



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 [x] Magnet [] Choice

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

Official School Name Sunnyside Environmental School
(As it should appear in the official records)

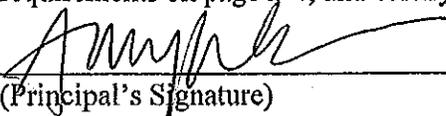
School
Mailing Address 3421 SE Salmon, Portland, OR 97214

County Multnomah State School Code Number* 893

Telephone 503-916-6226 Fax 503-916-2676

Web site/URL <http://www.pps.k12.or.us/schools/sunnyside> E-mail akleiner@pps.net

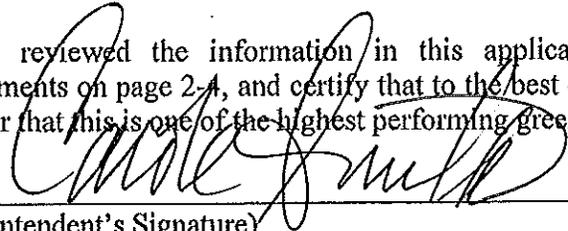
I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

 Date 3/20/12
(Principal's Signature)

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

District Name* Portland Public Schools Tel.503-916-3200

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.

 Date 3/20/12
(Superintendent's Signature)

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

Sunnyside Environmental School is a K-8, focus-option school in Portland that incorporates environmental education, place-based experiences and service learning into its unique curriculum. Our belief centers around a philosophy that fuses ecological concepts with traditional school structures and emergent learning experiences, creating an environment that is student-centered, rigorous, and focused on play and hands-on experiences. We have strong community partnerships, families are deeply involved in their child's learning process, and all of our students, young and old, spend ample time learning outside of the classroom. We truly have a thriving school-community ecosystem at Sunnyside.

This school has had an environmental science focus for nearly two decades. Over this time we've grown our program and built an infrastructure that incorporates environmental education into our daily school curriculum and routines...beginning in kindergarten. Presently, our environmental science curriculum focuses on environmental science education both in the classroom and in the field, local foods, green gardening, food-to-table curriculum, and sustainable practices, both individual and school-wide. Teachers place an emphasis on student personal responsibility while becoming active and aware citizens of Portland.

Place-based environmental science experiences have been part of this school's curriculum since its inception. We nurture intellectual curiosity by taking our students into the field to solve problems, working together, and learning from the natural environment. They begin in kindergarten with a daily walk through our thematic school gardens/grounds using inquiry to inspire their thinking around sustainability and biological systems. As they grow older, these daily walks become field study experiences where whole classes travel to designated natural spaces to perform inquiry experiments. By the time they are in middle school, this is a weekly, full-day trip for each student. By using Portland's green spaces, SES students learn that nature is amongst us even in the city at all times. Their inquiry projects include (but are by no means limited to) invasive species analysis, water quality assessments, indicator species investigation, and tree mapping.

In addition to the environmental science component, we also have a very strong school garden program, partnership with a local farm and food-to-table curriculum. We have converted our school grounds to a rich and thriving school garden, thematically designed, with each grade level having their own garden spaces. Our space includes food gardens organized by grade, a perennial sensory garden, a grain garden, a native plant garden, fruit trees, a pollinator garden, a colonial herb and flower plot, and several outdoor classrooms. We've conscientiously planted things that bloom at different times of the year, germinate seeds in a variety of ways, and, in general, have great botanical diversity to support varied learning experiences. We partner with a local farm, and our middle school students plant and harvest food for consumption here at school with the help of the farmers. Each grade level also has a designated crop; they perform an in-depth study of its history and uses, grow it here at school, and harvest it to use and/or eat at our annual Harvest Faire in the fall. We staff a three-person sustainability team to help manage our garden and teach our students the gardening curriculum.

Lastly, our students learn sustainable practices as part of their daily curriculum. On site we have solar panels, a water collection cistern and several rain barrels, a chicken coop, a robust recycling program, a lunchroom composting system with worm bins, and a garden composting system. We typically take public transportation on our field studies, even in the primary grades, which serves to teach our students an ethic of personal responsibility around transportation and instills in them an innate comfort with taking the bus. We also partner with the Bicycle Transportation Alliance (BTA), participate in Walk and Bike to School days and other events that promote alternative transportation. We've converted our lunchroom to create less waste, and exchanged disposable utensils for reusable trays, cups and silverware. February is our Waste Reduction Month, classrooms perform garbage and recycling audits and track them school wide in an effort to make students more mindful about their own consumption.

