

2013-14 Minnesota Green Ribbon Schools Award School Application

Thank you for your interest in completing the Minnesota Department of Education (MDE) 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 school's facility, health and safety policies; food service; and environmental and sustainability curriculum.

Applications are due by December 18, 2013. To complete this application, save the PDF to your computer, enter your responses and save again. Additional attachments should be saved in a separate document and submitted with the application.

To submit this application, [email John Olson](#) the completed application and supporting documents. You may direct questions to John at the same e-mail or by calling 651-582-8673.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education (ED) Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by the Commissioner of MDE. This determination will be made by February 1. If selected as a Minnesota Finalist, the second step of the process requires a summary narrative describing your school's efforts and signatures for the nominee package that will be sent to ED. Schools selected by ED as National Winners will be announced on Earth Day, April 22 and will receive a flag, plaque and invitation to the national ceremony in Washington, DC.

Minnesota is permitted as many as four PK-12 school finalists. If a state wishes to nominate a third public school, at least one must be a school with at least 40 percent of their students from a disadvantaged background. If a state wishes to nominate a fourth school, it must be a private school. No more than one of the four may be a private school. A school may be selected as honoree only once. Free standing early learning institutions are eligible.

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

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 STEM, civic skills and green career pathways.

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement. It will help you 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](#) and the Minnesota resource page at the end of this document for standards, programs and grants related to each Pillar, Element and question. These are excellent clearinghouses of resources for all schools, not just those who apply. [Please also visit the ED-GRS website](#). Consult the [MDE Green Ribbon Schools website](#) for applications, other materials, and announcements.

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. Where appropriate, you may supply alternate data to that specified in the prompts. You may enter “not applicable” if the prompt does not apply to your grade level or circumstance.

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true; however, in no case is a private school required to make any certification with regard to the public school district in which it is located.

1. 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.)
2. The school has been evaluated and selected from among schools within the Nominating Authority’s jurisdiction as 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. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Application Outline:

Cross-Cutting Question: Participation in green school programs: 5 %	5 points
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ED-GRS Pillar and Elements:	Points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions (preference for schools that have used) State of Minnesota B3Benchmarking 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

ED-GRS Pillar and Elements:	Points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points

ED-GRS Pillar and Elements:	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
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Green Ribbon Schools - School Application 2013-14

School/District Information

School: _____

Street Address: _____

City/State/Zip: _____

Website: _____

Principal Name: _____

Principal Email Address: _____

Phone Number: _____

Lead Applicant Name (if different): _____

Lead Applicant Email: _____

Phone Number: _____

School District Name/number (if applicable): _____

Superintendent Name: _____

Superintendent Email Address: _____

School levels: (place an "x" after your choice)

Early Learning Center: _____

Elementary (PK-5 or 6): _____

K-8, Middle (6-8 or 9): _____

High (9 or 10-12): _____

Other: _____

School Type:

Public: _____

Private/Independent: _____

Charter: _____

How would you describe your school:

Urban: _____

Suburban: _____

Rural: _____

Total Enrolled: _____

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

Yes or No: _____

Percentage receiving Free or Reduced Priced Lunch: _____

Percentage limited English proficient: _____

Other measures: _____

Graduation Rate (if high school): _____

Attendance rate: _____

Summary Narrative: (please attach answers on a separate document)

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, especially those not covered in other parts of the application.

Cross-Cutting Programs

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree Green Schools, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes or No: _____

If yes, enter the program(s) and level(s) achieved:

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

Yes or No: _____

If yes, enter the Award(s) and year(s) received:

Pillar I: Reduced Environmental Impact and Costs

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions (preference for schools that have used) [State of Minnesota B3Benchmarking](#))

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes or No: _____

Percentage reduction: _____ Over (mm/yyyy - mm/yyyy): _____

Initial GHG emissions rate (MT eCO₂/person): _____

Final GHG emissions rate (MT eCO₂/person): _____

Offsets: _____ How did you calculate the reduction? _____

Does your school have an Energy Master Plan? Yes or No: _____

If yes, enter a description of the areas it covers:

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes or No: _____

If yes, what is your score? _____

If score is above a 75, have you applied for and received ENERGY STAR certification?

Yes or No: _____ Year: _____

1. Has your school reduced its total non-transportation energy use from an initial baseline?

Yes or No: _____

Current energy usage (kBTU/student/year): _____

Current energy usage (kBTU/sq. ft. /year): _____

Percentage reduction: _____ Over (mm/yyyy - mm/yyyy): _____

How did you document this reduction?

