



# MAEOE

Maryland Association for Environmental  
& Outdoor Education

## **2014/15 Maryland Green School Application Guide: *Building Sustainable Schools in Maryland***

The Maryland Green School award program allows a school to demonstrate that by integrating hands-on, inquiry-based instruction, youth are empowered to apply knowledge practically. At school, home and in their communities students are reducing pollution, decreasing waste, increasing habitat, limiting carbon emissions, as well as creating healthy learning and living environments. The program is designed to highlight achievements and progress that schools are making with the Maryland Environmental Literacy requirement as set forth in COMAR 13A.04.17. By providing Environmental Education, Maryland teachers and partners enable students to take action that creates and maintains a relationship between themselves and the environment. Maryland's students, teachers, families and those who work at the schools are all involved in the preservation of the state's unique natural resources, particularly those of the Chesapeake Bay and its watershed. [Find more information about the MSDE Environmental Education Standards, Common Qualities of Effective Environmental Education Programs and Every Student Every Year here.](#)

### **Getting Started for NEW and RECERTIFYING GREEN SCHOOLS:**

1. Contact your [Green Center](#) or [Green Leader](#). Your Green Center or Green Leader can provide assistance with the application process. See MAEOE's website for a list of Green Centers in your area: [www.maeoe.org](http://www.maeoe.org).
2. Establish your school's green baseline by making a list of all of the school's green activities from the past two years, including photos. This will help you put your application together.
3. Set up a website, Weebly, Prezi, Power Point, or similar method of electronically logging your school's application information and documentation during the application process.
  - This can be updated by the Green Team or school members as events/actions/training occur over the two year process.
  - If this is your first certification, you will need information and documentation from this school year and the previous school year.
  - If this is a recertification, you may include information and documentation from this school year and any of the previous three school years.
4. **FieldScope- A required part of the application**, FieldScope is a user-friendly online mapping tool developed by National Geographic Society. Maryland Green School teachers and students input data for their school. You can compare your data to other schools and examine spatial trends. Please go to <http://sustainableschools.fieldscope.org> to upload data. For more information go to <http://maeoe.org/fieldscope/> or contact [cdoty@al.umces.edu](mailto:cdoty@al.umces.edu). (Training is available fall/winter/spring)
5. Consider applying for joint certification with Eco-Schools USA. The MAEOE/Eco-Schools partnership provides new resources and opportunities, and increases visibility for your



school and students. The partnership provides national and international networking opportunities and resources to support your school and curricula greening efforts in Maryland. [Click here for more information about the partnership and what your school can gain from participating.](#)

For Frequently Asked Questions about the Application please go to [www.maeoe.org](http://www.maeoe.org)

For specific inquiries contact your local Green Center or email [greenschools@maeoe.org](mailto:greenschools@maeoe.org)

### Application Checklist

Complete and submit the following **required** application materials.

- \_\_\_ **Intent to Apply Fee:** Fee of \$50 must be paid to MAEOE by **December 19, 2014**. See page 12 for more details.
- \_\_\_ **Cover Sheet:** must be signed by the principal. Please submit this separately from your application (either by email or mail). You are welcome to also embed it within your application. You will find this on the Green Schools MAEOE Page.
- \_\_\_ **Brief summary:** This is a one page report describing your school's green culture and significant changes that the school has made. Please submit no more than one page. Please submit this with the cover sheet and top five either by email or mail. It may also be included within the main application.
- \_\_\_ **Brief top five accomplishments bullet-list:** please include one sentence or less describing each of the five accomplishments. Please submit this with the cover sheet and brief summary either by email or mail. It may also be included within the main application.
- \_\_\_ **FieldScope:** enter your Sustainable Practices data into FieldScope at <http://sustainableschools.fieldscope.org>. For more information please go to [www.maeoe.org](http://www.maeoe.org) or email Cassie Doty at [cdoty@al.umces.edu](mailto:cdoty@al.umces.edu) with specific questions. (Training is available fall/winter/spring 2014/15, contact Cassie Doty.
- \_\_\_ **Documented Application Objectives (see checklist below):** your application will be evaluated using the information AND documentation that is provided for each objective. Documentation must be fully explained with appropriate captions. Examples of how you can meet the objectives are found on pages 3-10. Past applications are on the MAEOE Green Schools Resources page.