Sunnyside is a successful example of how environmental practices can be thematically infused into student-centered, rigorous pedagogy to create informed, inquisitive young citizens. Thank you for your consideration for the Department of Education's Green Ribbon School Award.



APPLICATION FORM
2012 Oregon Sustainable Schools Award
(Part 3 of 3 award documents)

This application form works together with the "Award Information" and the "Award Framework" documents.

Name of School: Sunnyside Environmental School

School Type: Public Charter Alternative Private

School District: Portland Public Schools

County: Multnomah

Grade Span at School: K-8

Current Total Enrollment: 612

Total Number of School Staff: 28

For public schools: Is your school Title 1 eligible? Yes No

What percentage of the school's student body is eligible for Free and Reduced Lunch? 28 %

School Street Address: 3421 SE Salmon, Portland, OR 97214

Principal / Head of School: Amy Kleiner

Principal / Head of School E-mail & Phone #: akleiner@pps.net 503-916-6226

Applicant Name (if different from Principal / Head of School): Vinnie Miller

Applicant Title: Sustainability Coordinator

Applicant E-mail and Phone #: vmillermail@gmail.com 503-916-6226

Number of permanent buildings that make up your school: 1 **Number of portable buildings:** 1

Total area of all buildings: 57,599 square feet

Please try to fill out the section for each pillar. For which pillars have you provided data?

- Pillar 1: Environmental Impact: Buildings, Grounds and Operations
- Pillar 2: School Environment Supports Healthy, Safe Students and Staff
- Pillar 3: Education for Sustainability: Environmental and Social Literacy
- Pillar 4: Social Sustainability

If your application indicates progress in Pillars 1, 2 and 3, you will be considered for Oregon's nomination to the U.S. Department of Education for Green Ribbon School Recognition. Pillar 4 only applies to the state award program.

Oregon Sustainable Schools Awards Application

PILLAR ONE: Environmental Impact - Buildings, Grounds and Operations

30 points total

Utilize the 4 following Elements to demonstrate progress toward the goal of net zero environmental impact.

Select metrics from Award Framework Document that are relevant for your school, or provide other evidence of progress.

Element 1A: Greenhouse Gas Emissions

15 points

Quantify and describe how your school has reduced its greenhouse gas emissions since January 2006.

Energy, Greenhouse Gases and Buildings (10 points possible)

While our school is not certified as energy efficient, we have many programs, policies and practices in place to reduce our energy use, including small scale solar, a turn the lights off policy, computer shut off policy, energy audits twice a year, heating set points, EMS for the HVAC system, window blinds closed each day, windows and doors closed when heating system is on, and regular electronic, verbal, and signage reminders. We delamped 120 light bulbs and conduct annual custodial training for 100% of our custodians. Our EUI has decreased by 3% since 2007 (earliest data available), despite our total square footage increase of 1792sf and attendance increase of 8%. In 2007 the EUI was 73 and in 2011 it was 71. Our Mbtu per student dropped from 7 to 6.5, a decrease of 8%. We have an energy management plan which we monitor monthly. Our incentive to continue reducing our electric use is the Electricity Conservation Incentive Program which we promote in each classroom to encourage behavior change. We use all available funds to pay for our energy projects, including SB1149 program funds through the Oregon Department of Energy, as well as Recovery Zone Bond funds through the ARRA federal program. Our small solar panels have generated more than 7840 kWh since they were installed.

Water and Energy Efficient Products (5 points possible)

The district's procurement office promotes purchasing energy star appliances and energy efficient products and, because it is consistent with our core values, we screen all the products we purchase for their environmental impact. We have a water efficient product procurement policy including dual flush toilet fixtures, low flow urinal fixtures, low flow kitchen sprayers and aerators on faucets.

Element 1B: Water Quality, Efficiency, and Conservation

5 points

Quantify and describe how your school has improved water quality, efficiency, and conservation since January 2006.

