



U.S. Department of Education Green Ribbon Schools
2011-2012 Presentation of Nominee to the
U.S. Department of Education

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) [] Charter [] Title I [] Magnet [x] Choice

Name of Principal Dr. Gary McClanahan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Central Campus
(As it should appear in the official records)

School Mailing Address 1800 Grand Avenue
(If address is P.O. Box, also include street address.)

Des Moines Iowa 50309
City State Zip

County Polk State School Code Number* 77 1737 0185

Telephone (515) 242-7846 Fax (515) 242-7598

Web site/URL www.centralcampus.org

E-mail gary.mcclanahan@dmschools.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Gary McClanahan Date 3/15/12
(Principal's Signature)

Name of Superintendent* Dr. Nancy Sebring
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Des Moines Independent Community School District Tel. (515) 242-7766

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Nancy Sebring Date 3-14-12
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency;
 - 2) healthy school environments; and
 - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

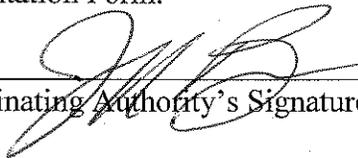
toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Iowa Department of Education

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

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

 Date 5/20/12
(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

“Adults often say to students, *‘What you learn in high school will impact the future.’*

But they are wrong.

What we are learning and doing at Central Campus is having an impact now.”

--David, Central Campus Senior
(Application Participant)

Central Campus is a regional K-12 school that is unique because of the variety of educational opportunities offered to students. Students from 29 school districts and 57 schools in central Iowa attend Central Campus.

Over the last three years, the Des Moines school district has completed extensive renovations that are transforming the Central Campus building from a 1918 Ford car factory into a modern educational space retrofitted with energy efficient materials. For example, the single-pane windows were replaced with double-pane glazed windows, and the renovation design takes advantage of a tremendous increase in natural light, which has reduced the use of artificial lights. Lighting voltage was increased from 120V to 277V to expand lighting circuit efficiency, the original lighting fixtures were upgraded from T12 (direct) to T8 (direct/indirect) to improve the quality and efficiency of the lighting, and occupancy sensors were installed to reduce energy consumption. In addition, high-efficient water source heat pumps were installed to reduce the use of steam heating, and energy recovery ventilation was added.

Along with the physical building renovations, Central Campus is developing a more environmentally conscious culture at the school through practices and education. For example, the cafeteria switched from disposable to reusable plates, and the school hosts an annual Energy Awareness Fair that promotes energy-saving practices and products. Multiple Central Campus programs incorporate environmental and sustainability issues into the curriculum. For example:

- Home Building students use sustainable and reclaimed products in the refurbishment of houses. For instance, students have repurposed old wooden bleachers as hardwood flooring, instead of purchasing new wood.
- The Aviation program works with the Iowa Congressional Delegation to acquire gliders, jets, and helicopters for teaching tools that would otherwise have been sent to salvage (i.e. the garbage).
- Last year, the Welding program began recycling unused scrap metals and recycled 43,480 pounds of metal. This year, the program has already recycled 3,100 pounds of metal.
- The Teacher Academy program is moving toward paperless work by using computer templates that can be accessed for assessment and put directly into electronic portfolios.
- Culinary Arts installed a grow cart to cultivate herbs and salad ingredients, and a newly installed Energy Star dishwasher uses less hot water.
- An automated system was installed in the Horticulture greenhouse that waters seedlings during off-peak hours.

- Animal Science students use recycled materials to create wildlife habitat sculptures, and students lead environmental and conservation youth groups.
- CADD students study and design houses that incorporate LEED criteria. Energy efficiency and low impact housing, sustainability, and reclamation are at the forefront of each project.
- CTAN students are involved with the benefits of cloud computing, which cuts energy costs by 38%. The CTAN/software classroom is moving to virtualized systems, which reduces the number of running servers and workstations.

One of the most unique Central Campus programs is IESA (Iowa Energy and Sustainability Academy). IESA equips students with skills needed for success in postsecondary education and in emerging renewable energy careers. The two-year course focuses on (1) Sustainability issues, (2) Energy conservation and management, (3) Green technologies, and (4) Renewable energy through a combination of rigorous academics and hands-on technical education.

IESA students complete numerous lab experiments that labs focus on natural and renewable resources (land, air, and water) and explore traditional fossil fuels and alternative energy resources and technology. The lab experiments help students think of the local and global impact and the short and long term effects of using the Earth's resources.

In addition, partnerships have been established with multiple public and private institutions. IESA students complete field experiences at partner institution facilities; the field experiences enable students to see first-hand the variety of issues that affect energy and sustainability. Students are also exposed to an array of careers available in the green collar workforce.

The IESA program has also had a tangible influence on Central Campus. For example, IESA students conducted classroom energy audits and provided teachers tips on how to reduce energy consumption through simple changes like unplugging appliance when not in use. The students also send out weekly energy tips to encourage conservation and recycling. Last year, IESA students instituted a building-wide recycling program that has had a tremendous impact:

	2010-2011 school year	2011-2012 school year (through 2/24/12*)
Paper	20,186 lbs	19,125 lbs
Bottles	3,170	3,324
Cans	2,241	1,670

*13 remaining 2011-12 collection dates

The physical changes made to the building, environmental components incorporated into existing curriculum and programs, and emphasis placed on renewable energy careers are just a few of the things Central Campus is doing to address sustainability, health, and environmental education for students in Des Moines.

