



PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

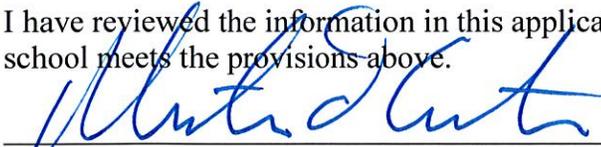
The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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 is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Massachusetts Department of Elementary and Secondary Education

Name of Nominating Authority Mitchell D. Chester, Ed.D, Commissioner
(Specify: Ms., Miss, Mrs, Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

 Date 1-28-2014
(Nominating Authority's Signature)

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.



Massachusetts Green Ribbon Schools Application (2013-2014)

Thank you for your interest in completing the Massachusetts application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by Massachusetts Department of Elementary and Secondary Education (ESE). The second step of the process requires signatures for the nominee package that will be sent to the U.S. Department of Education (ED).

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

Pillar I: Reduce environmental impact and costs.

Pillar II: Improve the health and wellness of students and staff.

Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement.

It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and students. You should consult the [ESE Green Ribbon Schools](#) page for Massachusetts specific resources and the ED-GRS [resources page](#) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of resources for all schools, not just those who apply. ESE encourages schools to reach out to the contacts provided if you are not able to provide documentation in certain areas. They are willing to assist you in compiling and accessing this information.

The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers. Word maximums are given as a guide, you may provide less or more as needed. Please be advised applications must be under 20 pages. Massachusetts has provided an appendix section for schools to submit additional documentation for the state level review (maximum of 5 pages).

Applications are due to ESE by December 6, 2013. Applications may be sent electronically to Lauren Greene at lgreene@doe.mass.edu (781-338-3107)

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

1. The school has some configuration that includes one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

School Contact Information

School Name: **Boston Latin School**

Street Address: **78 Avenue Louis Pasteur**

City: **Boston** State: **MA** Zip: **02115**

Website: <http://bls.org/> also http://www.blsyouthcan.org/BLS_Youth_C.A.N./Welcome.html

Facebook page: <https://www.facebook.com/BLS1635BLSA>

Principal Name: **Dr. Lynne Mooney-Teta**

Principal Email Address: lteta@boston.k12.ma.us Phone Number: **617-635-8895**

Lead Applicant Name (if different): **Cate Arnold, Faculty Advisor, BLS YouthCAN**

Lead Applicant Email: catearnold@aol.com Phone Number: **Cate Arnold Cell 617-688-2262**



Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name <u>Boston Public Schools</u>
			Is your school in one of the largest 50 districts in the nation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
			Total Enrolled: <u>School- 2,400</u>
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No 31%	% receiving FRPL <u>31%</u> % limited English proficient <u>0%</u> Other measures _____		MA Accountability Level <u>Level 1</u> Graduation rate: <u>98.7%</u> Attendance rate: <u>96%</u>

Application Outline:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous waste	5 points
Element 1D: Use of alternative transportation	5 points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program Integrated Pest Management Contaminant controls and Ventilation Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 points

Other coordinated school health programming	
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
Element 3C: Development and application of civic knowledge and skills	10 points
Total	100 points

Summary Narrative: Provide an 800 word maximum narrative describing your school’s efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

Boston Latin School, founded in 1635, is the oldest public school in the country, and the largest school in the Boston Public School district, serving 2,400 students in grades 7-12. Seven years ago, Boston Latin School (BLS) students founded the Youth Climate Action Network (BLS YouthCAN). BLS YouthCAN is a very active after school club that has implemented transformative sustainability initiatives at the school and throughout the community - resulting in powerful youth leadership, sweeping facilities and school-wide curriculum changes, extensive outreach and partnerships, and community service that is unparalleled in our region.

BLS students and staff are working toward Education for Sustainability – engaging youth in hands on learning opportunities that build environmental literacy, develop critical thinking skills, and benefit the community through impactful projects. YouthCAN has conducted sustainability education and outreach into the community, maintaining numerous partnerships with youth organizations, academic institutions, businesses, and public officials in the Greater Boston area. Students organize free sustainability events that serve dozens of schools and organizations in our community every year, including a Climate Summit that brings hundreds of youth together to learn about and take action on issues such as transportation access, water conservation, and food systems.

Outdoor raised vegetable gardens, student designed rain catchment systems, rooftop weather stations, a SAGE vertical garden in the cafeteria, a rooftop solar array, a state of the art hydroponic vegetable farm, a \$75,000 energy lighting retrofit saving 200,000 KWh of energy/year, and a Lucid real-time building energy dashboard are just a few examples of the hands on learning components that students have fundraised for and implemented at their school.