#### Completed Green School Application Objectives Checklist

**Objective 1: Systemic Sustainability**

- \_\_\_ 1.1 Curriculum and Instruction: Environmental Issue Instruction
- \_\_\_ 1.2 Professional Development
- \_\_\_ 1.3 School-Wide Environmental Behavior Changes (not required)



\_\_\_ 1.4 Celebration

**Objective 2:** Student-driven Sustainability Practices (Required: 4 of 7)

\_\_\_ 2.1 Water Conservation/Pollution Prevention

\_\_\_ 2.2 Energy Conservation

\_\_\_ 2.3 Solid Waste Reduction

\_\_\_ 2.4 Habitat Restoration

\_\_\_ 2.5 Structures for Environmental Learning

\_\_\_ 2.6 Responsible Transportation

\_\_\_ 2.7 Healthy School Environment

**Objective 3:** Community Partnerships, Awards, and Special Recognition

\_\_\_ 3.1 Community Partnerships

\_\_\_ 3.2 Awards and Special Recognition (not required)

## **Objective 1: Systemic Sustainability**

**(Curriculum and Instruction, School-Wide Behavior Changes, Professional Development and Celebration)**

### **1.1 Curriculum and Instruction: Environmental Issue Instruction**

Demonstrate you are using hands-on, real-world instruction on environmental issues. (see [MSDE Environmental Literacy Standards](#))

**Required:** At least one example of this type of instruction per grade level for elementary and middle school; OR in at least four subjects for high school with a brief explanation of how students are using the environment as a context for learning. Document each example. Student Involvement can be outdoor and/or classroom environmental investigations.

**Acceptable:** Elementary/MS -instruction in all grades  
HS- Instruction in at least 4 subject areas

**Good:** ES/MS: all grades, multiple subjects  
HS: more than 4 subject areas

**Excellent:** ES/MS: all grades, all subjects  
HS: all subject areas

#### **Examples:**

- Cross curricular activities that investigate the environment (e.g. Calculate area of solar panels in math, research the history of energy use in social studies, etc.)
- Using schoolyard, community, or field trip locations for outdoor education
- Incorporating outdoors in artwork or music education

**Ideas for Documentation: (NOTE: ALL documentation should be captioned with text explaining the grade level/subject area and any necessary explanation of the activity!)**

- student work/reflections
- photos of students engaged in environmental learning
- photos of bulletin boards
- lesson plans– ONLY if accompanied by other documentation that prove the lesson was actually taught



## 1.2 Professional Development

Demonstrate the staff is actively preparing to support your school's environmental literacy plan to help fulfill the state's [environmental literacy requirement](#)

- Required:**
1. All staff is aware of the Green School application process
  2. Majority are engaged in EE activities that are affiliated with the school.
  3. At least 10% of teachers have participated in EE PD

Information should include dates, length of time, teachers' names, grade levels, and numbers of teachers.

### Examples:

1. All staff is aware of the Green School application process
  - o Staff meeting agenda includes Green School application update
  - o Whole staff presentation on Maryland Green Schools Program provided by a Green Center/Green Leader
2. The majority of staff is engaged
  - o Staff using staff meetings as forum to discuss environmentally-themed lessons and share environmental/outdoor success stories
  - o Thorough documentation for Objective 1.1.
3. At least 10% of teachers have participated in EE PD: Information should include dates, length of time, teachers' names, grade levels, and numbers of teachers.
  - o Staff member(s) attend(s) MAEOE conference
  - o Staff attend environmental education workshops (For example: Project WET, Chesapeake Classrooms, POW!, Master Naturalist, Project Learning Tree, Food, Land and People, etc). [Find more examples on the MAEOE Professional Development Calendar](#) or [talk to your local Green Center](#)
  - o Lesson modeling in classrooms from Green Centers or other partners
  - o Environmental speakers presenting at staff meetings or workshops (NOT at school wide assemblies with students)
  - o Environmental Education focused webinars

**Ideas for Documentation: (NOTE: ALL documentation should be captioned with the specific names of staff involved, dates, and any necessary explanation of the activity!)**

- agendas
- certificates of completion or participation
- email confirmations/registrations
- sign-in sheets
- dated, signed notes taken at a PD

## 1.3 School-Wide Environmental Behavior Changes

Demonstrate the steps your school has taken to make your school green.