Schwartz, Gary [ED]

From: Kathleen Fenton [Fenton.Kathleen@epamail.epa.gov]
Sent: Wednesday, February 22, 2012 3:29 PM
To: Schwartz, Gary [ED]
Subject: Enfc. check on your Iowa GRS applicants --- no issues found ---Fw: Enforcement Assessment check - for Green Ribbon School (GRS) applicants

Kathleen L. Fenton
US EPA, Region 7
Office of Public Affairs
901 North 5th Street
Kansas City, KS 66101
913-551-7874 (office)
fenton.kathleen@epa.gov
913-551-7066 or 913-551-7872 (fax)
1-800-223-0425

----- Forwarded by Kathleen Fenton/R7/USEPA/US on 02/22/2012 03:27 PM

From: Neal Gilbert/R7/USEPA/US
To: Kathleen Fenton/R7/USEPA/US@EPA
Cc: Althea Moses/R7/USEPA/US@EPA, Karim Dawani/R7/USEPA/US@EPA,
LaTonya Sanders/R7/USEPA/US@EPA, Rich Hood/R7/USEPA/US@EPA
Date: 02/22/2012 03:24 PM
Subject: Re: Enforcement Assessment check - for Green Ribbon School
(GRS) applicants

Neither applicant is showing any compliance or enforcement issues. It has been some time (2-6 yrs) since an inspection, according to the databases. There are typically no major issues in K-12 schools unless they have a laboratory program, though. There should be no issues with submitting their information.

From: Kathleen Fenton/R7/USEPA/US
To: Neal Gilbert/R7/USEPA/US@EPA
Cc: LaTonya Sanders/R7/USEPA/US@EPA, Karim
Dawani/R7/USEPA/US@EPA, Rich Hood/R7/USEPA/US@EPA, Althea
Moses/R7/USEPA/US@EPA
Date: 02/22/2012 02:29 PM
Subject: Enforcement Assessment check - for Green Ribbon School (GRS)
applicants

Neal --- Karim explained to me that you are the contact in the ECO/EJ office that runs enforcement checks.

As a part of EPA's partnership with the Dept. of Ed., EPA R7's role is to run a compliance/enfc. check on all of the GRS applicants prior to the Dept. of Ed /State folks submitting them as viable candidates to the GRS program.

Can you run a check on these two Iowa school applicants for me and let me know what their enfcl/compliance status is? If you need anything else from me, just yell.

I have contacted the other three states to see if they have any applicants. I will forward to you those names if there are any. Thanks so much. klf

1.
Starmont Community School District
3202 40th Street
Arlington, Iowa 50606

2.
Des Moines Central Campus High School
1800 Grand Avenue
Des Moines, Iowa 50309

Kathleen L. Fenton
US EPA, Region 7
Office of Public Affairs
901 North 5th Street
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GREEN RIBBON SCHOOLS RECOGNITION AWARD PROGRAM

APPLICATION FORM

2011-2012



Three copies of the application with original signatures must be postmarked or received at the Iowa Department of Education by 4:30 p.m. on Friday, February 10, 2012. Electronically submitted or faxed applications will not be accepted.

Iowa Department of Education
Grimes State Office Building – 2nd floor
400 East 14th Street
Des Moines, IA 50319-0146

Contact Person:
Gary Schwartz
(515) 281-4743
gary.schwartz@iowa.gov

General Comments:

This form is not only an application form but also a self-assessment tool. To be a green school, it is vital for you to measure your impact on both the environment and on your students, in order to find out with some precision how green your school really is and to measure progress. This assessment process takes time and effort, and should be part of your standard practice regardless of whether or not you apply for a Green Ribbon award.

And if this assessment process is not already part of your practice, then working on this application form will be very informative for everyone in your school even if it never gets submitted. This is the first time that all the components of a green school have been assembled and put together in one place, and studying the application form can provide an education in itself for those who are not fully versed in all three Pillars.

This form also represents the fact that becoming a green school cuts across almost all the activities and operational areas of your school. So it will be important to assemble a team representing these areas to work together to complete the form efficiently. This team would probably include: physical plant director, physical education director, food services director, academic head, and finance department representative (for access to purchase orders, etc.). A class or a group of students might also undertake to work with this team to complete the form.

Again, these questions represent a comprehensive approach to greening a school, and may seem daunting at first. Remember that you are competing with other schools to see who has made the most progress so far. You are not competing against a static benchmark, meaning that there is no minimum threshold for winning the award (beyond compliance with applicable laws and regulations). So it is expected that you will not necessarily be able to answer "yes" to all the questions or provide answers in all cases. Nor are other schools likely to be able to always answer affirmatively to these questions.

So just do your best. At a minimum, your school will learn a good deal about what is needed to achieve a truly green status; and you will likely have teams of people newly engaged and working across your institution in new ways, which will help propel your school forward and better position it to win a Green Ribbon in the future. And at the maximum, your school will join a very elite group of approximately 50 founding Green Ribbon award winners, who will be invited to an award ceremony with the highest levels of the U.S. government; receive extensive national, regional, state and local press coverage for the winners; and perhaps attract new sources of support from your community and government.

Application Submission:

Three copies of the application must be postmarked or received at the Iowa Department of Education no later than 4:30 p.m., February 10, 2012. Applications after this time will not be accepted. The application shall be prepared on the forms provided. **The three copies of the application must have original signatures.** Electronically submitted or faxed applications will not be accepted. Font size must be no less than 11 point. Applications should not be bound or in folders.

Mail or deliver to:

Gary Schwartz, Infrastructure Consultant
Iowa Department of Education
Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319-0146

GREEN RIBBON SCHOOL APPLICATION COVER PAGE

*Iowa Department of Education
2012 Green Ribbon Schools*

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

Name of Principal Dr. Gary McClanahan
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Des Moines Central Campus High School
(As it should appear in the official records)

School Mailing Address 1800 Grand Avenue
(If address is P.O. Box, also include street address.)