4. 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:

5. In what year was your school originally constructed? _____

What is the total building area of your school? _____

6. Has your school constructed or renovated building(s) in the past ten years? Yes or No: _____

For new building(s):

Percentage building area that meets green building standards: ____

Certification and level: _____ Total constructed area: _____

For renovated building(s):

Percentage of the building area that meets green building standards: _____

Certification and level: _____ Renovated area: _____

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

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

Yes or No: _____

Average Baseline water use (gallons per occupant): _____

Current water use (gallons per occupant): _____

Percentage reduction in domestic water use: _____

Percentage reduction in irrigation water use: _____

Time period measured (mm/yyyy - mm/yyyy): _____

Explain how did you documented this reduction (e.g. ENERGY STAR Portfolio Manager, utility bills, school district reports):

8. What measures are you taking to reduce water consumption, such as controlling leaks and water-efficient devices?

Answer: _____

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

Types of plants used and location: _____

10. Describe alternate water sources used for irrigation. (50 words max)

Description: _____

11. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max)

Description: _____

12. Our school's drinking water comes from: (place an "x" after your choice)

Municipal water source: _____

Well on school property: _____

Other: _____

How often is the school's drinking water tested for possible contaminants? (50 words max)

Answer: _____

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

Description: _____

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

Description: _____

15. Describe how the school grounds are devoted to ecologically beneficial uses. (50 word max):

Description: _____

Element 1C: Reduced waste production

16. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or organics diversion (food to people, food to hogs and/or composting)? Note that Minnesota Statutes, section 115A.151 requires that schools must recycle a minimum of three material types. 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 organics diversion (food to people, food to hogs and/or composting) volume(s) in cubic yards (leftover food collection bin/food scrap and/or soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): _

Recycling and Diversion Rate = $((B + C) \div (A + B + C) \times 100)$: _____

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

17. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (If a product is only 30% recycled content, only 30% of the cost should be counted)? _____

18. List the types and amounts of hazardous waste generated at your school. (Note that Minnesota Statutes, section 121A.33 bans mercury in Minnesota schools.)

Flammable Liquids:

Corrosive liquids:

Toxics:

Mercury:

Other:

How is this measured?

How is hazardous waste disposal tracked?

19. Describe other measures taken to reduce solid waste and hazardous waste, use recycled materials, and properly dispose of hazardous materials. Include electronic devices. (100 word max)

Description: _____

20. Which green cleaning custodial service standard is used (i.e., Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building)? _____

What percentage of all products is third-party certified? _____

Element 1D: Alternative Transportation

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

How is this data calculated? (50 word max)

Answer: _____

22. Has your school implemented any of the following? (place an “x” after all that apply)

Designated carpool parking stalls: _____

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

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

Safe Pedestrian Routes to school or Safe Routes to School: _____

Describe activities in your safe routes program and other events to encourage students to walk, bike or carpool, including number of participants. (50 word max)

Description: _____

23. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

Describe: _____

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

Element 2A: Integrated school environmental health program

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.

Description: _____

2. What is the volume of your annual pesticide use (gallons/student/year)? _____

Describe your efforts to reduce use: _____

3. Which of the following practices does your school employ to minimize use of and exposure to pesticides? Place an "x" after all that apply and attach specific examples of actions taken.

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides and pest control policies, methods of application, and posting requirements are provided to parents and school employees in accordance with the Janet B. Johnson Parents' Right-to-Know Act (MN Statutes 121A.30): _____

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location: _____

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label: _____

4. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Place an "x" after all that apply and attach specific examples of actions taken.

Our school has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices which are based on EPA's IAQ Tools for Schools: _____

Our school prohibits smoking on campus and in public school buses: _____

Our school is in compliance with Minnesota Statutes, section 121A.33 and has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.): _____

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO): _____

Our school does not have any fuel burning combustion appliances: _____

Our school has sampled frequently occupied rooms in the last five years 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: _____

Our school has identified and properly manages or has removed, where applicable, asbestos-containing materials, according to U.S. EPA AHERA regulations and, where applicable, the Minnesota Department of Health asbestos abatement rules:_____

Our school has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead containing paint may be disturbed in areas used by children under the age of six:_____

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

5. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)

Description:_____

6. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

Description:_____

7. Describe actions your school has taken to have your school bus fleet retrofitted with cleaner burning engines or to acquire cleaner burning buses or fuel.

Description:_____

8. If your school owns or operates an indoor ice arena, describe your compliance with state laws regarding certification, routine testing and other steps you have taken to maintain acceptable air quality.

