally available options and implementation of enabling projects and policies.

**Pillar 2: Improved Health and Wellness**

* High standards of [Whole School Whole Community, Whole Child health](https://www.cdc.gov/healthyschools/wscc/index.htm), including health, nutrition, and outdoor physical activity; and
* An [integrated school environmental health program](https://www.epa.gov/schools) that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds, including cleaning and maintenance; mold and moisture; chemical and environmental contaminants; air quality and ventilation; and pests and pesticide.

**Pillar 3: Effective Environmental and Sustainability Education**

* Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems;
* Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and
* Development of civic engagement knowledge and skills and students' application of these to address sustainability and environmental issues in their community.

Nebraska is permitted as many as five school nominations and one district nomination. If a state or comparable authority wishes to nominate more than one public school, one must be a school with at least 40 percent of its students eligible for Free and Reduced Lunch. Private schools may also be nominated.

Institutions of higher education (IHE) also have the opportunity to receive recognition for their comprehensive green efforts. A Green Ribbon Schools Postsecondary Sustainability Award winner will represent a healthy and sustainable college or university recognized by students, staff, parents, and governments at federal, state and local levels as an exemplary model of achievement in sustainability, health, and environmental education.

**Applications for the 2024 School Year—Due January 29, 2024**

It is important to document concrete achievement in your application. It will help to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and students. You should consult the ED-GRS [resources page](http://www2.ed.gov/programs/green-ribbon-schools/resources.doc) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of resources for all schools, not just those who apply.

The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers. **Applications are due by January 29, 2024.**

**Notes on filling out the application:**

Feel free to provide documentation for any of the application categories but the application may not exceed 19 pages total including photos. In addition, some sections have “word count” limits that must be followed. **Send your application by email as a Word document to:** **sheyanne.smith@nebraska.gov**

Application Outline:

|  |  |
| --- | --- |
|  ED-GRS Pillars and Elements  |  Points |
| Cross-Cutting Question: Participation in green school programs  |  5 Points |
| **Pillar I: Reduce environmental impact and costs: 30%** |  |
|  Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings |  15 Points |
|  Element 1B: Improved water quality, efficiency, and conservation Water Grounds |  5 Points |
|  Element 1C: Reduced waste production Waste Hazardous waste |  5 Points |
|  Element 1D: Use of alternative transportation  |  5 Points |
| **Pillar II: Improve the health and wellness of students and staff: 30%** |  |
|  Element 2A: Integrated school environmental health program Integrated Pest Management Indoor air quality Contaminant controls and Ventilation Moisture control Asthma control Chemical management |  15 Points |
|  Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition |  15 Points |
| **Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 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 knowledge and skills |  10 Points |
| Total |  100 Points |

**NEBRASKA 2024 ED-GRS SCHOOL APPLICATION**

**School Contact Information**

School Name: District:

Street Address:

City: State: Zip:

Website:

Facebook page:

Twitter:

Principal Name: Principal Email Address:

Phone Number (with area code): Lead Applicant Name (if different):

Lead Applicant Email: Phone Number (with area code):

**Level**

[ ]  Early Learning Center

[ ]  Elementary (PK - 5 or 6)

[ ]  K - 8

[ ]  Middle (6 - 8 or 9)

[ ]  High (9 or 10 - 12)

**School Type**

[ ]  Public
[ ]  Private/Independent
[ ]  Charter

**School Description**

[ ]  Urban

[ ]  Suburban

[ ]  Rural

**School Demographics**

Total Enrolled:
% receiving FRPL:
% limited English proficient:
Other measures:
Graduation rate:
Attendance rate:

Does your school serve 40% or more students from disadvantaged households?

[ ]  Yes [ ]  No

***SUMMARY NARRATIVE:*** Provide an 800 word maximum narrative describing your school’s efforts to reduce environmental impact and costs, improve student and staff health, and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

**Instructions for completing this form:** Please answer all of the questions below to the best of your ability, in a different text color. A more complete application will increase your chances of success. You may supplement the information in these questions by describing alternative benchmarks or indicators of progress (see final question in each section).