Des Moines Iowa 50309

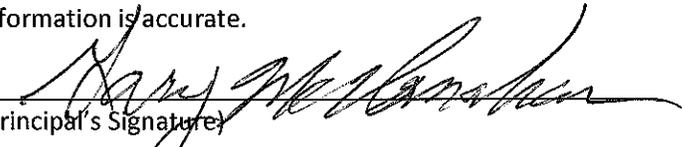
City State Zip

County Polk State School Code Number* 0185

Telephone (515) 242-7846 Fax (515) 242-7598

Web site/URL www.centralcampus.org E-mail centralcampus@dmps.k12.ia.us

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

 Date 2/6/12
(Principal's Signature)

Name of Superintendent* Dr. Nancy Sebring
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Des Moines Independent Community School Distr 515 242-7911
Tel. (515)

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

 Date 2-6-12
(Superintendent's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Application Deadline: postmarked or delivered by 4:30 p.m., February 10, 2012.

This cover sheet MUST be complete and used as the cover sheet for the application.

Three copies of the application must be included.

The signatures on each copy of the application must be original.

Signature stamps are not acceptable.

RECEIVED

FEB 10 2012

DEPARTMENT OF
EDUCATION

Instructions for Completing this form: Please answer all of the questions below to the best of your ability. 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). Please note that, should your school become a finalist, you may be asked to provide documentation to verify your answers.

PILLAR ONE: The school has a net zero environmental impact

Element 1A: Zero greenhouse gas (GHG) emissions

ENERGY

1A1. If your school has received EPA's ENERGY STAR certification, in what year was the certification earned? 2011

RESOURCES: DOE and EPA ENERGY STAR for K-12 School Districts,
DOE Purchasing Specifications for Energy Efficient Products

1A2. If your school has reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: 28 %

Measurement unit used (kBtu/Square foot or kBtu/student): 75

Time period measured: from 7/2008 to 6/2011

RESOURCES: EPA Portfolio Manager, Database of State Incentives for Renewable Energy (DSIRE)
DOE's Better Building Manager

1A3. What percentage of your energy consumption is derived from:

On-site renewable energy generation: 0 %

Purchased renewable energy: 0 %

RESOURCES: Advanced Energy Design Guide for K-12 School Buildings,
USGBC Center for Green Schools

BUILDINGS

1A4. If your school has constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? 100 %

What is the total constructed area? 0 (SQ.FT.)

What is the total renovated area? \$168,000 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

RESOURCES: K-12 Guide to Energy Savings Performance Contracting

1A5. What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards? 0 %

What is the total building area? 456,660 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

RESOURCES: ENERGY STAR for Federal Agencies

1A6. If your school reduces or offsets the GHG emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO₂e) 3449

Baseline Total GHG Emissions (MtCO₂e) 2898

Change from Baseline: GHG Emissions (MtCO₂e) -551

Time period: from 7/2008 to 6/2011

Explain any offsets used? _____

RESOURCES: DOE State Energy Program

1A7. Has your school fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? Yes Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager? Yes

RESOURCES: EPA's Guidelines for Energy Management Overview, EPA Portfolio Manager

1A8. What percentage by cost of all your school's furniture purchases are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? 0 %

RESOURCES: BIFMA's level Standard

1A9. Does your school have an energy and water efficient product purchasing and procurement policy in place? Yes

RESOURCES: EPA Portfolio Manager

1A10. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available):

Assessment tool: Clean Air Cool Planet's Campus Carbon Calculator

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

1B1. If you can demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction: 64 %

Time period: from 7/2009 to 6/2011

RESOURCES: EPA WaterSense

1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings? NA

RESOURCES: EPA WaterSense: Outdoor Water Use

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:

No onsite irrigation

RESOURCES: EPA Drinking Water in Schools & Childcare Facilities

1B4. Do **all** your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? Yes

If no, what percentage of the total consists of this type of plantings: _____%

Describe the type and location of plantings: In front of the building, there are deciduous trees and annual native plants that are planted by Horticulture students. We are planning for new plants between the buildings this spring.

1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation?

No If yes, describe these alternative water sources:

1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected? No If yes, describe how they are protected:

1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

No If yes, describe this program:

1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards? No

1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes

If yes, how often is such cleaning conducted? _____

1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation:

GROUNDS

1B11. What percentage of your school grounds are devoted to ecologically or socially (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.)

beneficial uses, including those that give consideration to native wildlife? approximately 10% ?

Describe: Central Campus is located in a downtown urban setting; there is not a lot of open space. However, there is a playground for students use. In addition, Central Campus is located next to the Meredith complex/gardens, and students often use the open green space for social interaction.

RESOURCES: Fish and Wildlife Service Schoolyard Habitats

Element 1C: Reduced waste production

Waste

This section asks you to describe how your school is working towards the elimination of all solid waste through reduced consumption, reuse practices, and increased recycling.

1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: **See right % (total amount reused, composted or recycled)/(total amount reused, composted or recycled used + total sent to a landfill or incinerator) **Year to date, the following waste has been

RESOURCES: EPA WasteWise Re-TRAC

diverted from the landfill through a student-led recycling at Central: 19,868 lbs. of paper; 3,100 bottles; and 1,636 cans.

1C2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: _____% (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.) Which standard did you use? _____

1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF) ? _____%

Hazardous waste

1D1. How much hazardous waste does your school generate? .01 lbs/student/year.

How was this calculated? Waste records as compared to student numbers.

List each hazardous waste and the amount of each present at the end of the year:

No hazardous wastes are maintained on-site.

1D2. How does your school monitor hazardous waste?

Hazardous waste is monitored by annual inspections and inventories of chemicals used in the facility.

