

COVID ADDENDUM FOR SCHOOL YEAR 2020-2021

Due to the COVID 19 pandemic MAEOE has decided to modify the MD Green School application for the 2020-2021 school year. MAEOE understands this school year will bring challenges for schools, students, teachers, parents, and administrators in unanticipated ways through the various distance learning models. If schools that are due to recertify this school year are not able to take on this endeavor a one-year waiver will be granted and recertification can be postponed until the 2021-2022 school year. To receive the waiver a written request from the principal and/or the school's lead "green" teacher should be sent to greenschools@maeoe.org by December 18, 2020.

In modifying the application MAEOE seeks to adapt the MD Green School application to the current distance learning models that will be utilized throughout the state. In recognizing that many Maryland students will be learning at home the three objectives have been modified to incorporate at home practices that will support certification. Below are recommendations that may assist in achieving MD Green School certification this school year. Out of the box thinking is encouraged. If you have questions please contact greenschools@maeoe.org.

Objective One: Curriculum & Instruction	Recommendations
1.1 Environmental Issue Instruction - ES/MS: instruction in all grades. HS: instruction in at least 4 subjects	For documentation considering using student work as an artifact if photos are not easily obtainable or don't make sense. Online platforms such as Google Classroom may provide an "easy" way of collecting student work submissions.
1.2.1 Professional Development – Full Staff Awareness	Work with the administrative team in the school to announce recertification plans at a virtual staff meeting. Make a copy of the meeting agenda and take a screen shot of the attendees.
1.2.2 Professional Development – 10% of teaching staff with recent environmental education At least 10 % have environmental education professional development within the last 4 years	Utilize online trainings that focus on student learning through environmental literacy.
1.2.3 Additional Professional Development Professional development older than 4 years	Optional, as in years past.
1.3.1 Sustainable Schools – School Wide Environmental Behavior Change At least one non-student driven practice	OPTIONAL - Consider the changes your school has made in the distance learning model. Do any apply under this section?
1.3.2 Sustainable Schools – Systemic Partnership At least one partnership with your school district central office	OPTIONAL
1.4 Celebration School wide event	Online celebrations via virtual classrooms are a way to meet the requirement.
Objective Two: Student-Driven Sustainability Practices	Eight actions in two or more practices. For each action a minimum of 10 students must participate from the same school.
2.1 Water Conservation/Water Pollution Prevention	Calculate water conservation at home (showers, lawn, brushing teeth, etc.); hydro/aquaponics gardening; conservation signage in the home (ex: signs in bathroom); collecting rain water at home for garden or other plants; litter pick up in neighborhood; posting signage in neighborhood supporting anti-littering.
2.2 Energy Conservation	Adjust thermostat settings (warmer in summer, cooler in winter), adjust window shades/curtains allow sun in home for heating and cooling, light switch covers; conservation signage in the home; planting trees for shade near the house; address

	vampire energy (unplug appliances, computers, chargers, etc.); open windows for cool air (during late summer or fall);
2.3 Solid Waste Reduction	Composting (at home or pick up options), reduce packaging on grocery purchases (bring your own bags, meal leftovers, recycling, reusing items, return plastic grocery bags to store; old electronics to appropriate collection site; CFLs to Home Depot or other collection sites.
2.4 Habitat Restoration	Plant flowers or a tree outside or even inside with the intention of relocating outside when possible; build simple birdhouse with at home materials.
2.5 Structures for Environmental Learning	ID all the plants in the garden or in the yard (Use popsicle sticks or the like for ID); build an area to work on school assignments in the outdoors.
2.6 Responsible Transportation	Remind parents/guardians not to idle cars when possible with signs in the neighborhood; ride your bike to pick up something for the house (when and where safe); walking to run errands.
2.7 Healthy HOME /School Environment	Disposing of fats, oils, and grease properly; vegetarian day meals, natural cleaners such as vinegar, indoor house plants added to the home.
2.8 Citizen Science / Community Science	Lost Ladybug Project and Project FeederWatch
Objective Three: Community Partnerships, Awards, and Special Recognition	3.1.1 is Optional; 3.1.2 is still Required; 3.2 remains optional
3.1.1 School active in the community At least 1 ongoing, sustained partnership where the school is active in the community with a partner (can be same partner as 3.1.2)	OPTIONAL: Online fundraiser which supports an environmental cause, small group community clean-up (10 or fewer people).
3.1.2 Partner active in the school At least 1 ongoing, sustained partnership where a partner is active in the school (can be same partner as 3.1.1)	Partners will be essential in assisting schools this year. Please reach out to an in-county Green Center or a local environmental education non-profit for support and environmental literacy programming.
3.2 Awards and Special Recognition (Optional) Describe any awards received for greening activities	Let MAEOE know if the school, students, or staff are recognized. Optional, as in years past.