**SCHOOL PROFILE: GREEN SCHOOL PROGRAM AND AWARDS**

1. Is your school participating in a local, state, or national program, which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes [ ]  No [ ]  If yes, please explain what program(s), current level of achievement, and the years you have been involved in these programs. (e.g. EPA Energy Star Portfolio Manager, Eco-Schools USA, PLT Green Schools, NPPD Green Schools).
2. Has your school, staff or student body received any awards for facilities, health or environment? Yes [ ]  No [ ]  Award(s) and years received:
3. Has your school created a place for teachers to share lessons on Sustainability? Yes [ ]  No [ ]  If yes, where?
4. Has your School Board adopted a Green Strategic Plan? Yes [ ]  No [ ]
5. Has your school created a Green Team? Yes [ ]  No [ ]  If yes, list team members and their roles.
6. Has your school seen a cost savings from green initiatives? Yes [ ]  No [ ]  If yes, describe the cost savings or use the table below to fill in your cost savings data.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Fiscal Year** | **Electric Energy Consumption (kwh)** | **Natural Gas or Fuel Oil Consumption (therms)** | **Electric Utility Costs ($)** | **Natural Gas Utility Costs ($)** | **Total Utility Costs ($)** | **Annual Savings ($)** | **% Reduction from FY ’18-‘19** |
| 18-19 |       |       |       |       |       |       |       |
| 19-20 |       |       |       |       |       |       |       |
| 20-21 |       |       |       |       |       |       |       |
| 21-22 |       |       |       |       |       |       |       |

**PILLAR I: REDUCED ENVIRONMENTAL IMPACT
*Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions*
Energy** (Please convert energy data to Portfolio Manager format if possible)

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? *(Please fill in table below first.)* Yes[ ]  No [ ]  \*Percentage reduction: over (m/yy - m/yy): Initial GHG emissions rate (MT eCO2/person):
 Final GHG emissions rate (MT eCO2/person):
 Offsets:

How did you calculate the reduction?

What do you use to benchmark your energy use?

Table is based on School data taken from \_\_\_\_\_ Portfolio Manager, district utility bills, etc.), as reported by \_\_\_\_\_

(Vendor or School/District Personnel).

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fiscal Year | Electric Energy consumption (kwh) | Natural Gas Consumption (therms) | Fuel Oil Consumption (gallons) | Carbon Dioxide from Electric 1.52lbs/kwh | Carbon Dioxide from natural Gas 11.7 lbs/therms | Carbon Dioxide from Fuel Oil 26.033 lbs/gal | Total Number of Staff and Students | MT eCO2/person |
| Example | 100,000 | 15,000 | 5,000 | 100,000 x 1.52 = 152,000 | 15,000x 11.7 = 175,500 | 5000 x 26.033 = 130,165 | 250 | (152000+1775500+130165)/250/1000=1.83 |
| 18-19 |  |  |  |  |  |  |  |  |
| 19-20 |  |  |  |  |  |  |  |  |
| 20-21 |  |  |  |  |  |  |  |  |
| 21-22 |  |  |  |  |  |  |  |  |

8. Has your school conducted an energy audit of its facilities? Yes [ ]  No [ ]
 Percent reduction:
 Measurement unit used kBTU/Square foot or kBTU/student?
 Time period measured: from       to

9. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification? (Score of 75 or above) Yes [ ]  No [ ]  Year(s) and score(s) received:

10. What percentage of your school's energy is obtained from:
 On-site renewable energy generation: Type:
 Purchased renewable energy: Type:
 Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

