

Louisiana
Green Ribbon Schools Application

2023-2024



October 16, 2023

Application Due Date: December 15, 2023, at 5 p.m.

Background

Thank you for your interest in completing the Louisiana application for nomination to the U.S. Department of Education Green Ribbon Schools (ED-GRS), District Sustainability Award, or Postsecondary Sustainability Award. ED-GRS recognizes schools, districts, and postsecondary institutions taking a comprehensive approach to sustainability, incorporating environmental learning with improving environmental and health impacts.

Becoming a U.S. Department of Education Green Ribbon School is a multi-step process. The first step is to complete and submit this form to be selected as a nominee by your state education agency or equivalent.

Once selected as a nominee by the Louisiana Department of Education, the second step of the process requires signatures certifying compliance with all applicable civil rights, Federal Student Aid, health, safety, and environmental statutory and regulatory requirements. You may view the certifications that you will be asked to make in the Nominee Presentation Forms [here](#).

Finally, your nomination materials, including the signed Nominee Presentation Form, documentation of progress in all areas of the award, and several photographs, will be sent to the U.S. Department of Education (ED). ED notifies national selectees in the spring, inviting them to send representatives to attend a ceremony in Washington, D.C. in the summer. Selection is based on documentation of the nominee's progress in the three ED-GRS Pillars:

Pillar I: Reducing environmental impact and costs;

Pillar II: Improving the health and wellness of students and staff; and

Pillar III: Offering effective environmental and sustainability education.

Schools, districts, and postsecondary institutions demonstrating progress in every area will receive the highest scores. It may help to assemble a team with expertise across these areas to complete the application. You may also wish to consult [Green Strides](#) for programs related to each Pillar.

How to Submit

The Louisiana Department of Education (LDOE) will accept **electronic submissions only**. The applicant information page and the narrative must be submitted as Word documents. In addition, 5-10 photos (.jpg) must be submitted as email attachments with the application. The name of each photo submitted should provide a brief description of the photo.

The completed GRS School Division Application must be sent by e-mail to environmentaleducation@la.gov by December 15 at 5 p.m.

Application Deadline

Applications are due to the Louisiana Department of Education by December 15, 2023. The LDOE will send all applications to the review committee for scoring. Up to five applicants will be selected and notified by January 22, 2024. The LDOE will send nominations with revised applications to the U.S.

Department of Education by February 1, 2024. Please contact environmentaleducation@la.gov if you have questions when completing the application.

Keep in mind as you consider applying:

- Applicants demonstrating exemplary achievement in all three Pillars will receive the highest ranking as evidenced by the scoring rubric on pages 7-12 of this document. These are ambitious goals and few applicants meet all areas of all three Pillars.
- It is important to demonstrate concrete achievement using quantified measures when possible, as well as include supportive evidence such as photographs.
- Note that if you are applying as a system, *each building within the system* must meet the criteria in each of the three Pillars.
- Applications can be no more than 20 pages long (excluding photo attachments).

Nominee Information

School, District, or Postsecondary Institution Name:

Category of Nomination (School, District, or Postsecondary):

Address: City: State: Zip: Twitter: Facebook:

Top official: Title (Mr./Ms./Mrs./ Dr.): First Name: Last Name:

Position/Role (Principal/ Superintendent/ President): Email: Phone:

Lead Applicant (if different) Title (Mr./Ms./Mrs./ Dr.): First Name: Last Name:

Position/Role (Teacher/ Sustainability Director/ Facilities Director): Email: Phone:

Check all that apply:

- | | | |
|---|-------------------------------------|---|
| Early Learning <input type="checkbox"/> | Charter <input type="checkbox"/> | Community College <input type="checkbox"/> |
| Elementary <input type="checkbox"/> | Magnet <input type="checkbox"/> | Career and Technical <input type="checkbox"/> |
| Middle <input type="checkbox"/> | Non-Public <input type="checkbox"/> | Urban <input type="checkbox"/> |
| High <input type="checkbox"/> | Two-Year <input type="checkbox"/> | Rural <input type="checkbox"/> |
| Public <input type="checkbox"/> | Four-Year <input type="checkbox"/> | Suburban <input type="checkbox"/> |

Provide percentages, if any are relevant to your school, district, or institution:

Pell Recipients: Special Education:

Free and Reduced Price Lunch: Graduation Rate:

Minority: Attendance Rate:

Limited English Proficient:

Provide the following:

Total Enrolled: Number of Schools: Buildings: Campuses:

Documentation of Sustainability Achievement

Summary Narrative: An Overview of Your Work Encompassing All Three Pillars

Use 2-3 pages to provide a summary narrative describing your school, district, or postsecondary institution's efforts to reduce environmental impact and costs; improve student and staff health and wellness; and provide effective environmental and sustainability education. This overarching summary should highlight the best of your work in every ED-GRS Pillar and Element. You can see the areas that you should address [here](#) and view examples of summary narratives in past [Highlights Reports](#). The summary that you submit should be what you would like to see appear in a future Highlights Report if your institution is selected. Be sure to include relevant sustainability achievements, supporting data, unique partnerships, program participation, awards, and certifications.

Narrative for Pillar I: Efforts to Reduce Environmental Impact and Costs

Use 1-3 pages to describe how your school, district, or postsecondary institution is reducing environmental impact and costs by reducing or eliminating greenhouse gas emissions; improving water quality, efficiency, and conservation; reducing waste production; and using alternative transportation. Identify your energy-efficient facilities and practices, ecologically beneficial uses of grounds, and methods of disposal for solid and hazardous wastes. Use supporting data to demonstrate progress when possible.

Narrative for Pillar 2: Efforts to Improve the Health and Wellness of Students and Staff

Use 1-3 pages to describe how your school, district, or postsecondary institution improves the health and wellness of students and staff by integrating an environmental health program and promoting sound health and wellness practices. You should discuss contaminant, moisture, and asthma control, air quality, thermal comfort, pest management, water quality, and procurement, as well as nutrition and outdoor physical activity. Other components you may include are health education, health services, counseling, psychological and social services, sun safety, staff health promotion, and family and community involvement. Incorporate metrics when possible.

Narrative for Pillar 3: Efforts to Ensure Effective Environmental and Sustainability Education

Use 1-3 pages to describe how your school, district, or postsecondary institution ensures effective environmental and sustainability education throughout the curriculum. Provide examples of interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems. Demonstrate how your institution uses the environment and sustainability to develop STEM content, knowledge, and thinking skills, and teach all subjects in context. You should discuss how your school, district, or postsecondary institution develops and applies civic knowledge and skills to environmental and sustainability education. All STEM and civics work should be described as it relates to environmental and sustainability learning. Detail any environmental or sustainability literacy standards, show how these concepts are integrated into assessments, and describe environmental and sustainability literacy professional development. Include co-curricular opportunities such as field trips, study abroad, clubs, and service learning. This section should describe hands-on, place-based, project-based, authentic learning across the curriculum, not limited to one subject, such as science courses.

Photos: Please submit 5-10 photographs with descriptions including who, what, when, and where. Photos should be action shots, not posed. By sending these photos, you are giving your state nominating

authority and the U.S. Department of Education permission to use them in our newsletter and social media. Please use normal fonts and margins in your narratives and include a brief description in the name of each photo. Please submit the photos individually as a .jpg.

Scoring Matrix

In order to offer guidance in constructing the different components of the application, the scoring rubric that will be used by the Green Ribbon Schools Application Review Team is provided below. All portions indicated in the pillar descriptions as well as the bulleted items below are to be addressed in the narrative of each section. Please contact environmentaleducation@la.gov if you have further questions concerning the expectations of the application.

Each school/division has been asked to provide a comprehensive response for each of the **three GRS Goal Areas** (pillars) using the subsection headings and guiding questions as navigation points in considering and structuring its answer. The three narrative sections should describe how the **school division** is:

1. *reducing* environmental impact and costs;
2. *improving* the health and wellness of students and staff; and
3. *providing* an effective program of environmental and sustainability education.

The narrative should strongly convey a **holistic “story”** about the school division’s efforts and successes. It should include quantitative and qualitative data where appropriate. Subsections will overlap, and the narrative within each is not expected to provide a one-to-one answer for each guiding question. In addition, each subsection provides an opportunity for pertinent work not specifically covered by the guiding questions, described as **“other innovative efforts...”** Therefore, points awarded per subsection may be amended to reflect and reward the school division’s innovation related to the focus of the activity. Subsection totals should not exceed the allotted points; however, additional explanation for a subsection or Goal Area may (and most likely, will) be **found in other narrative sections**.