In addition to technology and infrastructure improvements, YouthCAN has initiated educational and health programs for teachers and students alike. Our Farm-to-School Program reaches 2,400 students every Thursday with local food, green bean costumes, promotional t-shirts and more. We launched a school wide “Get Informed” Speaker Series to raise awareness and improve health. Two sustainability-focused professional development programs reached 50 educators and resulted in new sustainability lesson plans for schools across Massachusetts. Our Annual Teach-In has tripled BLS student demand for environmental courses, and ensured that sustainability education is incorporated into all grades and across disciplines. And for the past three summers, BLS helped host and fund a Summer Green Jobs Energy Audit program serving 30 youth and resulting in 10 youth-led energy audits at high schools around Boston. In 2012 participants were eligible for energy-saving retrofit funds for their

school, which was made possible by an E2Energy to Educate grant that the Facilities Department won in partnership with Boston Latin School. Over the last three summers, 30 youth held green summer jobs over the summer learning about energy auditing and how to build a green team in their own high school.

What is unique about BLS is that the students are driving all of this work. Students in YouthCAN manage their own communications and outreach and to date have produced over 65 unique videos, had spots on local and national broadcasts, including the Today Show, and manage a website for sharing best practices www.blsyouthcan.org. The students have also written dozens of their own grants and have been successful in raising \$320,000 to fund various sustainability initiatives, both at their school and in other schools.

The largest and most ambitious project that the students are leading, with support from alumni, teachers and the community, is the Rooftop Sustainability Learning Laboratory. This innovative project proposal is to build a state-of-the-art community green roof at BLS, where students and educators from across the city and world, will come to learn how to think in terms of the world's interconnected systems. The project will feature a rooftop garden, outdoor classrooms, and technologies and curriculum to promote Science/Technology/Engineering/Math (STEM) learning. The design for this shared facility was created by students who have been engaging and working with local architects and engineers for over four years to envision a space where students and educators alike can come learn in an exciting facility that literally educates by design.

As a result of the dedicated work and creative energy of the YouthCAN student leaders, BLS has received many awards including the President's Environmental Youth Award, an EPA Merit Award, and the Eco Schools USA's Green Flag Award. Most recently, BLS won Global Green's 75K Green School Makeover Competition contest in June 2013. Each makeover element, such as the SAGE garden wall, and a Freight Farm, provides deliberate teaching opportunities for the faculty and student leadership opportunities to manage and maintain the systems.

The Green Makeover at BLS represents a critical tipping point in a powerful story of youth leadership and community service. BLS is advancing an important model of Education For Sustainability that has the potential to impact the rest of Boston schools and beyond.

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Recycling.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Climate_Summit.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Summer_Sustainability_Institute_for_Educators.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Green_Jobs.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Annual_Teach-In_on_Climate_Change.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Recycling.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Composting.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./BLS_Garden.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Green_Roof.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Education_for_Sustainability_Campaign.htm

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Outreach_%26_Partners.html

<http://www.earthtechling.com/2013/07/boston-latin-wins-75000-green-school-makeover-competition/>

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Today_Show_Clip.html



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

Yes No **Program(s) and level(s) achieved:**

Eco-Schools USA, Green Flag Award – earned 2010, reapplied 2012
Energy Star Portfolio Manager - Achieved Energy Star Level (but haven't yet applied for it)

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

Yes No **Award(s) and year(s)**

- [Global Green School Makeover Competition 2013 \(75K\)](#)
- **Excellence in School Wellness Award 2013**
- [Lexus Eco Challenge Final Challenge – First Place – 2013](#)
- **Lexus Eco Challenge Round 1 – 2012; and Lexus Eco Challenge Round 2 - 2013**
- **2012 Zayed Global High School Prize (100K) (Only 4 schools selected in the US)**
- **Mass Conservation Teacher of the Year Award - Cate Arnold - 2012**
- **Senior level award for MA National Energy Educational Development Youth Awards 2012**
- **Samsung Sustainable Energy Award 2012**
- **Lexus Eco-Challenge Round II 2012 & Lexus Eco Challenge Round 1 2011**
- **Center for Green Schools - Coolest Teacher Competition-2041.org Antarctica Trip-Cate Arnold 2012**
- **President's Youth Environmental Award, May 2011**
- **EPA Merit Award May 2011**
- **The Oxygen Award (*Les Respirations, Enghien Les Bains, France*) 2011**
- **Secretary's Award for Excellence in Energy and Environmental Education, 2011**
- **Senior level award for MA National Energy Educational Development Youth Awards, 2011**
- **Eco-School's USA's Green Flag Award 2010, 2012**
- **Massachusetts Biology Teacher of the Year Aimee Gauthier 2011**
- **25K in the Green Awards 2010**
- **Boston International Facilities Management Awards - Special Recognition 2010**
- **Grand prize in the Eco-Schools sweepstakes 2010**
- **Only Youth Seat on Boston Mayor Menino's Climate Action Leadership Committee 2010**
- **"Do Something Increase Your Green Competition" (2008, 2009, 2010)**
- **Outstanding Green School in the Green Schools Green Difference Awards in 2009**
- **Winner first place Student Conservation Association's Green Your School Competition 2009**
- **National Wildlife Federation's Chill Out Competition 2009**
- **15K in the Green Heroes contest 2009**
- **Citation from Massachusetts Governor Deval Patrick 2008**
- **Mayor's Green Award - Cate Arnold 2008**
- **We earned Boston Magazine's "best green school" in 2010.**
- **Our work's been featured in the Boston Globe, on radio and TV, and on the Today Show**