Water Quantity (2 points possible)

We audit the bills monthly to identify leaks and reduction opportunities. We also actively conserve water. In 2007 we used 222,316 ccf, but only 170,346 in 2011, a decrease of 23%. At the same time we reduced our irrigation by 37%. 100% of the grounds surrounding the school are gardened. We use soaker hoses, capture rain water in cisterns (one 50 gal, one 5000 gal), and plant natives where appropriate (about 40% are natives, most of the rest are edibles).

Water Quality (2 points possible)

PPS tests our fountains annually for lead and we filter the water. All faucets are cleaned twice annually

We manage about 10% of the storm water onsite via the large cistern and bioswales.

Grounds (1 point possible)

100% of the grounds provide social and ecological benefits including outdoor gardens, food, plants, natives, butterflies, outdoor classrooms, ecoroofed seating area, chickens, beautification, recreation and copious educational signage. About 40% of the campus is pervious surface.

Element 1C: Material Resource Management

5 points

Quantify and describe how your school has improved material resource management since January 2006.

Waste Stream (3 points possible)

We generate 40 yd/month of garbage and 20 yds/mo of recycling; 10 yd/mo of yard debris and 40 lb/mo of food are composted on site. About 70 lbs. of batteries are recycled annually. Hazardous waste is managed according to federal regulations and PPS has a hazardous waste policy for handling the material. We have had no citations.

Specific Type of Goods (1 point possible)

100% of our paper purchased has a recycled content of 30% or more. IT has strict specifications for computer donations and an active green electronic recycling program. All district electronics are recycled locally (Salem) with local (US) markets. 100% of school fundraisers support sustainable goods and social benefit (Xmas tree recycling, battery recycle drive, Chinook Book, run for the arts, readathon).

Cleaning Products and Practices (1 point possible)

Our custodial program specifically emphasizes safety for custodians and green products to reduce indoor air quality issues. We use only "Green Seal" or "Sustainable Earth" eco-labeled cleaning products. Disinfectants are not eco-labeled.

Element 1D: Environmental Impacts from Transportation**5 points**

Quantify and describe how your school has reduced environmental impacts from transportation since January 2006.

Commuting (2 points possible)

60% of students walk, bike, bus or carpool (via observation). Safe Routes to School Program includes education about safety and encouragement to participate, 18% of staff walks/bikes (self reported).

Idling (1 point possible)

Vehicle loading and unloading areas are at least 25ft away from intakes and parents are encouraged to not idle via newsletter reminders.

Vehicles (2 points possible)

None of our vehicles are zero environmental impact.

Total response for PILLAR ONE may not exceed TWO pages

Oregon Sustainable Schools Awards Application

PILLAR TWO: School Environment Supports Healthy, Safe Students and Staff**30 points total**

Utilize the 3 following Elements to demonstrate progress toward the goal of healthy, safe students and staff.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Element 2A: School Environmental Health Program**15 points**

Quantify and describe how your school has positively impacted environmental health for students & staff since January 2006.

Integrated Pest Management (3 points possible)

The district has an active IPM policy and administrative directive.

Indoor Air Quality (8 points possible)

Active IAQ tools for schools program, staff has been trained in all areas, all structures are inspected for mold, all indoor relative humidity is below 60% and moisture resistant materials are installed. We have an asthma action plan for 100% of students needing one.

Chemical and Toxics Management (4 points possible)

Tested for Radon and none had levels over 4 pCi/L. We have an inventory of all combustion equipment (e.g., generator) and they are inspected monthly; there is minimal CCA on campus and it is lined with heavy plastic to prevent leaching; this is a TOBACCO FREE school; PPS has a chemical management program that includes 7 of the 8 elements (not Design for the Enviro cleaning products); all mercury containing devices have been replaced in the past 24 months (except fluorescent tubes).

Element 2B: Nutrition, Fitness and Outdoor Time for Students and Staff**10 points**

Quantify and describe how your school has improved nutrition, fitness and outdoor time for students & staff since Jan 2006.

Fitness and Outdoor Time (4 points possible)

7.25 hours per week for K-5 students, 9 hours per week for middle school. Seasonally 80% outdoor activity. Less than 10% of student body has a UV protection plan that we know about.