**Not required:** However, if you have examples of non-student driven sustainability practices, they can be included here. If there is student involvement, then the actions should be documented under student-driven sustainability practices in Objective 2.

### Examples:

- Staff using electronic newsletters and implementing policies to reduce paper use (i.e., double-sided copying)
- Task lamps, day lighting (use of natural light), de-lamping (purposeful removal of ½ of light bulbs), or energy saver mode on electronics used by all teachers to save energy
- Installation of energy-efficient lighting or motion-sensitive lights



- Integrated pest management
- Staff carpooling or public transportation incentive program
- Reduction of impervious surfaces (blacktop, concrete) in the schoolyard
- Teachers using green cleaners in classrooms
- Installation of solar panels and/or green roof

**Ideas for Documentation:**

- photos of the practices being implemented (*i.e.: photos of staff using daylighting*)
- policies
- blueprints
- email or other correspondence

### 1.4 Celebration

Demonstrate how your school community celebrates being green.

**Required:** At least one school-wide, annual event with a brief description of the celebration, number of students involved, date and **labeled** documentation need to be included.

**Examples:**

- The whole school celebrates International Walk to School Day each October
- The whole school celebrates Earth Day each April (classes can celebrate separately as long as they all celebrate)
- The whole school turns out the lights each March for Earth Hour
- A green school bulletin board is used to highlight green school activities only acceptable in conjunction with other celebratory activities)
- Students participate in annual environmental poster contests (only acceptable in conjunction with other celebratory activities)
- Morning announcements regularly focus on green topics (only acceptable in conjunction with other celebratory activities)

**Ideas for Documentation: (NOTE: ALL documentation should be captioned with the specific names of students involved, dates, and an explanation of the activity!)**

- newspaper/newsletter articles
- photos of students participating in celebratory activities
- awards
- agendas/plans/programs for events
- email correspondence/ invitations

### Objective 2: *Student-driven* Sustainability Practices

In this section, demonstrate that students are planning, implementing, and leading environmental practices.

**Required:** Two actions from at least FOUR (4) of the following seven (7) categories as listed below. Reviewers expect to see maximum student involvement possible based on ability and age of students. Each activity should be documented. The documentation should include a few sentences describing the activity, grade level, number of students who participated and date.

**Ideas for Documentation:**

- student work/reflections
- photos of students engaged in sustainability practices



- o photos of students designing a sustainability practice (e.g., drawing the design for an outdoor classroom that they later help build)
  - o photos of students working to build a sustainability practice (e.g., installing a rain barrel, painting bird boxes, creating energy saving posters)
  - o photos of students engaged in a sustainability practice activity (e.g., picking up litter, writing letters to administration or political representatives)
  - o photos of students maintaining a sustainability practice (e.g., weeding and watering a habitat garden)
  - o **DO NOT USE:** photos of students simply standing next to a sustainability practice (unless you also include photos of the students creating it and are just including it as the final product photo or culmination of the process) – the students need to be actively engaged. If the sustainability practice was built prior to the application timeframe, you need to show that students are actively maintaining, continuing, and/or extending the practice.
- student-created blueprints/plans
  - newspaper/newsletter articles
  - Correspondence planning a project (NOTE: if the correspondence is between adults, it **MUST** be accompanied by proof of student involvement in the project)
  - lesson plans – **ONLY** if accompanied by other documentation that proves the activity actually happened and shows how the students were involved/responded to the activity

**NOTE:**

- MAEOE recommends that Schools choose **ONLY** four out of the seven categories below (2.1 – 2.7). Schools that try to complete more than four categories frequently stretch themselves too thin, so it's preferable to do four categories really well compared to more than four categories less well.
- Your application will be stronger if you include more than two actions/examples per chosen category!

**Eco-Schools USA:** In order to receive the Silver Award, a school must complete two of the Eco-School pathways, with one of the “pathways” being *energy*

To receive the Bronze Award, a school needs to complete one “pathway”

**2.1. Water Conservation/Pollution Prevention**

**Required:** Adequate information and documentation of students performing at least two activities, examples are listed below. Each student driven example of Sustainable Practices needs to include a few sentences describing the activity, grade level, and number of students who participated and approximate date. Each activity should include at least one piece of **labeled** documentation. Photo documentation is strongly encouraged.