3. Does your school participate in any Massachusetts programs or partnerships?

Yes, Massachusetts Farm to School Program. Our 20-school Youth Task Force is promoting the Green Roof's Education for Sustainability Campaign, cultivating skills in systems-thinking, collaboration, and youth leadership. Our partnerships with 20+ businesses, 30+ schools, 35+ non-profits, and government officials have established BLS as a green leader and resource for school-based sustainability. We've worked with Manchester Essex, Acton Boxborough, the Green Academy, Denver McCormack, Hingham High, Brookline High, school planners in Cleveland, and interns from Suffolk University's Environmental Studies Program.

We've shared expertise with Brown University, Keene State, Rhode Island College, Aperion Institute for Sustainable Living, Massachusetts Environmental Educators Society, Primary Source, Mass Audubon, National School Board Association, TCI, Children's Museum, Roots and Shoots, World Wide Waldens; Generation Citizen, ReVision Urban Farm, Cambridge Science Festival, Boston GreenFest, Massachusetts Sustainable Communities Conference, D2E Sustainability Expo, and Moving Planet. We've had visitors from France, Mongolia, China, Japan, and New Zealand to learn about our work. We were invited to present to Boston International Facility Management Association, Chicago School Building Expo, *Les Respirations* in France, on Capitol Hill in D.C., and the American Embassy in Paris.

[http://www.blsyouthcan.org/BLS Youth C.A.N./Outreach %26 Partners.html](http://www.blsyouthcan.org/BLS_Youth_C.A.N./Outreach_%26_Partners.html)

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

Yes No Percentage reduction: **17% Over 7/2009 to 6/2013**

Initial GHG emissions rate (MT eCO₂/person): **0.67**

Final GHG emissions rate (MT eCO₂/person): **0.55**

Offsets: **BLS does not invest in REC's or carbon offsets.**

How did you calculate the reduction? **We used CO₂ emissions factors from the City of Boston Environmental Department to convert kWh and therm usage to CO₂ equivalents. We analyzed data from FY 2009 and compared it to FY2013 to gather the % reductions.**

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

If yes, what is your score? **91**. If score is above a 75, have you applied for and received ENERGY STAR certification? Yes No Year: **Our score went from 72 in 2008 to 91 in 2013. We are working with the school district to apply for the certification in 2014.**

3. Has your school reduced its total non-transportation energy use from an initial baseline? Yes No

Current energy usage (kBTU/student/year): **8135 (in 2013)**

Current energy usage (kBTU/sq. ft./year): **61 (in 2013)**

Percentage reduction: **15% over 7/9 - 6/13**

How did you document this reduction? **The reductions were calculated in a spreadsheet using the annual utility bill data received from Boston Public Schools energy department. This data is also available in Energy Star Portfolio Manager.**

4. What percentage of your school's energy is obtained from:

On-site renewable energy generation: **YES** Type **SOLAR PV**

Our solar system is 5.46KW in size. It has produced 11,464 kwh since installation in August 2010, avoiding 7 tons of CO₂. This system produces less than 1% of the electricity consumed for the school as it is mainly a demonstration system. Our plans are to expand the project as part of a Power Purchase Agreement with the City of Boston and Boston Public Schools.

Purchased renewable energy: **NOT YET** Type _____

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: **NO**

5. In what year was your school originally constructed? **1922; renovations in 1987; and then again in 2001**

What is the total building area of your school? **336,545 sq feet**

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

For new building(s): Percentage building area that meets green building standards: **NONE**

Certification and year received: _____ Total constructed area: _____

For renovated building(s): Percentage of the building area that meets green building standards:

_____ Certification and year: _____ Total renovated area: _____

Water and Grounds

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

Average Baseline water use (gallons per occupant): **1315 gallons**

Current water use (gallons per occupant): **933 gallons**

Percentage reduction in domestic water use: **28%**

Percentage reduction in irrigation water use: **No irrigation is used on school grounds except for: a non-permanent rain-water-fed drip irrigation system that serves the three raised beds in the school garden and some minor watering of the vegetable garden in the summer using potable water.**

Time period measured (mm/yyyy - mm/yyyy): **7/2009 - 6/2013**

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)?: **We used utility bills from Boston Public Schools energy department.**

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: **100%**

Types of plants used and location: **drought resistant native sedum, native shrubs and trees (six dwarf apple trees - native varieties); we do no watering of any of the plants, shrubs, or trees at BLS.**

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

Our non-permanent rain-water-fed drip irrigation system that serves the three raised beds in the school garden is fed by rain water collection barrels and a student-designed rain catchment system that are powered by a solar pump. Students at Boston Latin School installed the drip irrigation system in their garden as well as the rain barrels with the help of Green City Growers a community partner.