The “Yes No” box structure is provided to help remind the reviewer if the guiding question prompt was addressed. A complete “story” should address many aspects of the guiding questions, but a noteworthy program will likely not include every component posed and will include others not asked. **The GRS application must be viewed as a whole.**

Crosscutting Questions	___/5 points
In the subsection narrative, the school division:	
<ul style="list-style-type: none"> describes its participation in local, state, national, or international programs, which ask participants to benchmark progress related to the three Pillars; describes local, state, national, or international awards related to the three Pillars that it (schools, staff, and students) has received; and describes how its representative stakeholders involved in the daily operation of the division (e.g., students, faculty, administrators, and staff) discuss, plan, and implement ongoing environmental and sustainability efforts. 	<input type="checkbox"/> Yes <input type="checkbox"/> No

Pillar 1: Reducing Environmental Impact and Costs Element 30 Points

1A: Energy Savings and Efficiency	___/15 points
In the subsection narrative, the school division:	
describes how it manages energy use through an energy master plan , energy conservation guidelines, or related processes or tools.	<input type="checkbox"/> Yes <input type="checkbox"/> No
demonstrates a reduction in energy use and/or in greenhouse gas (GHG) emissions and provides pertinent data.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it tracks resource use and provides pertinent data.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, it has reduced its total non-transportation energy use from an initial baseline.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree its energy is obtained from on-site renewable, purchased renewable, or other renewable energy sources .	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree it has constructed and/or renovated buildings that meet “green” building standards or improved energy conservation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, it has made progress toward reducing the heat island effect with cool roofs, reduced pavements, reflective pavement, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No

1B: Improved Water Quality, Efficiency, and Conservation	___/5 points
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In the subsection narrative, the school division:	
describes how, and to what degree, it can demonstrate a reduction in the total water consumption from an initial baseline.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its efforts for developing water-efficient plant selection and landscaping and the use of alternative water sources for any irrigation needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its efforts and results in reducing stormwater runoff from the school site and/or reducing impermeable surfaces on its schools' grounds.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it ensures that the schools' water sources are protected from potential contaminants including lead.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its planning and results to develop schools' grounds for ecologically beneficial uses such as rain gardens, habitats, and outdoor classrooms.	<input type="checkbox"/> Yes <input type="checkbox"/> No

1C: Reduced Waste Production	<u> </u> /5 points
In the subsection narrative, the school division:	
describes how, and to what degree, it uses paper that is post-consumer material , fiber from forests certified as responsibly managed, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, it implements waste reduction, recycling, and/or composting to divert waste from landfill or incineration.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its efforts and successes in maintaining an inventory of potentially hazardous materials used in its schools (e.g., science, art, cleaning, pests, etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, it has reduced/eliminated hazardous waste generation over a measurable baseline.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its green cleaning custodial program , including green cleaning products, services, advanced equipment, and/or policies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how its purchasing practices promote environmentally preferable purchasing/ green purchasing , as applicable (e.g., consumable products).	<input type="checkbox"/> Yes <input type="checkbox"/> No