RESOURCES: CDC Hazardous Waste Self-Management Checklist, Tennessee School Lab Chemical Cleanout Campaign Inventory, Design for the Environment

1D3. 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

1D4. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations? No

1D5. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: 10 % How does your school dispose of unwanted computer and other electronic products? _____
All electronic devices are sent to approved recycler.

RESOURCES: EPEAT, EPA Reducing Risk From Hazardous Waste

1D6. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs? 100 % Which standard(s) are you using? Clean by Proxy

1D7. Is your school's custodial program based in the principles of effective management and "green" service? Yes

1D8. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard): No

RESOURCES: ISSA Cleaning Industry and Management Standards

1C9. Describe any other indicators, not included above, of the school's reduction of solid waste and elimination of hazardous waste:

Element 1D: Use of alternative transportation to, during and from school

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school? 95 % Describe how this information been collected and calculated: The majority of students ride a bus to Central Campus. Only 178 parking spots are available to students. Those students who do drive, carpool for the most part.

RESOURCES: DOT Pedestrian & Bicycle Safety

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? _____

RESOURCES: EPA Clean School Bus USA

1D3. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? Yes

1D4. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

RESOURCES: CHPS Transportation Plan

1D5. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? No

RESOURCES: Safe Routes to Schools

1D6. Describe any other accomplishments your school has made under Pillar One towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered:

Central Campus is a regional site that is unique for the variety of educational opportunities offered to students K-12. The building makes efficient use of space and houses the following programs: Downtown School (grades K-5); Gateway Secondary School (grades 6-10); and Career & Technical Institute, Intensive English Language Learners, and Future Pathways (grades 9-12). Over the last three years, the district has been in the process of transforming Central Campus into a modern educational space. The building was originally constructed in 1918 as a Ford plant that built Model T, Model A, Model B, and Model 19 cars. The extensive renovations are transforming a very outdated space and turning it into an more energy efficient setting retrofitted with energy efficient materials. For example, the existing single-pane windows were replaced with energy efficient double-pane glazed windows. The renovation design takes advantage of a tremendous increase in natural light. The design maximizes the use of day lighting and reduced the use of artificial lighting. The lighting voltage was increased from 120V to 277V, which improved lighting circuit efficiency. In addition to the original lighting was upgraded from T12 (direct) to T8 (direct/indirect) fixtures to improve the quality and efficiency of the lighting. High-efficient water source heat pumps were installed to reduce the use of steam heating. Additionally, energy recovery ventilation

In addition to the physical building changes, Central Campus is developing a more environmentally conscious culture at the school. The cafeteria has switched away from disposable plates to washable, reusable plates. IESA students instituted a building-wide recycling program that in this school year alone has diverted 19,868 lbs. of paper, 3,100 bottles, and 1,636 cans from the landfill. IESA students conducted energy audits in classrooms and provided tips on how classrooms can reduce energy consumption through simple changes like unplugging appliance when they are not being used. Students also send out weekly energy tips to encourage conservation and recycling. The school also hosts an annual Energy Awareness Fair that promotes practices and products that save energy.

PILLAR TWO: The school environment has a "net positive" impact on student and staff health

Element 2A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds

Integrated Pest Management

2A1. Does your school have an integrated pest management plan in effect to reduce or eliminate pesticides? No

2A2. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? Yes

2A3. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? Yes

2A4. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? Yes

RESOURCES: EPA Integrated Pest Management for Schools

Ventilation

2A5. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? Yes If yes, which standard is your school using? ASHRAE

2A6. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? Yes

2A7. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? Yes

RESOURCES: EPA Indoor Air Quality Tools for Schools

Contaminant Controls

2A8. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months: No

What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? %

RESOURCES: EPA Radon Information

2A9. Carbon Monoxide (CO): If your school has combustion appliances, does your school have an inventory of all combustion appliances & does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)? Yes

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? No

RESOURCES: EPA Healthy Schools Environments Assessment Tool

2A10. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices? Yes

(Explain): Mercury thermometers are removed from service and replaced as discovered.

Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations: Yes

RESOURCES: EPA Schools and Mercury

2A11. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months? Yes

L. Secondhand Tobacco Smoke: Is smoking prohibited on campus? Yes

RESOURCES: CDC Guidelines for School Health Programs to Prevent Tobacco Use

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? No

RESOURCES: EPA Managing Asthma in Schools, CDC Tools for Making Your School Asthma-Friendly

2A13. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? Yes

RESOURCES: EPA Indoor Air Quality Tools for Schools

2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? Yes Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? Yes Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? Yes

RESOURCES: EPA Mold Remediation in Schools and Commercial Buildings

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements:

- Chemical purchasing policy, including low- or no-VOC products
- Chemical inventory
- Storage and labeling
- Training and handling
- Hazard communication
- Spills, clean-up and disposal
- Select EPA's Design for the Environment - approved cleaning products

Yes Explain Our chemical hygiene plan and annual training covers these items.

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

Food and Nutrition

2B1. Has your school earned USDA's HealthierUS School Challenge award for school food? No

List award level earned: _____

RESOURCES: USDA HealthierUS School Challenge

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? 0 %

RESOURCES: USDA Farm to School Program

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? 0 - % Does the school have an onsite garden in which the students participate? No

RESOURCES: USDA Agriculture In the Classroom

2B4. Does the school have an onsite food garden? Yes In the Horticulture lab.

If yes, does the school garden supply food for the school cafeteria? No Food is supplied to Family & Consumer Science programs.