[http://www.blsouthcan.org/BLS Youth C.A.N./Student Designed Rain Catchment System.html](http://www.blsouthcan.org/BLS_Youth_C.A.N./Student_Designed_Rain_Catchment_System.html)

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)

Students launched a campaign to raise funds for (\$12K) and installed 350 trays of vegetation on our school roof in October 2009 as a kick off for our Shared Green Roof Project. The trays ameliorate storm runoff, see trays here: [http://www.blsouthcan.org/BLS Youth C.A.N./350 Trays.html](http://www.blsouthcan.org/BLS_Youth_C.A.N./350_Trays.html)

11. Our school's drinking water comes from: (X) Municipal water source () Well on school property () Other:

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

All hazardous chemicals, including acids, bases, oxidizers, flammables, and heavy metals are kept out of the water supply by hazard reduction (few experiments use heavy metals), treatment prior to disposal (acids/bases neutralized to pH=7), or disposal by a licensed company. We have heavily incorporated green chemistry into our curricula.

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

No laboratory experiments use lead in any soluble or insoluble form. Replacement experiments and demonstrations have been implemented in order to eliminate the possibility of heavy metal waste generation during chemistry experiments.

14. What percentage of the school grounds are devoted to ecologically beneficial uses?

BLS is in an urban setting with virtually no grounds. Outdoor space consists of approximately 25,000 square feet total. 1/4 is used for school garden, composting, and hydroponics freight farm, and 1/8 for the six dwarf apple trees we planted. The limited green space prompted student plans for the Shared Green roof. The facility will add 80,000 sq ft of green space atop BLS.

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): **10 yd dumpster collected 5/week = 85% full**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **One 10 yard dumpster and at least Ten 96 gallon carts each week - 100% Full**

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): **428 lbs of food waste/day (composting audit implemented) but program only in process of being implemented**

Monthly garbage = 184.16 cubic yards of garbage

Monthly recycling = 67.3 cubic yards of recycling per month

Monthly Food Waste (thus far only collected for a composting trial) School Composting Proposal is awaiting implementation funding from City of Boston (they were asked 12/11/12) =

9.181 cubic yards of food waste/month (doesn't yet represent food waste that will be captured from food prep.)

Recycling Rate = ((B + C) ÷ (A + B + C) x 100):

$$= \frac{67.3 + 9.181}{184.16 + 67.3 + 9.181} = 0.2934 = 29.34 \%$$

Monthly waste generated per person = (A/number of students and staff): .073664 cubic yards/person

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? **100% of the paper we use is New England Office Supply paper, 76% of the energy used to make this paper is renewable. The paper is Virgin non- recycled sheet, and is also elemental chlorine free. It is Rainforest Alliance certified, Sustainable Forestry Initiative certified, and Forest Stewardship Council Certified. It is also manufactured under alkaline acid free conditions.**

17. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
0 mL	0 mL	3 L nitrate/oxidizers	0g	N/A

How is this measured? **This measurement is based upon the inventory kept at our Hazardous Waste Accumulation Area on site. The values indicate the current amount of waste generated thus far this school year.**

How is hazardous waste disposal tracked? **The Boston Public Schools subcontract a hazardous waste removal company (Lighthouse) who remove the waste annually, assuming all of the record keeping “to grave” after we have turned over properly inventoried waste.**

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

The chemistry department has aggressively worked to revise our curriculum in order to follow the tenets of microscale and green chemistry wherever possible. As a result, very few laboratories that we perform generate solid or hazardous waste. Most experiments that used to generate hazardous waste have been replaced by green, microscale, or both type experiments in order to reduce our waste generation. For a chemistry department that serves 15 class sections, doing experiments microscale or recovering waste for further use has dramatically reduced our hazardous waste.

18. Which green cleaning custodial standard is used? **A district level Green Cleaning Policy is in place establishing specifications for products (Green Seal Approved) and operations instructions for custodians.**

What percentage of all products is certified? **100%**

What specific third party certified green cleaning product standard does your school use? **Green Seal Approved GS37**

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses)-- **Exact data unavailable, but all students are issued a Charlie Card (subway pass), and according to the assistant headmaster in charge of public transportation, approximately 90% of BLS students travel to and from school by public transportation. The school is in a downtown location well served by many public transportation options. There is no student parking available.**

How is this data calculated? (50 word max)--**Data is calculated anecdotally**

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses).