11. Has your school reduced its total non-transportation energy use from an initial baseline? Yes [ ]  No [ ]
 [ ]  Current energy usage (kBTU/student/year): Enter data in table below.
 Current energy usage (kBTU/sq. ft./year): Enter data in table below.
 Table is based on School data taken from (Portfolio Manager, district water
 bills, etc.), as reported by (Vendor or School/District Personnel).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Fiscal Year | Electric Energy Consumption (kBTU) 1kwh=3.412 kBTU | Natural Gas Consumption (kBTU) 1therm=100kBTU | Fuel Oil Consumption (gallons) 1 gal=139 kBTU | Total Number of Staff & Students | kBTU/Number of Staff & Students | kBTU/sq. ft. | % Reduction from FY 18-19 |
| 18-19 |  |  |  |  |  |  |  |
| 19-20 |  |  |  |  |  |  |  |
| 20-21 |  |  |  |  |  |  |  |
| 21-22 |  |  |  |  |  |  |  |

12. Year your school was originally constructed: Total school building area (sq.ft):

13. Has your school constructed or renovated building(s) in the past ten years? Yes [ ]  No [ ]

For **new** building(s): Which green building standard was used?
Percentage building area that meets green building standards:
Certification and level: Total constructed area:

For **renovated** building(s): Which green building standard was used?
Percentage of the building area that meets green building standards:
Certification and level:       Total renovated area:

***Element 1B: Improved water quality, efficiency, and conservation*Water and Grounds**

14. Can you demonstrate a reduction in your school’s total water consumption measured in gal/square foot **and/or** gallons/occupant from an initial baseline? Yes [ ]  No [ ]

 If yes, please complete the tables below and provide the following information:

Average Baseline water use (gallons per **occupant**): Current water use (gallons per **occupant**):
Percent reduction in domestic use: Percent reduction in irrigation: Total percent reduction:
Time period: from \_\_\_\_\_ to \_\_\_\_\_\_

Average Baseline water use (gallons per **sq ft**): Current water use (gallons per **sq ft**):
Percent reduction in domestic use: Percent reduction in irrigation: Total percent reduction:
Time period: from to \_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fiscal Year | Water Consumption (gallons) | Total Square Feet | Water Consumption (gals/sq ft) | % Reduction from FY 18-19 |
| 18-19 |  |  |  |  |
| 19-20 |  |  |  |  |
| 20-21 |  |  |  |  |
| 21-22 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fiscal Year | Water Consumption(gallons) | Total number of Staff and Students | Water Consumption (gals/occupant) | % Reduction from FY 18-19 |
| 18-19 |  |  |  |  |
| 19-20 |  |  |  |  |
| 20-21 |  |  |  |  |
| 21-22 |  |  |  |  |

Table is based on School data taken from (Portfolio Manager, district water bills, etc.), as reported by \_\_\_\_\_\_(Vendor or School/District Personnel).

Do you include after-hour activities in your water consumption calculations? (Adult sport leagues, community events, etc.) Yes [ ]  No [ ]

15. Describe any strategies you use to discourage single-use beverage containers on school property. Describe how you assure the recycling of those containers at athletic locations, or other outdoor events.

16. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?

17. What plants are native to your geographic location and how have you incorporated them?

18. Describe alternate non-potable water sources used for irrigation (e.g. roof run-off, parking lot runoff). (50-words max)

19. Describe any efforts to reduce storm water runoff and/or reduce impervious pavement (e.g. rain gardens, bioswales, ponds). (50-words max)

20. Our school's drinking water comes from: [ ]  Municipal water source [ ]  Well on school property [ ]  Other:

21. Describe how the water source is protected from potential contaminants. (50-words max)

22. Describe the program you have in place to control lead in drinking water. (50-words max)

23. Does your school have its own well? Yes [ ]  No [ ]  If yes, did your school comply with all monitoring requirements and did the drinking water meet all applicable standards? Yes [ ]  No [ ]

24. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, with an emphasis on water conservation: (50-word max)

25. What percentage of school grounds are devoted to ecologically beneficial uses? (50 word max)

***Element 1C: Reduce waste production – Waste/Hazardous Waste***

26. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.
 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) ÷ (A + B + C) x 100):
 Monthly waste generated per person = (A/number of students and staff):

27. Do you include after-hour activities in your garbage reduction calculations (adult sport leagues, community events, etc.)? Yes [ ]  No [ ]

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

29. Describe how you have reduced your paper consumption, and how you measured that reduction (e.g. working and reviewing online, white boards). (50-word max).