Description:_____

9. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when it is found. (100 word max)

Description:_____

10. Our school has working local exhaust systems for major airborne contaminant sources.

Yes or No:_____

11. 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 (Minnesota State Mechanical Code/American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE) guideline or 15 cubic feet per minute (cfm) of fresh air per occupant). 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)

Description: _____

12. Describe steps your school takes to protect indoor environmental quality, such as access to daylight, lighting quality, views to nature, acoustics, thermal comfort, etc. (200 word max)

Description: _____

13. Describe any other actions your school takes to do periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Description: _____

Element 2B: Nutrition and Fitness

14. Which practices does your school employ to promote nutrition, physical activity and overall school health? Place an "x" after all that apply and provide specific examples of actions taken, focusing on innovative or unique practices and partnerships. (100 word max each - **please attach answers on a separate document**)

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 a fruit, vegetable and greens salad bar:_____

Our school has an on-site food garden:_____

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community:_____

Food purchased by our school is certified as "environmentally preferable" (USDA certified organic, Fair Trade, Food Alliance or Rainforest Alliance):_____

Percentage:_____Type:_____

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:_____

At least 50% of our students have participated in the EPA's Sunwise program (or equivalent UV protection and skin health education program):_____

15. Describe the type of outdoor education, exercise and recreation available, including features such as trails, natural playgrounds, gardens, habitat projects and outdoor classrooms and the average number of minutes your students are outside each week. (100 word max)

Description:_____

16. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

Description:_____

Pillar 3: Effective Environmental and Sustainability Education

- 1. Which practices does your school employ to help ensure effective environmental and sustainability education? Place an “x” after all that apply and provide specific examples of actions taken, highlighting innovative or unique practices and partnerships. **(please place an “x” after your choice and attach answers on a separate document)**

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 is provided to all teachers. (200 word max): _____

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

Percentage of last year's eligible graduates who completed an AP Environmental Science course during their high school career: _____

Percentage scoring a 3 or higher: _____

- 3. How does your school use sustainability and the environment as a context for learning across all academic disciplines; and in particular, in science, technology, engineering and mathematics thinking skills and content knowledge? And how are your green school efforts integrated into that learning? (200 word max)

Answer: _____

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

Answer: _____

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

Description: _____

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

Description: _____

7. Describe your partnerships (e.g. business, community, informal education, colleges) to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Description: _____

8. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. This can also include before and after school, during the summer and other enrichment opportunities. Examples include childcare programs, community education courses, parent education courses, and student green teams, environmental or outdoor clubs. (Maximum 200 words)

Description: _____

9. You may attach up to 6 photos that document your green school efforts. Please submit them in Word or PDF format.

Green Ribbon Schools Minnesota Application Resources (2013-14)

[Applicants should delete these resource pages before submitting the final application]

Cross-Cutting Programs:

- [MDE Green Ribbon Schools website](#)
- [School Environmental Health portal, Mn Dept. of Health](#)
- [The State of Minnesota Sustainable Building Guidelines](#)
- [US Green Building Council's Center for Green Schools](#)
- [Earth Day Network's Green Schools Program](#)
- [Green School Alliance School Program](#)
- [National Wildlife Federation's Eco-Schools USA](#)
- Collaborative for High Performance Schools Recognition Program
- [Project Learning Tree's Green Schools!](#)
- [Environmental Initiative Minnesota Environmental Education Award](#)
- [Minnesota Pollution Control Agency's Governor's Awards for Pollution Prevention](#)

Pillar 1:

Energy:

- [State of Minnesota's B3 Benchmarking](#)
- [DOE and EPA's ENERGY STAR for K-12 Districts](#)
- [EPA's Portfolio Manager](#)
- [ASHRAE's Energy Design: K-12 Schools](#)
- State Incentives for Renewable Energy Database
- [Minnesota Renewable Energy Society's Renewable Energy and Schools Guide](#)
- [EPA Guidelines for Energy Management Overview](#)
- [EPA's Energy Star Benchmarking Kit](#)
- [DOE Purchasing for Energy Efficient Products](#)
- [DOE Open Energy Information Wiki](#)

- [DOE K-12 Energy Curriculum Site](#)
- [Youth Energy Summit](#)
- Water and Grounds:
- [EPA WaterSense](#)
- [Minnesota DNR's School Forest Program](#)
- [Minnesota DNR's Landscaping with Native Plants](#)

Waste:

- [EPA WasteWise](#)
- [EPA Tools to Reduce Waste in Schools](#)
- [EPA's Waste Free Lunches](#)
- [Minnesota Pollution Control Agency's Helping Schools Reduce Pollution](#)
- [Reduce.org](#)
- [Recycle More MN School Recycling Toolkit](#)
- [Conservatree](#)
- [FSC Certified Paper](#)
- [PEFC Certified Paper](#)
- [CDC Hazardous Waste Self-Management Checklist](#)
- [Minnesota Pollution Control Agency's Healthy Sustainable Schools Guide](#)
- [Minnesota Pollution Control Agency's Mercury in Schools](#)
- [EPA's Safe Chemical Management in Schools](#)
- [EPA's Design for the Environment](#)
- [Green Seal's Institutional Cleaning Services Standard](#)
- [ISSA's Cleaning Industry/Management Standards](#)
- [Consumer Reports Ecolabels](#)
- [Green Seal's Green Cleaning Products](#)
- [Ecologo's Cleaning and Janitorial Products](#)
- [Green Guard Environmental Institute](#)

- [Green Cleaning for Healthy Schools](#)
- Keep America Beautiful's School Recycling Competition
- [Terra Cycle – Outsmart Waste](#)
- [Grades of Green Trash Redux](#)
- Consortium for School Networking Initiative Green Computing for K-12 Schools
- [EPEAT Green Electronics Registry](#)
- Consumer Electronics Association Greener Gadgets

Alternative Transportation:

- [Carpool to School](#)
- [EPA's Clean School Bus USA](#)
- [Minnesota Pollution Control Agency's School Bus Information](#)
- [Clean Air Minnesota's Project Green Fleet](#)
- [MNDOT's Bicycling in Minnesota](#)
- [MNDOT's Pedestrians in Minnesota](#)
- [Safe Routes to School](#)
- Collaborative for High Performance Schools' Transportation Plan
- [USDOT Pedestrian & Bicycle Safety](#)
- [Walking School Bus](#)
- [Green Education Foundation I Ride Green Program](#)

Pillar Two:

Environmental Health:

- [School Environmental Health portal, Mn Dept. of Health](#)
- [Green Education Foundation Healthy Schools Audit](#)
- [Beyond Pesticides Model School Policy](#)
- [CDC Tools for Making Your School Asthma-Friendly](#)
- [American Lung Association Asthma Friendly Schools Toolkit](#)

- [CDC Guidelines for Schools to Prevent Tobacco Use](#)
- [EPA Assessing Outdoor Air Near Schools](#)
- [EPA School Flag Program](#)
- [CDC Underground Storage Tank Checklist](#)
- [EPA Drinking Water in Schools Facilities](#)
- [MDH's Drinking Water in Schools](#)

Nutrition and Fitness:

- [USDA Healthier US School Challenge](#)
- [USDA Food and Nutrition Service](#)
- [USDA Farm to School Program](#)
- [USDA National Organic Program](#)
- [National Farm to School Network](#)
- [University of Minnesota Extension's Farm to School Program](#)
- [Minnesota Department of Health's Farm to School Program](#)
- [Let's Move Salad Bars to Schools](#)
- [Green Schools Initiative's Green Food Service](#)
- [The Edible Schoolyard Project](#)
- [CNCS: Expand Access to Healthy Local Food](#)
- [Alliance for a Healthier Generation](#)
- [The Healthy School Lunch Campaign](#)
- [The President's Youth Fitness Challenge](#)
- [The First Lady's Let's Move!](#)
- [Partnership for A Healthier America](#)
- [Healthy Schools Campaign, Food and Fitness](#)
- [Schoolyard Garden Summit Minnesota](#)

Pillar 3:

Environmental and Sustainability Education:

- SEEK: Minnesota's Home of Environmental Education Resources
- Minnesota Department of Education K-12 Academic Standards
- State of Minnesota's GreenPrint: State Plan for Environmental Education
- State of Minnesota's Environmental Literacy Scope and Sequence
- North American Association for Environmental Education
- NAAEE's Excellence in Environmental Education: Guidelines for Learning (K-12)
- Minnesota Association for Environmental Education
- Green Education Foundation's Curriculum Clearinghouse
- Advanced Placement's Environmental Science
- State Education & Environment Roundtable (SEER)
- Minnesota Department of Natural Resources Education Programs
- Minnesota Department of Natural Resources School Forest Program
- getSTEM of Minnesota
- DOE EnergyKids
- EPA Student's Guide to Global Climate Change
- NOAA Climate Services: Education
- ED Resources for Educational Excellence, Environment
- NSF Digital Library for Earth System Education
- US Partnership for Education for Sustainable Development
- 4-H Exploring Your Environment
- NOAA/ EPA Environmental Education Evaluation Resource Assistant
- Eco-Schools USA
- Project Learning Tree's *Green Schools!*
- National Resources Defense Council Green Squad
- GLOBE

- EPA Environmental Education Grants
- EPA President's Environmental Youth Awards
- National Environmental Education Week
- Children and Nature Network
- NWF Get Outside
- School Garden Wizard
- Green Thumb Challenge
- Project Earth
- Planet Connect