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

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: _____ (50 word max)

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

Under the Massachusetts Green Communities Act, Boston implemented a Fuel Efficient Vehicles Policy and fleet of eco-friendly buses reducing pollution and improving fuel efficiency by 20% compared to conventional diesel buses. The 39 Bus serving Boston Latin School, is the most heavily used route in the City. The Hybrid buses contribute significantly to reducing GHG emissions at BLS. Students launched Carpoolooza to inspire BLS students to use public transit and carpooling to and from BLS. Students secured “no idling” signs for BLS, and formed a Psychlists club. In the first month after formation, it averaged 250 bicycle rides to school, replacing 83 hours of driving time.

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Carpoolooza.html

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

We’ve partnered with four utilities, 4 energy non-profits, and MIT Energy Grad Students to deliver energy education. We’ve partnered with EMA, ICFI, and BPS facilities to conduct energy audits and implement savings. We installed a Lucid Dashboard to track energy performance. We partnered with BPS Facilities in winning Constellation’s *Energy 2 Educate Grant* for 25K to fund energy saving measures at partner schools. We partnered with National Wildlife Federation to provide ten \$1,000.00 climate action grants for teen- led climate action projects. We partnered with Studio G-Architects to design our Shared Green Roof proposal. Partnerships with the City got us invited to France to present about the innovative youth-led project and partnerships. We partnered with CELF to train 50 teachers in Massachusetts

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Green_Jobs.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Youth_Climate_Action_Grants.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Education.html

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

Environmental Health

1. Describe your school’s Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:
According to state regulations, spray application pesticides are not allowed in schools except for health and safety exemptions granted by Massachusetts Department of Environmental Protection or Boston Public Health Commission for things like termites or stinging or biting insects. BLS has submitted an indoor and outdoor state-mandated Integrated Pest Management (IPM) Plan.
2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:
Boston Public Schools (BPS) IPM Policy requires contracted pest control operators to perform a minimum of quarterly inspections and encourages structural and administrative controls for use of any pesticides. Since the implementation of state regulations in 2000, zero pesticides have been used at Boston Latin School.
3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Federal, state and City of Boston regulations and Boston public School policies require licensed and qualified contractors (asbestos, lead paint, PCB in building materials abatement, etc.) to follow approved and regulated work practices which will include but not be limited to negative air containments, administrative

controls, etc. For all aforementioned projects involving possible disturbance of these hazardous materials, BPS hires an independent hygienist or project monitor to oversee work practices and air quality. Project monitoring reports are provided for each project. Any dust-generating renovation or demolition project such as masonry pointing and cutting for water- proofing will require similar approved dust control work practices (administrative controls – schedule during school vacations or relocate classrooms; work practices – wet materials prior to grinding or use HEPA filtered masonry grinders and seal windows and doors to prevent interior dust infiltration.

Our school prohibits smoking on campus and in public school buses. **This is a District wide policy.**

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. _____

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) --**Boiler rooms and occupied spaces throughout our school are tested for CO annually during the indoor air quality inspection. Additional measurements are taken if needed.**

Our school does not have any fuel burning combustion appliances

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. **We don't have a playground, nor any wooden structures.**

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

BPS has established and implemented a “Green Cleaners Policy.” At BLS all cleaning chemicals used by custodial staff are approved “green” cleaners. To prevent possible misuse or overuse, all custodians are trained on proper use these products. The concentration of the cleaners is premixed per the manufacturers’ recommendations. The “Green Cleaners Policy” prohibits any BPS staff member from using any unapproved cleaners. This includes any unapproved “over the counter” general purpose cleaner brought into the school from BPS staff or students. A Right to Know book is located in our main office providing a listing of MSDS for all chemicals used in the building.

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

Boston Public Schools, the Boston Public Health Commission and the Boston Urban Asthma Coalition has established the Healthy Schools Task Force which has focused on the control of asthma triggers in all BPS school buildings. BPS and BPHC perform extensive annual environmental facility inspections focusing on the reduction of asthma triggers in schools. This environmental facility inspection includes but is not limited to: a visual inspection of all occupied areas for possible asthma triggers and random air testing; ensuring the full implementation of each school’s IPM plan; recommend reducing the use of carpets and area rugs in classrooms and other occupied building spaces; recommend against having pets and plants to the classroom except for approved educational purposes; etc. In addition, BPS has worked with Boston Children’s Hospital and the Harvard School of Public Health providing asthma management plans for BPS students and developing best practices to control indoor allergens through better cleaning ad IPM practices.

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

BPS will investigate any mold or moisture-related complaint and schedule corrective action as necessary. Since mold is a possible asthma trigger all corrective will be scheduled as soon as possible. Corrective actions may include the cleaning of any hard, non-porous materials that have suspected mold growth by an approved environmental contractor in accordance with EPA recommendations. Any porous materials that support mold growth will be immediately removed from the building. The City of Boston has spent \$2,300,000.000 in the last three years on masonry work and window replacement, securing the building from water. All water damage has been repaired. Mold is always removed immediately when found.

