Green Ribbon Rubric		Schools earn scores for actions similar to those described below	
School Profile:		**CROSS-CUTTING QUESTIONS 5%**	
	1	**2 to 3**	**4 to 5**
Current participation in green school programs and/or progress toward a BOE adopted school/district green strategic plan. Recent awards for E/S efforts, active Green Team and demonstrates cost savings of school. Max score = 5 points	School participates in a program that benchmarks progress in any of the Pillars and has received one award for E/S efforts.	School participates in programs that benchmarks progress in any of the Pillars and has received two awards for E/S efforts. Also, has a Green Team and some cost savings.	School participates in a number of programs that benchmarks progress in any of the Pillars and has received three or more awards for E/S efforts and has an active Green Team and can demonstrates significant cost .savings.
Pillar 1:	**REDUCE ENVIRONMENTAL IMPACT AND COSTS: 30%**		
Goal: Reduce energy, carbon, water, waste, and hazardous waste impacts			
	1 to 5	**6 to 10**	**11 to 15**
Element 1A: Significant reduction of greenhouse gas (GHG) emissions - Improved energy conservation/energy-efficient building. Max score = 15 points	School demonstrates reductions in energy use from prior year	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing building at a minimum Bronze level or standard equivalent; measures and offsets some of its remaining carbon footprint.	School has an Energy Master Plan; is Energy Star rated above 75; demonstrates reductions from baseline in electricity, heating and carbon footprint of 25% or more; >35% of energy use comes from renewable sources; offsets a substantial amount of its remaining footprint; has received green building recognition at the Silver or higher or standard equivalent for all new, renovated, and existing building(s).
	1	**2 to 3**	**4 to 5**
Element 1B: Improved water quality, efficiency, and conservation i.e.. Water & Grounds. Max score = 5 points	The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount of reduction in water-use compared to baseline.	In addition, the school demonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).
	1	**2 to 3**	**4 to 5**
Element 1C: Reduced waste production and improved recycling and composting programs i.e. Waste, Hazardous waste. Max score = 5 points	School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no compost); purchases some paper with some recycled content; uses some “third-party certified” cleaning products; and describes a few creative ways the school community practices the 4Rs.	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses substantial amount of “third-party certified” cleaning products; has a recycling program that diverts 35% of its solid waste (some compost, such as yard waste); purchases substantial amounts of paper with recycled and chlorine-free content.	School also has made substantial, measured progress towards a “zero waste” goal; has a recycling program that diverts 50% or more of its solid waste (including yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% “third-party certified” cleaning products (not including disinfectants); has a custodial program that meets “green” institutional services standards; and describes several creative ways the school community practices the 4Rs.
	1	**2 to 3**	**4 to 5**

Element 1D: Use of alternative transportation to, during, and from school. Max score = 5 points	School has programs in place to promote more efficient and healthier transportation, including anti-idling policy, no loading/unloading near air intakes; has some percentage of students that involved in car pooling.	In addition, school has a high percentage of students that car pool; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote alterative transportation.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation and has data to support it's implementation.
Pillar 2:	**IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF – 30%**		
Goal: The school improves the health and performance of students and staff			
	1 to 5	**6 to 10**	**11 to 15**
Element 2A: An integrated school environmental health program i.e. Integrated Pest Management, Green Cleaning Products, Ventilation, Contaminant controls, Asthma control, Indoor air quality, Moisture control, Chemical management Max score = 15 points	School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%;contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses “third-party certified” cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural), including the results of an “Occupant Survey”.
	1 to 5	**6 to 10**	**11 to 15**
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time i.e. Fitness and outdoor time, Food and Nutrition , Ultra Violet (UV) safety. Max score = 15 points	School conducts at least an average of 120 minutes per week per student of physical education with a 25% conducted outdoors; and participates in some nutrition program. Some support student mental health and school climate.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; food from school garden is eaten by students. School-wide support student mental health and school climate.	School also purchases a substantial amount of food locally; more than 50% of physical education annually takes place outdoors; and undertakes other composts lunch waste and it is used in school garden; assesses measures to promote healthy nutrition, and high quality outdoor time. School has been recognized for their programs that support student mental health and school climate.
Pillar 3:	**PROVIDE EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION, INCORPORATING STEM, CIVIC SKILLS AND GREEN CAREER**		
Goal: 100% of the school's graduates are environmentally and sustainability literate (E/S)			
	1 to 5	**6 to 11**	**12 to 20**
Element 3A: Interdisciplinary learning that prepares students to navigate the key inter-relationships between dynamic physical and social systems (E/S literacy) is documented, assessed for and mapped. Max score = 20 points	School documents the integration of E/S concepts into many subjects; documents the integration of E/S into some class and school assessments; At least 30% of teachers participate in occasional E/S professional development and/or coaching opportunities.	School documents and maps its E/S literacy efforts that prepare students to navigate the key inter-relationships between dynamic physical and social systems (E/S); incorporates E/S standards, enduring understandings, skills and dispositions into many (more than half) grades, subjects, classroom activities and assessments; at least 60% of teachers participate in one or more E/S professional development/coaching opportunities annually, and at least 30% of administrators are engaged in some E/S leadership development/coaching opportunities.	School has an E/S graduation/ matriculation requirement based on proficiency in E/S literacy standards/benchmarks, enduring understandings, skills and dispositions which is focussed on preparing students to navigate the key inter-relationships between dynamic physical and social systems; fully documents and maps the integration of E/S into the curricula scope and sequence of learning and matriculation standards for all grades; at least 80% of teachers participate in numerous E/S professional development opportunities annually. E/S is part of the school's strategic plan; at least 60% of administrators attend E/S professional development; Student work samples are collected and analyzed for evidence of student learning in E/S
	1	**2 to 3**	**4 to 5**

Element 3B: Use of (E/S) to prepare students for career pathways and to develop STEM/STEAM content, knowledge, and thinking skills. Max score= 5 points	STARTING: School provides little evidence of the integration of E/S into the career pathways (particularly science and tech oriented) offered; and provides little evidence of using E/S to develop STEM or STEAM content and skills in the appropriate subjects.	DOING: School provides some evidence of the integration of E/S into the career pathways (particularly science and tech oriented) offered; and provides some evidence of using E/S to develop STEM or STEAM content and skills in the appropriate subjects.	DEEPENING: School provides evidence of the frequent integration of E/S concepts into STEM/STEAM courses; E/S is embedded in the K-12 Science scope and sequence; the curricula makes many connections throughout that integrate E/S into career pathways (particularly science and tech oriented) offered and to the world of "green jobs".
	1 to 3	**4 to 6**	**7 to 10**
Element 3C: Development and application of civic engagement, outdoor experiences, and community partnerships through place based learning experiences. Max score = 10 pts	School provides evidence of a small amount of authentic civic projects related to E/S in curriculum of some grades; occasional meaningful place based learning experiences in a few grades; and a few community partnerships.	In addition, school provides evidence of students regularly engaged in authentic project based and place based learning related to E/S; Meaningful school community partnerships are growing; School employs best practices for inquiry-based, hands-on, experiential learning in both their civic and place-based experiences.	Projects are not "one-off" but instead are in-depth service learning and/or civic projects fully integrated with the school's curricula. Students in most grades/subjects are engaged in authentic and meaningful project based/place based learning opportunities; the quality and quantity of community partnerships results in measurable sustainability advancements at the school, and the wider community. Highest points for inspiring and creative projects and partnerships.

Cross Cutting Question
Pillar I
Pillar 2
Pillar 3
TOTAL