Food and Nutrition (5 points possible)

School wellness elements include nutrition and physical activity promotion, and high nutritional quality products served at school, as well as PE and frequent physical activity opportunities. Our kitchen serves 30% local foods, we have extensive onsite gardens for students and food from the gardens is included in the cafeteria. We have active farm to school programs including farm field trips, posters and activities, kids cooking, Iron Chef and taste tests.

Coordinated School Health (1 point possible)

Element 2C: Emergency Preparedness

5 points

Quantify and describe how your school has increased emergency preparedness since January 2006.

Classrooms and Students (2 points possible)

We conduct monthly fire drills, annual lock down safety drills and occasional earthquake drills.

Building (3 points possible)

100% of our buildings are not in a 100 year Flood Plain or tsunami zone.

Total response for PILLAR TWO may not exceed TWO pages

Oregon Sustainable Schools Awards Application

PILLAR THREE: Education for Sustainability: Environmental and Social Literacy 35 points total

Utilize the 3 following Elements to demonstrate progress toward the goal of environmental and social literacy.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Element 3A: Interdisciplinary learning: Relationships between Human and Ecological Systems 15 points

Quantify and describe how your school uses interdisciplinary learning to educate about relationships between human and ecological systems.

Curriculum and Instruction (8 points possible)

Environmental and social sustainability are the foundation at SES. For example our kindergarden students take daily walks with inquiry topics related to current curriculum including building strength through natural systems, social and cultural diversity and sustainability. A guiding principle is nurturing intellectual curiosity and high academic standards which grow from compelling thematic units of study that connect students to overlapping social and biological communities. More information follows in subsequent answers.

Students are engaged in issues of local and global citizenship in a process that intentionally develops leadership while empowering students to make a difference. Two other guiding principles include service-learning which empowers students to make a difference in the world while developing core academic and leadership skills.

Cooperative learning and responsibility for all members of the learning community lead to an appreciation of kindness and trust between students.

The school uses extensive outdoor classrooms and gardens to teach an array of subjects.

Professional Development (4 points possible)

We actively support our staff's professional development. A small sample of current offerings includes: Focus on Diversity Training, Equity Teams, Sustainability speaker series. Outside the district: SOSI conferences, AIA-CIOTE Brown Bags, numerous webinars. In addition, we have one staff person plus the principal to provide mentoring and materials for sustainability education.

Demonstration of Skills (3 points possible)

The mission of SES includes "We are actively teaching and learning a holistic integrated curriculum... Students develop academic knowledge and skills while demonstrating personal and social responsibility for all living systems. 100% of our students work in the school gardens and complete two or more sustainability work samples."

Element 3B: Use of Education for Environmental & Social Sustainability to Develop and Apply STEM Skills 10 points

Quantify and describe how your school uses education for environmental and social sustainability to develop and apply STEM skills.

STEM Content and Thinking Skills (10 points possible)

Beginning in kindergarden we introduce STEM using inquiry and experiments and this is expanded through all grade levels (k-8). 100% of students are equipped to use STEM concepts and skills. In fact, we include ART, so we promote STEAM. Students are encouraged to Job Shadow, and service learning is an integral part of our curriculum. Honing real life environmental skills and global citizenship skills are embedded in our curriculum at all grade levels.

Element 3C: Apply Civic Engagement Knowledge and Skills to Sustainability Issues in the Community 10 points

Quantify and describe how your school's students apply civic engagement knowledge and skills to sustainability issues in your community.

Curriculum and Instruction (6 points possible)

One day a week each middle school student (35-40% of student body) takes a travel day to work on a thematic project such as volunteering at the Oregon Food Bank. Kindergarden students are "expert teachers" in teaching other students new skills and learning about their classmates. Grade 1-2 (20% of student body) deliver MayDay baskets to neighbors. 100% of our grade

levels participate in civic engagement and investigation of sustainability issues. One guiding principle is that students are engaged in issues of local and global citizenship in a process that intentionally develops leadership while empowering students to make a difference.

Professional Development (2 points possible)

100% of teachers participate in professional development focused on service learning, place based education and outdoor education. It is foundational to our school.