30. List the types and amounts of hazardous waste generated at your school:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Flammable Liquids | Corrosive Liquids | Toxics | Mercury | Other |

 How is this calculated?
 How is hazardous waste disposal tracked?

31. Describe other measures taken to reduce solid waste and eliminate hazardous waste (on-site composting etc.). (100-word max)

32. Which green cleaning custodial standard is used?

33. What percentage of all products is certified?

 What specific third party certified green cleaning product standard does your school use?

 Describe the measures your school has taken to use only green cleaning products.

34. If your school has a nurse’s office, how does the nurse track regulated medical waste? Describe the tools or mechanisms used to track this waste.

35. 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 [ ]

36. Are there any Underground Storage Tanks located at your School? Yes [ ]  No [ ]  If yes, do you have the proper permits for using an underground tank? Yes [ ]  No [ ]

***Element 1D: Use of Alternative Transportation***

37. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses)

How is this data calculated? (50-word max)

38. Has your school implemented?

 [ ]  Designated carpool parking spaces

 [ ]  A well-publicized no idling policy that applies to all vehicles (including school buses)

 [ ]  A policy that encourages walking and/or bicycling to school

 [ ]  Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows

 [ ]  A Safe Routes to School program or a School Travel Plan

 [ ]  Walk and Bike to School Days -

 [ ]  A Walking School Bus program

 [ ]  Walking and bicycling safety curriculum

 [ ]  Electric vehicle charging stations have been installed to encourage the use of these vehicles

 [ ]  Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school

Describe activities in your safe routes program if applicable: (50-word max)

39. If your school has only bus transportation, describe how your school transportation use is efficient and has reduced its environmental impact (e.g. more efficient bus routes, diesel retrofits for buses, use of biodiesel fuel, electric vehicles). (50-word max)

**Summary Question for Pillar 1**

40. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100-word max)

**PILLAR 2: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF
*Element 2A: Integrated School Environmental Health program*
Environmental Health**

* 1. Has your school conducted any “Occupant Survey” with teachers and students? Yes [ ]  No [ ]  If so, please state the date(s) and results of the survey.(e.g. CHPS )
	2. Do you have an Operations & Maintenance Policy for your building?
	3. Describe your school’s Integrated Pest Management efforts, including IPM/green certifications earned, routine inspection, pest identification, monitoring, record-keeping, etc.:

What is the volume of your annual pesticide use (gal/student/year)?

Describe efforts to reduce use:

* 1. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

[ ]  Our school conducts both indoor (structural) and outdoor (turf and ornamental) IPM to reduce student
 exposure to chemical pesticides.

[ ]  Our school prohibits smoking on campus and in public school buses.

[ ]  Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and
use in the school.

[ ]  Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO2)

[ ]  Our school does not have any fuel burning combustion appliances (e.g. boilers, emergency generators, hot
 water heaters, etc.)

[ ]  School Radon Testing: Our school has tested all frequently occupied rooms in contact with the ground, and
first floor rooms above basement spaces that are not frequently occupied for radon gas and has fixed and retested rooms with levels that tested at or above 4 pCi/L . Yes [ ]  No

[ ]  Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

[ ]  Our school has identified any wood playground or other structures that contain chromate copper arsenate
and has taken steps to eliminate exposure.

* 1. Describe how your school controls and manages chemicals routinely used in the school, as well as construction or cleaning activity that produces odors or dust, to minimize student and staff exposure. (100-word max)
	2. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100-word max)
	3. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100-word max)
	4. Our school has installed local exhaust systems for major airborne contaminant sources. Yes [ ]  No [ ]
	5. Describe your school’s practices for inspecting and maintaining the building’s ventilation system and all unit ventilators to ensure they are clean and operating properly. (100-word max)
	6. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100-word max).
	7. Describe other steps your school takes to protect indoor environmental quality such as: (200-word max)

 [ ]  Implementing EPA IAQ Tools for Schools and/or
 [ ]  Conducting other periodic, comprehensive inspections of the school facility to identify environmental health
 and safety issues and take corrective action.