**Examples:**

- Students plant rain gardens or conservation landscaping
- Students install and use rain barrels
- Students create and hang signage near school sinks and water fountains to encourage



water conservation

- Students remove litter from schoolyards, local parks, and streams with the activity focused on removing that litter before it reaches the waterways
- Students conduct erosion-control projects such as installing riparian buffer zones and planting trees.
- Students stencil storm drains
- Students plan and create no-mow zones with identifying signage (so it will not be mowed accidentally)
- Students create hydroponic or aquaponic gardening systems

## 2.2. Energy Conservation

**Required:** Adequate information and documentation of students performing at least two activities, examples are listed below. Each student driven example of Sustainable Practices needs to include a few sentences describing the activity, grade level, and number of students who participated and approximate date. Each activity should include at least one piece of **labeled** documentation. Photo documentation is strongly encouraged.

**Eco-Schools USA:** If your school is also applying to be an Eco-School, you must complete this category to receive the Silver Award

### Examples:

- Students label the light switches throughout the school with signs or switch-plates encouraging energy conservation
- Students implement the results of their energy audits or encourage decision-makers to implement actions based on their data collection
- Students perform classroom jobs to save energy, such as turning off lights & computers or closing the blinds (documentation could include a list of jobs posted in the classroom)
- Student group forms an “energy patrol” and issues “tickets” to classrooms that leave lights or electronics on unnecessarily and/or awards green behaviors
- Students plant trees to shade the building
- Students install energy-efficient lighting in computer labs or elsewhere in school
- Students create and read Energy Savings Tips on morning announcements

## 2.3. Solid Waste Reduction

**Required:** Adequate information and documentation of students performing at least two activities, examples are listed below. Each student driven example of Sustainable Practices needs to include a few sentences describing the activity, grade level, and number of students who participated and approximate date. Each activity should include at least one piece of **labeled** documentation. Photo documentation is strongly encouraged.

### Examples:

- Student Green teams regularly monitor, track, and/or manage the school recycling bins
- Students participate in no-waste lunches
- Students organize recycling drives for ink cartridges, cell phones, etc.
- Students participate in up-cycling programs such as Terracycle
- Students create labels for recycling stations



- Students create posters to remind each classroom what to recycle
- Students collect compostable waste from the lunchroom
- Students monitor and maintain an outdoor compost bin or an indoor vermicomposting (worm compost) bin
- Students repurposed used materials into art projects
- Students participate in litter pick-ups that focus on sorting recyclables out of the litter
- Students create their own recycled paper
- Students advocate to hand in homework electronically or communicate via classroom blogs rather than with paper

#### **2.4. Habitat Restoration**

**Required:** Adequate information and documentation of students performing at least two activities, examples are listed below. Each student driven example of Sustainable Practices needs to include a few sentences describing the activity, grade level, and number of students who participated and approximate date. Each activity should include at least one piece of **labeled** documentation. Photo documentation is strongly encouraged.

##### **Examples:**

- Students plant or tend a native plant garden in schoolyard (e.g. native plant butterfly, pollinator gardens)
- Students plant native trees or native bay grasses
- Students install/monitor bird, bat, or butterfly boxes
- Students remove invasive plants from schoolyards or neighboring parks
- Students construct oyster reef habitat balls
- Students regularly monitor and care for a rotting log or brush pile decomposer habitat
- Students build and monitor insect hotels
- Students create and monitor a bird habitat area with food, shelter, and water sources
- Students maintain and use schoolyard habitat

#### **2.5. Structures for Environmental Learning**

**Required:** Adequate information and documentation of students performing at least two activities, examples are listed below. Each student driven example of Sustainable Practices needs to include a few sentences describing the activity, grade level, and number of students who participated and approximate date. Each activity should include at least one piece of **labeled** documentation. Photo documentation is strongly encouraged.