Physical Education, Outdoor Opportunities, and UV Safety

2B5. What percentage of students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week? 100 %

2B6. What is the average amount of time over the past year that each student engages in school-supervised physical education (including outdoor time) per week? 255 minutes/week

2B7. What percentage of school-supervised physical education is spent outdoors? 5 %

RESOURCES: The President's Challenge, The First Lady's Let's Move!

2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? 0 %

RESOURCES: EPA Sunwise Program

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

2B9. Does the school use a Coordinated School Health approach or other health related initiatives to address overall school health issues? Yes

If yes, describe the health related initiatives or approaches used by the school:

Healthy Iowa Initiative, Awareness Week, Early Childhood Nutrition Fair

2B10. Does the school partner with any community groups to support student health and/or safety? Yes

If yes, describe these partnerships:

Employee & Family Resources: Student Assistance Program (family conflict, emotional/mental health, substance abuse, bullying, and other areas). Midwest Dairy Council: Fuel Up to Play 60 (healthy eating, active lifestyle).

LifeServe Blood Center (twice-annual blood drives).

2B9. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

During renovation, the district has conducted frequent air quality checks to ensure the safety of students and staff. Barring physical impairment, students are required to use the stairs (5 floors) to travel to/from class. The gym is open during the lunch hour for students to use for basketball, volleyball, and walking

to encourage an active lunch. The building is set up to be used: the building hosts a complete Wellness Center with a full array of cardiovascular machines weights, and pool. This arrangement is similar to having a YMCA attached to a school building. Marine Biology students use the pool to learn to scuba dive.

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

Learning and Environmental Literacy

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

3A1. What percentage of last year's graduates scored proficient or better during their high school career on state or school:

environmental education assessments? n/a %

sustainability assessments? n/a %

environmental science assessments ? n/a %

Briefly describe the assessment(s):

No environmental science assessment was given in 2010-11. An environmental assessment will be given locally beginning in 2011-12.

3A2. Does your school or your state have an environmental or sustainability literacy graduation requirement? Yes

Describe: Chapter 12 of the Iowa Administrative Code states that science instruction shall include conservation of natural resources and environmental awareness.

3A3. Are environmental and sustainability concepts integrated throughout the curriculum? Yes

Describe: Environmental and sustainability concepts are explicitly taught at the kindergarten, 1st grade, 3rd grade, 5th grade, 8th grade, and 11th grade levels.

RESOURCES: State Education & Environment Roundtable, Excellence in Environmental Education: Guidelines for Learning (K-12)

3A4. If your school is a high school, what percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career? ** n=22 % What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? 77 % ****Central Campus is not a degree-granting institution. Students graduate from their home high school; Central does not have any graduates.**

RESOURCES: Advanced Placement Environmental Science

3A5. If neither your state or school conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? n/a %

3A6. Are teacher professional development opportunities in environmental and sustainability education provided for all teachers in your school? Yes

Describe these professional development opportunities including the number and percentage of teachers who participated in these over the last 2 years:

100% of teachers receive a monthly educational e-newsletter from the district. 100% of teachers receive a weekly e-newsletter on the Central recycling project and sustainability from the building.

3A7. Does your school's environmental education program pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence: Yes

3A8. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level? Yes
Some of the exciting opportunities include: scuba trip to FL (Marine Biology), service-learning trip to Catalina Island, CA (ISEA), growing plants (Horticulture), raising animals (Animal Science), and building houses (Home Building).

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

3B1. Do your students matriculate or graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences? Yes

How many hours per week on average do students spend in science content classes? 4 hours

3B2. If your school is a high school, does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? Yes

Describe these college and career connections: Every program at Central Campus has MULTIPLE community partners and post-secondary connections. In fact, high school students earn concurrent high school and college credit with successful completion of Central Campus courses. The following programs have a particular focus on the environment and/or sustainability issues: IESA, Home Building, CAD, Horticulture, Animal Science, Culinary Arts, Marine Biology, Biotechnology, and Auto Collision.

Community and Civic Engagement

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

3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level? No
What percentage of these projects focused on environmental or sustainability topics? n/a %
What percentage of students satisfactorily completed such a project last year: n/a %

3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? n/a %

3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars? Yes

Briefly describe the scope and impact of these partnerships:
Central Campus is a regional school that educates students from 29 school districts and 57 schools in Central Iowa. Central Campus has partnerships with DOZENS of institutions including: DMACC, Pioneer Hi-Bred, Meredith, and the IA Office of Energy Independence to name just a VERY few.

3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms)? Yes

If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills:

Outdoor learning is incorporated into several programs. For example, Horticulture students grow plants from seed in a greenhouse and outdoors. The students then sell the plants they grow in an annual plant sale valued at approximately \$60,000. Horticulture students also do landscaping throughout Des Moines.

RESOURCES: Fish and Wildlife Service Schoolyard Habitats

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee?

As indicated in question 3B2, multiple Central Campus programs incorporate environmental and sustainability issues into the curriculum. However, one of the most unique programs is IESA (Iowa Energy and Sustainability Academy). Scientists and environmentalists are calling for alternatives to fossil
fuels, a reduction in greenhouse gas emissions, and more efficient use of existing resources. Yet, there is an impending shortage of workers – scientists, engineers, inventors, technicians, green collar workers, etc. – with the skills needed to meet these challenges. Consequently, the Des Moines Public Schools collaborated with multiple community partners to create IESA. ISEA creates multiple pathways to equip students with the skills needed for success in postsecondary education and emerging careers in renewable energy and green collar occupations.

The IESA course of study focuses on (a) Sustainability issues, (b) Energy conservation and management, (c) Green technologies, and (d) Renewable energy through a combination of rigorous, advanced academics and a hands-on technical education. IESA students cover a variety of topics including environmental science, basic engineering (i.e. green construction), LEED building accreditation, and renewable energy technology.