Demonstration of Skills (2 points possible)

We have a Civic Engagement requirement and practice for 100% of our students. An example is our middle school service learning travel day. These 6th and 7th graders pick up trash (at Oaks Bottom, Laurelhurst Park). Our 3rd and 4th graders read and write poetry and share it with elderly residents of a nearby assisted living facility.

Total response for PILLAR THREE may not exceed TWO pages

Oregon Sustainable Schools Awards Application

PILLAR FOUR: Social Sustainability

30 points total

Utilize the 4 following Elements to demonstrate progress toward the goal of a healthy, just, sustainable school and local community.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Element 4A: Social Responsibility, Justice and Equity

10 points

Quantify and describe how your school is socially responsible, just and equitable.

Select metrics from Award Framework that are relevant for your school, or provide other evidence of progress.

Community Needs (4 points possible)

Cafeteria has a "no thank you" table for unwanted food to share. School participates in Fork IT Over food donation 4 times per year, donating surplus food to local agencies to distribute to hungry people in our community. School nurse and counselor are direct student contacts for health referrals, such as for dental care. We purchase many items locally such as food, garden supplies (seeds), chickens (chicken feed), and our cisterns. The 8th grade Hunger Cohort plans and organizes a Hunger Banquet that is open to the community, students and families.

Equity (6 points possible)

Our school secretary refers families to early childhood education programs such as Head Start. Our school takes a whole system approach to discipline, but we have a low level of discipline issues. We have a better than 1 in 10 ratio of computers to students.

Element 4B: Community Partnerships and Family Involvement

5 points

Quantify and describe your school's community partnerships and family involvement.

Community (2 points possible)

There is a strong partnership with OSU 4-H youth and family service and Camp Fire Columbia. In addition, we visit local assisted living facilities and donate surplus food to local social service agencies.

Volunteerism (2 points possible)

We enjoy strong, active parent participation in the PTSA. We believe parents are childrens' first teachers and are essential partners in the education of all students. Our in-school volunteerism has expanded to include middle school students volunteering as mentor "Buddies" and partnering with K-2 classrooms.

Communication (1 point possible)

School Website, teacher blogs, emails, limited mailings, once a week updates to students, staff and families via email.

Element 4C: Diversity (socioeconomic, sexual orientation, learning styles, cultural, race/ethnic, etc.)

10 points

Quantify and describe how your school addresses diversity.

Services and Programs (6 points possible)

We strive to keep a comparable ratio of staff/student demographics, especially race. Our emphasis on teaching experiential learning, mentoring peer to peer and experts and service learning addresses different learning styles and different student interests.

Respect (4 point possible)

Kids make signs describing what respect is and written examples of what respect looks like. The unique talents and learning styles of all members of the community are valued and given a place in the curriculum. Starting from 1st grade one of our essential skills is understanding and caring for our overlapping communities of homes, school and neighborhood. A guiding principle is that students are engaged in issues of local and global citizenship.

Element 4D: Personal Behaviors and Choices

5 points

Quantify and describe how your school supports positive student behaviors and choices.

Self Empowerment and Relationships (3 points possible)

The first line of our mission statement is "The Sunnyside Environmental School is a community of students, educators, parents, neighbors and alumni working together to create a safe, nurturing and educationally excellent learning environment for young people." Monthly staff meetings, casual conversations, team collaborations all underscore and support this fundamental principle. Through these venues, new ideas come forth that help guide us in our practices and policies. Students provide input via student councils and active participation in the PTSA (Parent, Teacher, Student, Association). Students are engaged in decision making at the classroom level to decide on field studies and lesson topics.

Leadership and Collaboration (2 points possible)

Middle school to K-2 "Buddies". Across every grade level there is in-grade level mentoring. 8th Grade Cohorts, student council, social circles and classroom jobs include "energy auditors", all building leadership and collaboration skills. More than 75% of our students are mentors to others. We hold teacher cohort meetings twice a month and weekly staff meetings. In addition, students actively advocate at the state level (e.g., ban increased production of horsemeat, protect wolves).

Total response for PILLAR FOUR may not exceed TWO pages

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: Oregon Department of Education

Name of Nominating

Authority: Mr. Ed Dennis, Deputy Superintendent

(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 3/21/12

(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.

ED-GRS (2011-2012)

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