##### **Examples:**

- Students regularly work outside in an outdoor classroom (can be fixed or movable outdoor classroom)
- Students grow food in gardens at school (salad tables, raised bed gardens, in-ground gardens, etc.)
- Students advocate for green building infrastructure resources at their school, such as solar panels and green roofs
- Students create outdoor artwork for schoolyard/outdoor classrooms
- Students build and use a nature trail around their schoolyard
- Students post interpretative signage on interesting environmental features around the schoolyard (i.e.: erosion, decay, etc.)





- Students identify native trees or plants in the schoolyard and create a labeled identification trail or scavenger hunt

## 2.6. Responsible Transportation

**Required:** Adequate information and documentation of students performing at least two activities, examples are listed below. Each student driven example of Sustainable Practices needs to include a few sentences describing the activity, grade level, and number of students who participated and approximate date. Each activity should include at least one piece of **labeled** documentation. Photo documentation is strongly encouraged.

### Examples:

- Students survey, analyze and implement carbon reducing actions to improve school transportation issues
- Students create a no-idling zone by posting signage and handing out fliers
- Students run a bike safety program
- Students participate in Safe Routes to School activities to advocate for safe routes
- Students routinely go on walking field trips
- Students conduct tire pressure/oil leak checks on faculty vehicles and inform vehicle owners of results (improper tire pressure leads to greater fuel consumption)
- Students create carpool groups
- Students advocate for hybrid parking and/or carpool parking

## 2.7. Healthy School Environment

*Does your school do two or more activities that get students active outside or promote/uses sustainable food choices?*

**Required:** Adequate information and documentation of students performing at least two activities, examples are listed below. Each student driven example of Sustainable Practices needs to include a few sentences describing the activity, grade level, and number of students who participated and approximate date. Each activity should include at least one piece of **labeled** documentation. Photo documentation is strongly encouraged.

### Examples:

- Students make and use non-toxic or green cleaning products for classrooms
- Students grow and donate and/or eat healthy food in school gardens
- Students grow indoor plants to enhance air quality
- Students organize an outdoor running or other health club that **utilizes the school grounds and encourages the students to spend time outdoors.**
- Students create a poster campaign to encourage healthy eating choices while promoting the school's garden and the importance of local, sustainable and organic farming (agriculture).
- Students host a mini- "Health Olympics" to encourage exercise and activity while incorporating environmental action.
- Students organize community clean-up

## Objective 3: Community Partnerships, Awards and Special Recognition

### 3.1. Community Partnerships

Demonstrate who is collaborating with your school on environmental education.



# MAEOE

Maryland Association for Environmental  
& Outdoor Education

**Required:** 1. At least one ongoing, sustained partnership where partners are active in the school **and** the school is active in the community **OR** 2. At least one partner active in the school **and** another partner working with the school in the community. Photo documentation is strongly encouraged.

Possible partners:

- Local Green Centers/Green Leaders
- Alice Ferguson Foundation *Trash Free Schools*
- PTA – How are parents involved
- County agencies (e.g. local USDA extension service, soil conservation district, health department, library, public safety [police and fire department])
- State agencies (e.g. DNR, MDE, MSDE, Forestry Board)
- Federal agencies (e.g. NOAA, EPA, USDA)
- Local businesses (e.g. Lowes or Home Depot)
- Local garden clubs (e.g. Master Gardeners, Master Naturalists, 4-H)
- Local parks or Maryland-National Capital Park and Planning Commission
- Non-profits (e.g. Chesapeake Bay Trust, Chesapeake Bay Foundation, Girl/Boy Scouts)
- Colleges and universities
- Energy companies, waste management companies or other

**Ideas for Documentation:**

- photos of students and community partners working together on an environmental education or sustainability practice activity
- student reflections about the activity
- newspaper/newsletter articles
- email or other correspondence with the partner

### 3.2. Awards and Special Recognition (not required)

**Not required:** Information here enhances your application. If your school or students have received awards or special recognition, include a few sentences describing the activity, grade level, number of students who participated and date. Each activity should include at least one piece of documentation.