* 1. Which of the following green procurement practices does your school engage in?

[ ]  Building & Construction
[ ]  Carpets
[ ]  Cleaning.
[ ]  Electronics
[ ]  Fleets
[ ]  Food Services
[ ]  Landscaping
[ ]  Meetings & Conferences
[ ]  Office Supplies
[ ]  Paper

* 1. What system do you use to determine if the above products and services are considered sustainable?
	 [ ]  DOE Purchasing for Energy Efficient Products
	 [ ]  CHPS High Performance Database
	 [ ]  Electronic Product Environmental Assessment Tool (EPEAT)
	 [ ]  Other

***Element 2B: Nutrition and Fitness*Food and Nutrition, Fitness and Outdoor time**

* 1. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100-word max each)

[ ]  Our school participates in the USDA's Healthier US School Challenge. Level and year:
[ ]  Our school participates in a Farm to School program to use local, fresh food.
[ ]  Our school has an on-site food garden that teaches nutrition and environmental education, describe.
[ ]  Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the
 community.
[ ]  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.
[ ]  Our school participates in International Walk to School Day in October and/or National Bike to School Day in
 May. Year(s):
[ ]  Our school has a School Wellness Policy that addresses both nutrition AND physical activity
[ ]  Our school has a School Wellness Committee that meets at least once a year.
[ ]  Health measures are integrated into assessments
[ ]  At least 50% of our students have participated in the EPA's Sunwise (or equivalent program.)
[ ]  A certain percentage of the food purchased by our school food service is locally sourced from regional farms.
 Percentage: Type:

* 1. Does your school compost lunch waste on-site? Yes [ ]  No [ ]  If so, what percent?       How much is used in your outdoor classroom?
	2. What environmental technology is used at your school? (e.g. weather station, composting, rain garden)
	3. Describe the type of outdoor education, exercise and recreation available. (100-word max)

 **Coordinated School Health, Mental Health, School Climate, and Safety**

* 1. Does your 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:

* 1. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health, school garden education and/or safety? Yes [ ]  No [ ]  If yes, describe these partnerships:
	2. Does your school have a school nurse and/or a school-based health center? Yes [ ]  No [ ]
	3. Describe your school’s efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.)

**Summary Question for Pillar 2**

* 1. Describe any other efforts to improve coordinated health and safety, nutrition and fitness, highlighting innovative or unique practices and partnerships. (100-word max)

**PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION**

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

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

[ ]  Our school has an environmental or sustainability literacy requirement. (200-word max)

[ ]  Environmental and sustainability concepts are integrated throughout the curriculum. (200-word max)

[ ]  Environmental and sustainability concepts are integrated into assessments. (200-word max)

[ ]  Students evidence high levels of proficiency in these assessments. (100-word max)

[ ]  Professional development in environmental and sustainability education are provided to all teachers. (200-words max)

***Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills***

1. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: Percentage scoring a 3 or higher:

1. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200-word max)
2. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200-word max)

***Element 3C: Development and application of civic knowledge and skills***

1. Describe students' civic/community engagement projects integrating environment, environmental justice (as defined by EPA) and sustainability topics. (200-word max)
2. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200-word max)
3. Describe students’ meaningful outdoor learning experiences at every grade level. (200 word max)

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

**Summary Questions for Pillar 3**

9. Describe any other ways that your school integrates core environment, sustainability, STEM, equity and environmental justice issues (as defined by EPA), green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200-words)

10. How are your descriptions in number 8 supported or enhanced by your efforts in Pillar 1 to reduce environmental impact and costs for your school. (100 words max)

**Submit up to 20 photos or up to 10 minutes of video content. Please caption the photos and/or videos.**