Students complete multiple lab experiments throughout the two-year course, including lab experiments that explore the land, air, and water as natural and renewable resources and lab experiments that explore energy and alternative energy models, resources, and understanding. The experiments help students think of the local and global impact and the short and long term impact of using the Earth's resources in responsible and irresponsible ways.

In addition, partnerships have been established with multiple institutions. Partners are a mix of public organizations (e.g. Iowa Office of Energy Independence, Iowa Department of Natural Resources, Polk County Conservation, Iowa State University, University of Northern Iowa, and DMACC) and private business (e.g. Metro Waste Authority, Siemens, Minnesota Twins, and Kum&Go). These institutions engage students at their facilities for field experiences related to their efforts in sustainability, renewable energy, and conservation efforts. The field experiences enable students to see first-hand the variety of issues that affect energy and sustainability and the array of careers available in the green collar workforce.

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Green Ribbon Schools Scoring Sheet – Iowa Department of Education		Max Points	Your Score	App Points Possible	App Scoring Points	High School	PK-8
Pillar One: The school has a net zero environmental impact							
Element 1A: Zero greenhouse gas (GHG) emissions - 20%				20		20%	23%
1A1.	Energy Star certification: yes = 5; no certification = 0	5	5				
1A2.	Reduction in non-transportation energy use: >5% = 5, 0-5% = 3, none or n/a = 0	5	5				
1A3.	Percentage of renewable energy (total onsite and purchased): >5% = 5, 0-5% = 3, none = 0	5	0				
1A4.	Percentage of bldg area built within the last 3 years meeting LEED or other standards: >60% = 5, 50-59% = 4, 35-49% = 3, 20-34% = 2, 10-19% = 1, <10% or n/a = 0	5	0				
1A5.	Percentage of total existing bldg area meeting LEED Existing Building or other standards: >60% = 5, 50-59% = 4, 35-49% = 3, 20-34% = 2, 10-19% = 1, <10% or n/a = 0	5	0				
1A6.	Percentage reduction in GHG emissions: >20% = 5, 15-19% = 4, 10-14% = 3, 5-9% = 2, 1-4% = 1, none = 0	5	4				
	Use of offsets for GHG emissions: any = 5, no = 0	5	0				
1A7.	Implementation of Facility Energy Assessment Matrix: yes = 5, no = 0	5	5				
	Assessment of building(s) using Portfolio Manager: yes = 5, no = 0	5	5				
1A8.	Percentage by cost of furniture purchases certified under Business and Institutional Furniture Manufacturers Assn's "level" ecolabel: >50% = 5, 25-49% = 3, 10-25% = 1, <10% or none purchased = 0	5	0				
1A9.	Energy and water efficient product purchasing and procurement policy: yes = 5, no = 0	5	5				
1A10.	Other indicators (self-assessed, max = 5)	5	0				
Element 1A TOTAL		60	29		10		
Element 1B: Improved water quality, efficiency, and conservation – 5%				5		5%	6%
1B1.	Percentage reduction in water consumption intensity: >15% = 2, 5-14% = 1, <5% = 0	2	2				
1B2.	Audits for leaks: quarterly or more frequently = 2, less than quarterly = 1, less than annually = 0	2	0				
1B3.	Appropriateness of grading and irrigation system and schedule (self-assessed, max = 1	1	0				
1B4.	All outdoor landscapes are water-efficient or regionally appropriate: yes = 2, no = 0 If "no," >50% is water-efficient or regionally appropriate:	2	2				
		1	0				
1B5.	Alternative water sources for irrigation: yes = 1, no = 0	1	0				
1B6.	Drinking water from school well is protected: yes = 0, no = -1, no well = 0	0	0				
1B7.	Program to control lead in drinking water: yes = 1, no = 0	1	0				
1B8.	School cited in past 3 years for failure to meet potable water quality standards: yes = -1, no = 1, don't know = 0	0	1				
1B9.	Taps, faucets, fountains, screens, aerators cleaned regularly: yes = 2, no = 0	2	2				
1B10.	Other ways school is improving water quality, efficiency, conservation (self-assessed, max = 2)	2	0				
1B11.	Percentage of school grounds devoted to ecologically or socially beneficial uses: >50% = 1, <50% = 0	1	0				
Element 1B TOTAL		15	7		2		
Element 1C: Reduced waste production – 5%				5		5%	6%