**Examples:**

- County awards (e.g. “A” grade on recycling from the county)
- Measureable energy savings awards
- National awards (e.g. Green Ribbon, Blue Ribbon, Eco-Schools, Healthy School Award)

**Ideas for Documentation:**

- student work/reflections
- photos of the award or of a special recognition event
- newspaper/newsletter articles
- correspondence
- copy of certificate/award



**Guide to Maryland Green School Documentation**

**The key to remember is that you must PROVE EVERYTHING that you say in your application.**

If you say something, but do not include documentation (proof) of it, that information will not be considered towards receiving your certification.

| DO:   | DON'T:   |
|---|--|
| <ul style="list-style-type: none"> <li>o Make sure that everything you say is backed up by documentation!</li> <li>o Caption every piece of documentation:               <ul style="list-style-type: none"> <li>▪ date</li> <li>▪ number of people involved (specific names of staff required for PD)</li> <li>▪ description of activity</li> </ul> </li> <li>o Use <b>strong</b> documentation:               <ul style="list-style-type: none"> <li>▪ photos</li> <li>▪ student work/reflections</li> <li>▪ dated correspondence (with student involvement proven if necessary)</li> <li>▪ newspaper/newsletter articles reporting on a completed activity</li> <li>▪ certificates/awards</li> <li>▪ (for PD): agendas with sign-in sheets</li> <li>▪ (for PD): certificates of completion/participation</li> <li>▪ (for PD): email registrations/confirmations of attendance</li> </ul> </li> <li>o Include students in gathering documentation and organizing it in your application</li> </ul> | <ul style="list-style-type: none"> <li>o Include any information without documenting it</li> <li>o Include uncaptioned documentation</li> <li>o Include lesson plans for an objective without other documentation (ONLY include if accompanied by other documentation that proves the activity actually happened and shows how the students were involved/responded to the activity)</li> <li>o Include documentation that does not prove an activity happened. It does not strengthen the application (and may, in fact, weaken it). Examples of non-documentation that should not be included:               <ul style="list-style-type: none"> <li>▪ images copied off of the internet (instead, use photos of <b>your</b> students at work)</li> <li>▪ descriptions of programs copied off of the internet (instead, use <b>your</b> students' photos or reflections about the program)</li> <li>▪ flyers or emails advertising PD's (instead, use specific proof that a specific staff member attended the PD)</li> <li>▪ curriculum created by the school system and used by the whole system (it doesn't prove <b>your</b> school is taking special steps to be green – except when enhancing Objective 1.2)</li> </ul> </li> </ul> |



**MAEOE**

Maryland Association for Environmental  
& Outdoor Education

## IMPORTANT FILING INFORMATION AND DATES FOR 2014/15

---

### Maryland Green School Application Dates:

- Application fee of \$50 must be paid to MAEOE by **December 19, 2014**. Schools that applied in Spring 2014 and are resubmitting in the 2014/2015 school year will not be required to file an additional application fee. However, please contact [greenschools@maeoe.org](mailto:greenschools@maeoe.org) to confirm your fee status and intent to apply.
- On-line applications are preferred. See the MAEOE website for examples [www.maeoe.org](http://www.maeoe.org).
- **Send all electronic applications to [applications@maeoe.org](mailto:applications@maeoe.org). The Application's Cover Sheet, One Page Summary and Top 5 should be a separate attachment/file from the main application.** All pieces of the application can be attached to the same email. Please send to [applications@maeoe.org](mailto:applications@maeoe.org) or MAEOE, 7761 Waterloo Rd, Jessup, MD 20794.
- **Due Date:** Electronic applications and hand-delivered applications are due to MAEOE by **April 1, 2015**. PowerPoint applications (saved on discs or data sticks) that are being mailed to MAEOE must be postmarked by **March 25, 2015**. Applications received after April 1, 2015 and mailed applications postmarked after March 25, 2015, are not guaranteed review.
- Please contact your local Green Center or Green Leader with application questions.
- You will receive a confirmation email by **April 8, 2015**. Because of the number of applications we receive on April 1, you are not guaranteed a confirmation until April 8. If you do not receive this confirmation, please send an email to [applications@maeoe.org](mailto:applications@maeoe.org)
- **SAVE THE DATE!!!!** Maryland Green School Youth Summit, Friday, **May 29, 2015**, 9am – 2pm. Information about previous Maryland Green School Youth Summits can be found on the MAEOE website [www.maeoe.org](http://www.maeoe.org).

Thank you for your interest in the Maryland Green School award program, a sustainable green schools program that demonstrates your schools progress with the Maryland Environmental Literacy requirement as set forth in COMAR 13A.04.17.