7. Our school has installed local exhaust systems for major airborne contaminant sources. (X)Yes ()No

Fume hoods are installed in all Science labs at Boston Latin. Also, exhaust systems have been installed in all lab storages

8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

Annual inspection and cleaning, adjustments when necessary. Preventive maintenance is scheduled for each school building per BPS HVAC Preventive Maintenance Program. Part of this program includes filters replacement at least 3-4 times per year and scheduled unit ventilators cleaning during the summer or more frequently as needed. In addition, BPS Energy Management System monitors the operations of each schools HVAC system and its utility usage (lighting, heating, water, etc.).

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max)

Annual comprehensive building inspection and air quality tests. Once a year, indoor air quality/environmental inspections are conducted at all BPS school buildings including Boston Latin School and Hernandez school. Carbon dioxide, temperature, carbon monoxide, total airborne dust and airborne volatiles organic compounds (VOCs) levels are measured. At Boston Latin School all the rooms are measured because this school is mostly mechanically ventilated.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

BPS Annual Environmental Facility Inspection Program requires all buildings to be inspected for conditions which may cause or exacerbate indoor air quality problems including but not limited to leaks, water-stained ceiling tiles, mold growth, clutter, pest infestation, dust accumulation, potential asthma triggers, general cleanliness and sanitation.

Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

[] Our school participates in the USDA's Heathier US School Challenge. Level and year: _____.

[X] Our school participates in a Farm to School program to use local, fresh food.

Our school has an on-site food garden. http://www.blsyouthcan.org/BLS_Youth_C.A.N./BLS_Garden.html

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. http://www.blsyouthcan.org/BLS_Youth_C.A.N./Eating_the_Garden_Harvest.html

Our students spent at least 120 minutes per week over the past year in school supervised physical education. **Students are required 1-2 45 min. gym classes per week.**

At least 50% of our students' annual physical education takes place outdoors. _____

Health measures are integrated into assessments. _____

At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

Food purchased by our school is certified as "environmentally preferable" Percentage: _____ Type:

We switched from Styrofoam to compostable trays. There's a locally grown item on menu each week. We have refrained from menuing all ground beef products that may have contained LFTB (pink slime). We recently received confirmation from our beef manufacturer that certain products are in fact free of LFTB. Our beef patties are 100% beef, and do not contain filler ingredients. We are looking into "cleaner" labels and whole muscled products that are available and meet our price point as well as the new meal pattern regulations.

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)

Outdoor P.E. classes are rarely done during school (20 percent) only during spring time (due to the climate and city) , but our athletics AFTER school programs (Sport teams) give students opportunities for indoor/outdoor exercise. We also have teacher supervised clubs developed by student volunteers after school, to allow students opportunities for exercise, for example, fencing club, badminton club, zumba club ect. We have health screenings done by nurses with cooperation by our department and the students engage in health discussions in grade 8 and grade 10 at least 1 day per week.

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

Students have developed many events and activities to engage the student body in learning about sustainability and food ranging from lunch menu contests, taste testing events, films, poster contests, food fashion shows, and our program called "Get Out of Study, Get a Snack & Get Informed" that allows students to sign out of their study and sign in to *Get Informed* from guest speakers addressing food and health related sustainability topics. Attendees get a healthy snack. Past topics have included: How the Food & Beverage Industry Targets Teens with Ads for Salty Sugary Snacks, and the History of School Food.

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Get_Informed_Series_Signup.html

http://www.blsyouthcan.org/BLS_Youth_C.A.N./Sustainability_%26_Food.html

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

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? () Yes (X) No, however, we just created a School Wellness Council that is working on *developing* a coordinated approach with stakeholders from each of these areas represented on the council.

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

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X) Yes () No

If yes, describe these partnerships:

We participate in the National School Lunch Program and District Wellness Policy to address obesity. We've had a ban on candy fundraisers for 25 years. We have student Nutrition and Wellness groups. We've established a *wellness council* and appointed a *wellness champion* at BLS and are completing the district's wellness policy questionnaire and action plan. We won an *Excellence in School Wellness Award* at the District Wellness Summit in April 2013. We are partnering with Harvard Medical School to deliver in a Kripalu Yoga Program Pilot with our 400 7th graders for the next two years. Students launched a system-wide sustainability project, proposing a state-of-the-art Shared Green Roof Community Learning Center, to enable students and educators across the city to better understand our interconnected world. The facility will incorporate fitness features to ensure that wellness is part of our sustainability framework. We partner with the Technology and Culture Forum at MIT to deliver an Annual Climate & Sustainability Summit at MIT for students and educators.