1D: Use of Alternative Transportation	<u> </u> /5 points
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In the subsection narrative, the school division:	
describes how/whether it is reducing its transportation energy use through various means (e.g., walking, bicycling, mass transportation).	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its implementation of green transportation practices (efficient carpooling; no-idling loading areas; safe routes to school; etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it has implemented practices and policies that focus on transportation efficiency and reduced environmental impact.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Pillar 2: Improving the Health and Wellness	30 Points
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Integrated School Environmental Health Program	/15 points
In the subsection narrative, the school division:	
describes its efforts with Integrated Pest Management (IPM) , including IPM certification, inspections, monitoring, record-keeping, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, its efforts and practices have minimized or eliminated student and staff member exposure to various contaminants .	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes the plan and timetable for inspecting/maintaining schools' ventilation systems and ensuring that the systems are clean and operating properly .	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, it ensures that all classrooms and spaces are ventilated consistent with applicable ventilation codes and standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it has taken specific and comprehensive actions to prevent exposure to asthma triggers in and around its schools and offices.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it has taken specific steps to protect indoor environmental quality including comprehensive inspections and corrective actions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its maintenance of an up-to-date Chemical Hygiene Plan and enforcement in managing its students and staff members exposure to chemicals.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its routine inspections and prompt action to a) control moisture (leaks, etc.) and b) clean/remove moldy materials promptly when found.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Nutrition and Fitness	___/15 points
In the subsection narrative, the school division:	
describes its implementation of the following programs (or programs with similar intent) across the division and results related to the targeted efforts.	<input type="checkbox"/> Yes <input type="checkbox"/> No
nutrition and fitness recognition programs, such as the Governor’s Nutrition and Physical Activity Awards Program.	<input type="checkbox"/> Yes <input type="checkbox"/> No
“farm to school” programs to use local, fresh food ; and/or "environmentally preferable" food purchasing programs;	<input type="checkbox"/> Yes <input type="checkbox"/> No
school-site gardens ;	<input type="checkbox"/> Yes <input type="checkbox"/> No
comprehensive wellness policies and health and wellness committees.	<input type="checkbox"/> Yes <input type="checkbox"/> No
comprehensive nutrition education K-12.	<input type="checkbox"/> Yes <input type="checkbox"/> No
UV protection and skin health, such as the EPA's “Sunwise” Program.	<input type="checkbox"/> Yes <input type="checkbox"/> No
the inclusion of student health measures in reports to the community.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its practice related to physical education (including PE instructional minutes/grade level and time outdoors) outdoor education, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its efforts and progress to improve staff members’ wellness in the areas of nutrition and increased physical activity.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its partnership programs with members of the community to improve students’ and staff members’ nutrition, fitness, and safety.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its use of a Coordinated School Health approach or other health-related initiatives to address overall school health issues.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it addresses nurse services for students’ needs, including the presence of full-time school nurses in the schools.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it addresses and implements comprehensive programs to support student mental health and school climate (e.g., anti-bullying, etc.).	<input type="checkbox"/> Yes <input type="checkbox"/> No

Pillar 3: Providing Effective Environmental Education	35 Points
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3A: Shared Responsibility for Environmental Learning	___/20 points
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In the subsection narrative, the school division:	
describes its focus on environmental and sustainability literacy specifically reflected through division-wide emphases, lesson planning, and curriculum.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, its emphasis and policy on environmental and sustainability literacy are embedded in practices and programs.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, it has integrated environmental and sustainability concepts throughout instruction (across subjects and grades).	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how its “in-house” and purchased assessment materials across subjects and grades have clear expectations for environmental concepts .	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its emphasis on ensuring that teacher professional development in environmental and sustainability education is provided for all teachers, K-12.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its innovative policies, practices, and/or partnerships that promote and support environmental education.	<input type="checkbox"/> Yes <input type="checkbox"/> No

3B: Use of the Environment and Sustainability to Develop Science, Mathematics, Engineering, and Technology Content	___/5 points
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In the subsection narrative, the school division:	
describes how its program of studies makes available environment-related courses and measures (secondary schools and include pertinent measures).	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how it uses sustainability and the environment as a context or theme for learning science, technology, engineering, and mathematics.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its use of sustainability and the environment as a context for connecting and learning green technologies and career pathways .	<input type="checkbox"/> Yes <input type="checkbox"/> No

describes how its environmental and sustainability focus and policy support an age-appropriate understanding of natural systems .	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how its program ensures that all students participate in Meaningful Watershed Education Experiences (MWEE) and other outdoor education.	<input type="checkbox"/> Yes <input type="checkbox"/> No

3C: Development and Application of Civic Knowledge and Skills	/10 points
In the subsection narrative, the school division:	
describe its focus on outdoor learning as a tool to a) teach subjects in context; b) engage the community; and c) develop important civic skills.	<input type="checkbox"/> Yes <input type="checkbox"/> N
describes how and to what degree, it promotes and encourages students to conduct civic/community engagement projects and the outcomes achieved.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its partnerships with the local community to help advance a broader understanding of environmental sustainability.	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes the implementation of its environmental literacy plan .	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes its quantifiable measures, indicators, or benchmarks of progress toward the goal of its students being/becoming environmentally literate .	<input type="checkbox"/> Yes <input type="checkbox"/> No
describes how, and to what degree, its environmental and sustainability education efforts have shown student academic and personal growth .	<input type="checkbox"/> Yes <input type="checkbox"/> No