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1C1.	Percentage of waste diverted from landfill or incinerator by reuse, composting, or recycling: >30% = 2, 10-29% = 1, 0-9% = 0	2	1				
1C2.	Percentage of paper content by cost is post-consumer material or fiber from forests certified as responsibly managed: >25% = 1, 0-24% = 0	1	0				
1C3.	Percentage of paper content by cost is totally chlorine free or processed chlorine free: managed: >25% = 1, 0-24% = 0	1	0				
1C4.	Pounds of hazardous waste/student/yr: <1 = 1, 1 or more = 0	1	1				
1C5.	How school monitors hazardous waste (self-assessed, max = 1)	1	1				
1C6.	Hazardous waste policy in place and actively enforced: yes = 1, no = 0	1	1				
1C7.	School cited in past 3 years for improper management of hazardous waste: yes = -1, no = 1, don't know = 0	1	1				
1C8.	Percentage of total computer purchases by cost are EPEAT certified: >75% = 2, 25-74% = 1, 0-24% = 0	2	0				
1C9.	Percentage by cost of all cleaning products are green: 100% = 2, 25-74% = 1, 0-24% = 0	2	2				
1C10.	School custodial program is based on principles of effective management and green service: yes = 1, no = 0	1	1				
1C11.	Custodial program has been certified: yes = 1, no = 0	1	0				
1C12.	Describe other indicators of school's reduction of solid waste and elimination of hazardous waste (self-assessed, max = 1)	1	0				
Element 1C TOTAL		15	8		3		
Element 1D: Use of alternative transportation to, during, and from school – 5%				5		5%	6%
1D1.	Percentage of students walk, bike, bus, or carpool to/from school: >75% = 3, 50-75% = 2, 25-50% = 1, <25% = 0	3	3				
1D2.	No-idling policy on file and "no idling" signs posted: yes = 1, no = 0	1	0				
1D3.	Vehicle loading and unloading areas are at least 25 ft from all building air intakes, incl doors and windows: Yes = 1, no = 0	1	1				
1D4.	Describe how your school transportation use is efficient and environmentally benign (self-assessed, max = 3)	3	0				
1D5.	Safe routes to school have been designated, distributed to parents, and posted in main office: yes = 2, no = 0	2	0				
1D6.	Describe any other accomplishments your school has made under Pillar One (self-assessed, max = 5)	5	5				
Element 1D TOTAL		15	9		3		
Total Pillar One (35% - 9-12 and 40% - PK-8)				105	53	35	18
Green Ribbon Schools Scoring Sheet – Iowa Department of Education		Max Points	Your Score				
Pillar Two: School environment has a "net positive" impact on student and staff health							
Element 2A: Integrated school environmental health program – 15%				15		15%	17%
2A1.	School has an integrated pest management plan in effect: yes = 3, no = 0	3	0				
2A2.	School provides notification of pest control policies, methods of application, and requirements for posting and						

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Green Ribbon Schools Scoring Sheet – Iowa Department of Education		Max Points	Your Score	App Points Possible	App Scoring Points	High School	PK-8
pre-notification to parents and school employees: yes = 2, no = 0		2	2				
2A3.	School maintains annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDS in an accessible location: yes = 2, no = 0	2	2				
2A4.	School prohibits children from entering pesticide area for at least 8 hours following application, or longer if Feasible or if required by the pesticide label: yes = 2, no = 0	2	2				
2A5.	School meets strictest standard of ventilation for indoor air quality: yes = 3, no = 0	3	3				
2A6.	Local exhaust systems are installed at all major airborne contaminant sources: yes = 3, no = 0	3	3				
2A7.	School has energy recovery ventilation systems where feasible: yes = 2, no = 0	2	2				
2A8.	All ground-contact classrooms have been tested for radon within the past 24 months: yes = 2, no = 0	2	0				
Percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121: >75% = 3, 50-75% = 2, 25-50% = 1, <25% = 0		3	0				
2A9.	School has an inventory of all combustion appliances and inspects annually to ensure no release of CO: yes = 1, no = -1, no combustion appliances = 0	1	0				
CO alarms have been installed which meet the requirements of the National Fire Protection Association code 720: yes = 2, no = 0		2	2				
2A10.	Unnecessary mercury containing devices have been replaced: yes = 1, no = -1, no such devices = 0	1	1				
School recycles or disposes of unwanted mercury in accordance with environmental regulations: yes = 1, no = -1, no mercury on campus = 0		1	1				
2A11.	All wooden decks, stairs, playground equipment, etc treated with CCA has been sealed within the past 12 months or replaced: yes = 3, no = 0	3	3				
2A12.	Smoking is prohibited on campus: yes = 3, no = 0	3	3				
2A13.	School has an asthma management program in place consistent with Asthma Friendly Schools Guidelines: yes = 2, no = 0	2	0				
2A14.	School has an indoor air quality management program consistent with IAQ Tools for Schools: yes = 3, no = 0	3	3				
2A15.	All structures are visually inspected regularly and are free of mold, moisture & water leakage: yes = 4, no = 0	4	4				
2A16.	School has a chemical management program in place: yes = 3, no = 0	3	3				
Element 2A TOTAL		45	34		11		
Element 2B: High standards of nutrition, nutrition education, physical activity, physical education, fitness and quantity of quality outdoor time for both students and staff – 10%				10		10%	11%
2B1.	School has earned USDA's HealthierUS School Challenge award for school food: yes = 3, no = 0	3	0				
2B2.	Percentage by cost of food purchased is certified "environmentally preferable:" >25/5 = 2, 5-24% = 1, 0-4% = 0	2	0				
2B3.	Percentage by cost of food purchased is grown and processed within 200 miles of the school:						