16. Does your school have a school nurse and/or a school-based health center? (X) Yes () No

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):

We're one of ten district schools participating in a mental health behavioral framework to develop a screener for mental health concerns aimed at implementing a tiered-intervention system and comprehensive behavioral model. Our Respect Initiative conducts yearly orientation and workshops to promote awareness and interventions around bullying. Students hosted a Respect Youth Summit March 2012. We have a peer-mentoring program for students.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

[X] Our school has an environmental or sustainability literacy requirement. (200 word max)

Within the science department at BLS we are constructing a senior capstone course that incorporates project-based learning and service learning with an environmental science theme. The course is designed to help students learn the skills to be critical independent thinkers that can solve global sustainability issues that we will face in the future. The students initiate action in the community to address a local sustainability concern.

Additional practices include:

- **Annual School Wide Sustainability Teach In**
http://www.blsyouthcan.org/BLS_Youth_C.A.N./Annual_Teach-In_on_Climate_Change.html
- **Annual Climate Summit at MIT (BLS Students plan and host)**
http://www.blsyouthcan.org/BLS_Youth_C.A.N./Climate_Summit.html
- **Summer Institutes on Sustainability**
http://www.blsyouthcan.org/BLS_Youth_C.A.N./Summer_Sustainability_Institute_for_Educators.html
- **School-wide Sustainability Program**
http://www.blsyouthcan.org/BLS_Youth_C.A.N./Education_for_Sustainability_Campaign.html
- **Shared Green Roof initiative** http://www.blsyouthcan.org/BLS_Youth_C.A.N./Green_Roof.html

[X] Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

According to a recent survey at BLS, over 90% of educators surveyed said sustainability is addressed in their curriculum. Teachers are passionately developing curriculum that focuses on the issue of climate



change and sustainability both in science classrooms, as well as throughout all disciplines. Students are exposed to a multitude of sustainability lessons ranging from assemblies that deliver presentations, garden classes and hydroponics lessons, to discussions of consumers impacts on the environment in the novel *Fahrenheit 451*. A collection of lessons are shared on the YouthCan website http://www.blsouthcan.org/BLS_Youth_C.A.N./Lesson_Plans.html

[X] Environmental and sustainability concepts are integrated into assessments. (200 word max)

Environmental sustainability is often integrated into assessments. It can be something as minimal as a DO NOW question on the effects of road salt on plants during Biology or constructing beautiful works of art with the medium of recycled materials. Or it can be something more complex like service learning project in Environmental science or energy audits in Physics. The energy audit assessment is a unit project where students study electricity and then use their new understanding to conduct an electrical analysis of their home, writing a report for their family detailing how their family can save money.

[X] Students evidence high levels of proficiency in these assessments. (100 word max)

By integrating assessments on environmental sustainability it has allowed students access the material in an engaging manner. The students' high level of proficiency is unmatched and it has increased the number of sections of science courses over the last several years. The curricula that the science teachers are using and the assessments are directly impacting student engagement and the involvement in clubs like YouthCAN, Garden club, and recycling at BLS.

[X] Professional development in environmental and sustainability education are provided to all teachers. (200 word max)

Teachers have been conducting individual research across the globe in order to gain a better understanding of sustainability. Teachers have visited Antarctica, Brazil, USVI, Mid-Atlantic Bight, and Alaska. We then share this information statewide and nationally by attending and presenting at PD conferences like NSTA, MABT and MAST. Within the BLS community we share through brown bag lunch seminars. The lunch seminars provide teachers with the opportunity to explain their latest research article or lessons. Most importantly, we share lessons that we've developed with our students on topics like green chemistry and ecosystem monitoring.

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

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: **13.86%** Percentage scoring a 3 or higher: **64%**

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

Students in the Environmental Science course engage in Citizen science in the local Boston Community. We work with the Emerald Necklace Conservancy to volunteer time afterschool to help with local park and ecosystem restoration and cleanup. Additionally, students conduct a water quality survey of the local Muddy River watershed and monitor the pH, dissolved oxygen content and temperature of the river throughout the year. Also, students participate in citizen science with Harvard University's Arnold Arboretum to record the budding season of the local flora to catalogue the growth of plant species for their extensive database. BLS faculty members are currently working to integrate the new features of the Global Green School Makeover into classroom curricula. For example, the newly installed Freight Farm outdoor hydroponics lab will engage students in the study of sustainable food production, modifying food habits, growing food for our cafeteria, selling food at community markets, as well as studying the marketing and economic issues associated with food production and how it impacts the local community. The Lucid Building Dashboard technology will

allow the entire BLS community to monitor energy use in real time, engaging classes in floor-to-floor energy reduction competitions, and targeting goals for efficiency campaigns.