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>25% = 3, 10-25% = 2, 0-10% = 1, none = 0			3	0				
2B4.	School has an onsite food garden: yes = 3, no = 0		3	3				
	School garden supplies food for school cafeteria: yes = 1, no = 0		1	0				
2B5.	Percentage of students engaged in at least 150 minutes of school-supervised physical education and/or Outdoor activity per week: >90% = 3, 50-89% = 2, 25-49% = 1, <25% = 0		3	3				
2B6.	Average time each student engages in school-supervised physical education (incl outdoor activity) per week: >150 min. = 3, 100-149 min. = 2, 50-99 min. = 1, <50 min. = 0		3	3				
2B7.	Percentage of school-supervised physical education is spent outdoors: >90% = 3, 50-89% = 2, 25-49% = 1, <25/5 = 0		3	0				
2B8.	Percentage of current student body has participated in EPA's Sunwise Program or equivalent program Regarding UV protection and skin health: >75% = 2, 25-74% = 1, <25% = 0		2	0				
2B9.	School uses a coordinated school health approach or other health related initiatives to address overall school health issues: yes = 2, no = 0		2	2				
2B10.	School partners with community group(s) to support student health and/or safety: yes = 2, no = 0		2	2				
2B11.	Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered (self-assessed, max = 3)		3	3				
Element 2B TOTAL			30	16		5		
Total Pillar Two (25% - 9-12 and 28% - PK-8)			75	50	25	17		
Green Ribbon Schools Scoring Sheet – Iowa Department of Education			Max Points	Your Score				
Pillar Three: 100% of the school's graduates are environmentally and sustainability literate								
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems – 20%								
Elements 3A1 and 3A4 pertain to high schools (9-12) only - Points for PK-8 Schools								
3A1.	Percentage of last year's graduates scored proficient or better on state or school assessments:							
	Environmental education: >75% = 5, 65-74% = 4, 55-64% = 3, 45-54% = 2, 35-44% = 1, <35% or no assessment = 0		5	0				
	Sustainability: >75% = 5, 65-74% = 4, 55-64% = 3, 45-54% = 2, 35-44% = 1, <35% or no assessment = 0		5	0				
	Environmental sciences: >75% = 5, 65-74% = 4, 55-64% = 3, 45-54% = 2, 35-44% = 1, <35% or no assessment = 0		5	0				
3A2.	School or state has an environmental or sustainability literacy graduation requirement: yes = 5, no = 0		5	5				
3A3.	Environmental and sustainability concepts are integrated throughout the curriculum: self- assessed and Explained up to 10 points		10	10				
3A4.	If school is a high school, percentage of graduates last year who completed AP environmental science: >50% = 5, 40-50% = 4, 30-39% = 3, 20-29% = 2, 10-19% = 1, <10% = 0		5	2				

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Green Ribbon Schools Scoring Sheet – Iowa Department of Education			Max Points	Your Score	App Points Possible	App Scoring Points	High School	PK-8
Percentage of these students scoring 3 or better on the AP environmental science assessment: >50% = 5, 40-50% = 4, 30-39% = 3, 20-29% = 2, 10-19% = 1, <10% = 0			5	5				
3A5. Percentage of students taking assessments last year on environmental science, sustainability, or environmental Education who scored proficient or better: >75% = 5, 65-74% = 4, 55-64% = 3, 45-54% = 2, 35-44% = 1, <35% or no assessment = 0			5	0				
3A6. Teacher professional development opportunities in environmental and sustainability education are Provided for all teachers: yes = 5, no = 0			5	5				
3A7. School's environmental education program pays particular attention to scientific practices: yes = 5, no = 0			5	5				
3A8. Students have meaningful outdoor experiences at every grade level: yes = 5, no = 0			5	5				
Element 3A TOTAL - High Schools 9-12			60	37		12		
Element 3A TOTAL - PK-8 Schools			35					
Element 3B: Use of the environment and sustainability to develop science, technology, engineering & math (STEM) content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy – 10%								
Element 3B2 pertains to high schools (9-12) only - Points for PK-8 Schools					10		10%	
					7			8%
3B1. Students graduate with a robust general science education that includes a deep understanding of life, physical, and earth science: yes = 10, no = 0; partial score as self-assessed and explained			10	10				
Average number of hours/week students spend in science content classes: >5 = 10, 4-4.9 = 8, 3-3.9 = 6, 2-2.9 = 4, <2 = 0			10	8				
3B2. If school is a high school, curriculum provides a demonstrated connection between classroom content, college and career readiness, and post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers: yes = 10, no = 0; partial score as self-assessed and explained			10	10				
Element 3B TOTAL - High Schools 9-12			30	28		9		
Element 3B TOTAL - PK-8 Schools			20					
Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community – 10%								
					10		10%	11%
3C1. All students are required to conduct an age-appropriate, self-selected civic/community engagement project								
At every grade level: yes = 5, no = 0; partial score as self-assessed and explained			5	0				
Percentage of these projects focused on environmental or sustainability topics: >40% = 4, 30-39% = 3, 20-29% = 2, 10-19% = 1, <10% = 0			4	0				
Percentage of students that satisfactorily completed such a project last year: >80% = 4, 70-79% = 3, 60-69% = 2, <60% = 0			4	0				
3C2. Percentage of last year's graduates that scored proficient or better on a community or civic engagement skills								

Des Moines Central Campus High School
 1800 Grand Avenue
 Des Moines, Iowa 50309

Green Ribbon Schools Scoring Sheet – Iowa Department of Education	Max Points	Your Score	App Points Possible	App Scoring Points	High School	PK-8
assessment: >60% = 4, 40-59% = 3, 20-39% = 2, <20% or no assessment = 0	4	0				
3C3. School partners with others to help advance your school, other schools (particularly schools with lesser capacity in these areas) and community toward the three pillars: self-assessed and explained up to 4 points	4	4				
3C4. School provides outdoor learning opportunities for students: self-assessed and explained up to 4 points	4	4				
3C5. Describe other indicators or benchmarks (quantified if possible) of your progress toward the goal of 100% of your graduates being environmentally and sustainability literate that you feel the review committee should consider : self-assessed and explained up to 5 points	5	5				
Element 3C TOTAL	30	13		4		
Total Pillar Three (40%) Includes High Schools 9-12	120	78	40	26		
Total Pillar Three (32%) K-8 Schools	85		28			
					100%	100%
High Schools 9-12			100	60		
PK-8 Schools			88			
Green Ribbon Schools Pillars Summary:	Max Points	Your Score				
Pillar One (35% - 9-12 and 40% - PK-8)	105	53	50.48%			
Pillar Two (25% - 9-12 and 28% - PK-8)	75	50	66.67%			
Pillar Three (40%) Includes High Schools	120	78	65.00%			
Pillar Three (32%) PK-8 Schools	85					
TOTAL ALL PILLARS - High Schools 9-12	300	181	60.33%			
TOTAL ALL PILLARS - PK-8 Schools	265					