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

We're dedicated to connecting students to green career options. We host an annual green jobs program for teens. We asked the Boston Youth Environmental Network to organize an Environmental Career Exploration Symposium with 30+ professionals in Clean Energy/Clean Tech, and Natural Resource Conservation who provided information about green careers to youth at our 2012 summit. Our Edison Electric Institute event connected students to professionals in clean energy careers. We collaborated with the Boston Private Industry Council, so students could shadow in clean energy careers for a day, and promoted *SPLASH*, introducing youth to green careers in the water industry.

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

Students in the Environmental Science course conduct service-learning projects where they connect with a community partner, volunteer their time, and connect their actions back to the curriculum and sustainability. Past student projects include park restoration, instructing elementary students at neighboring schools about recycling and climate change, and building hydroponic gardens. Please see <http://www.natureofthought.org/service-learning/>

**BLS students lead large-scale community service initiatives to promote sustainability: MIT Summit that's served thousands in past 6 years; Philbrick Elementary mentoring program (3years); Youth Member Network of Climate Action groups (7years); Youth Green Jobs program (3 years); Shared Green Roof Youth Task Force (2 years); Summer Garden Program (3 years). Students have developed many events and activities to engage the student body in learning about sustainability and food ranging from lunch menu contests, taste testing events, films, poster contests, food fashion shows, and our program called "Get Out of Study, Get a Snack & Get Informed" that allows students to sign out of their study and sign in to *Get Informed* from guest speakers addressing food and health related sustainability topics. Attendees get a healthy snack. Past topics have included: How the Food & Beverage Industry Targets Teens with Ads for Salty Sugary Snacks, and the History of School Food. http://www.blsyouthcan.org/BLS_Youth_C.A.N./Get_Informed_Series_Signup.html
http://www.blsyouthcan.org/BLS_Youth_C.A.N./Sustainability_%26_Food.html**

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

All teachers want to engage students in meaningful outdoor activities but being an inner city school has limitations. BLS teachers make the most of what's available. Many teachers use the Muddy River as a location to inspire aspiring artists and poets. In other courses it's used as general model for ecosystem interactions or as way to study soil contamination, water quality and aquatic macro-invertebrates. Trips are taken to the Emerald necklace and Castle Island in order for students take part in ecosystem monitoring investigations and we use our school garden with classes. Please view this website <http://www.natureofthought.org/> for other examples.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Biology II students are invested in the outdoor garden In the spring, students start seedlings, later planting and harvesting the crops. During the summer, garden interns from Biology I work in collaboration with Green City Growers. The interns work weekly to maintain the garden, share crops with the community and develop the plans for a water catchment system. The students understand it is their civic responsibility to

share the garden with others and therefore cultivated a relationship with a local elementary school to institute a garden camp in the summer of 2013. <http://blsgarden.wix.com/blsgardenproject#!projects/c1p5k>
<http://www.growmycitygreen.com/our-services/school-camp-religious-community/>.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

In the science department we work with the Emerald Necklace Conservancy to help preserve, maintain and study the local watershed of the Muddy River. Students engage in citizen science projects with the Arnold Arboretum to help catalogue budding plants for the Harvard University database. We also work closely with Prof. Michael Barnett at Boston College to conduct scientific field studies in the urban ecosystem, and build hydroponic gardens to promote the concepts of sustainability. Our Annual Climate and Sustainability Summit at MIT (7 years) brings together students and educators from over 65 schools across Massachusetts to collaborate, network and learn, and has accomplished planting a garden for the Child Care Center at MIT; Fundraising for Water.org; producing an educational youth video; and showcasing student sustainability initiatives from across the region. Our Summer Teen Green Jobs program, delivered in partnership with local energy providers, BPS Facilities Department, and area non-profits such as Mass Energy and ACE, has provided teens with the training and support to conduct youth-led school energy audits for the past three years resulting in 8+ energy audits and energy saving measures at other schools. The Youth Climate Action Network that BLS students founded now has 30+ member groups in schools across Massachusetts.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)

BLS's youth-led Education for Sustainability Campaign and Shared Green Roof proposal goes beyond core environment and sustainability curricular goals to engage students and the broader community in a BLS-led educational model that's fostering innovative shifts in thinking and collaboration. The plans for the Shared Green Roof, shaped by a coalition of students and teachers in schools and community groups across the city, has created a powerful roadmap for how educational facilities paired with meaningful curriculum and programming can give rise to the kind of education and change we most need to see in world. It offers a road map or model for youth engagement, youth leadership, and service learning. Working towards the Shared Green Roof is already providing much-needed opportunities for students and educators in Boston and beyond to be educated for sustainability while engaging in community partnerships and community service projects that focus on sustainability, environmental justice, economics, science, technology, math and more. It's engaging teachers and students in high impact learning that revolves around the idea that educators across disciplines need to begin to help students recognize and understand connections between core curriculum that students are already learning and how that content relates to overarching ideas that are integral for being able to think and strategize for future sustainability.

GreenRibbonSchools



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