



# MAEOE

## MARYLAND GREEN SCHOOL PROGRAM

A guide for the Maryland Green School Application. The application has been divided into sections so you can print sections as needed.

Use this guide if you are submitting the following:

- Application 1-3
- Application 4 (same as applications 1-3, with the addition of a Goals Statement)
- Applications 5 and Beyond (complete a simplified version of the application and use this [template](#) as a guide)

### **SY2023 Information:**

**COVID modifications end:** In the last two school years (SY2021 & SY2022) MAEOE modified the MDGS application to better meet the needs of school systems during the COVID pandemic. This school year (SY 2023) the application is reverting to its pre-pandemic form with one exception which is found in Objective Two.

**Objective 2 Update:** Schools are required to submit information and documentation for actions in EIGHT sustainability practices. These actions must be from three or more practices.

**Application Submission Update:** Starting in the 2022-2023 school year, all applications will be submitted using the new online portal: <https://marylandgreenschools.org/>.

**Applications 5 and Beyond:** The portal for these applications will be ready in the Fall of 2022. If you'd like to start collecting information before the portal is ready, please use this [spreadsheet template](#) to begin organizing.

**Questions?** Any questions regarding the Maryland Green Schools Application should be sent to [applications@maeoe.org](mailto:applications@maeoe.org).

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## Introduction

The Maryland Association for Environmental and Outdoor Education (MAEOE) is a non-profit organization that has been in existence since 1985. MAEOE encourages, engages, and empowers the community to understand, responsibly use and promote the natural world.

The MAEOE Maryland Green School award program began in 1999 and allows a school to demonstrate that by integrating hands-on, inquiry-based instruction, youth are empowered to practice environmental sustainability. At school, home, and in their communities, schools are reducing pollution, decreasing waste, increasing habitat, limiting carbon emissions, creating healthy learning, living environments, and supporting environmental literacy. The program is designed to highlight achievements and progress that schools are making towards environmental sustainability, aligned with the Maryland Environmental Literacy graduation requirement as set forth in [COMAR 13A.04.17.01](#) and the [Environmental Literacy Goal](#) established in the [Chesapeake Bay Agreement](#). By providing environmental education, Maryland teachers and partners enable students to make decisions and take actions that create and maintain a positive relationship between themselves and the environment. Maryland's students, teachers, families, and those who work at the schools are all involved in the preservation and protection of the state's unique natural resources, particularly those of the Chesapeake Bay and its watershed. [Find more information about Environmental Literacy here.](#)

Keep in mind that multiple parts of your application connect with Maryland College and Career Ready Standards including:

- NGSS (Next Generation Science Standards) curriculum
- Maryland Content Standards
- C3 curriculum
- STEAM curriculum (Science Technology Engineering Arts and Math)
- Pressing environmental issues including climate change, decreasing biodiversity, nitrogen cycle, aquifer depletion, endangered species, habitat loss and other issues
- [Meaningful Watershed Educational Experience](#)
- [Chesapeake Bay Backpack Resources](#)

# Green School Application Summary

## Administrative Items

Intent to Apply – create an account and pay fee of \$75 in application portal; due December 16, 2022
Cover Sheet – in application portal, due March 17, 2023
Brief Summary – in application portal, a short description is required about your school and its green culture
Top 5 Accomplishments – in application portal, include one sentence per accomplishment
<b>Applications 4, 5 and Beyond ONLY:</b> Goals - in application portal, set goals for the next 4, 8, and 12 years.
<b>Applications 5 and Beyond ONLY: (Simplified)</b> The portal for these applications will be ready in the Fall of 2022. If you'd like to start collecting information before the portal is ready, please use this <a href="#">spreadsheet template</a> to begin organizing.
School Metrics Survey – in application portal, collect data throughout the years
Photo permissions - You will have a choice to share photos publicly on the website that will be created upon submission of the application. If you are not sure if you have permission to share a photo, cover the student faces.
MD Green Schools Youth Summit – submit field trip paperwork in early spring to your school

## Objective 1: Curriculum and Instruction

<b>1.1 Environmental Issue Instruction</b> Elementary/MS: instruction in all grades. HS: instruction in at least 4 subjects
<b>1.2.1 Professional Development – Full Staff Awareness</b> All staff know of MAEOE Green School Application
<b>1.2.2 Professional Development – 10% of teaching staff with recent environmental education</b> At least 10 % have environmental education professional development within the last 4 years; 2 years if it is your FIRST application
<b>1.2.3 Additional Professional Development (Optional)</b> Professional development older than 4 years
<b>1.3.1 Sustainable Schools – School Wide Environmental Behavior Change</b> At least one non-student driven practice
<b>1.3.2 Sustainable Schools – Systemic Partnership</b> At least one partnership with your school district central office
<b>1.4 Celebration</b> School-wide event

## Objective 2: Student-driven Sustainability Practices

<b>NEW: Eight actions in three or more categories.</b>
<b>2.1 Water Conservation/Water Pollution Prevention</b>
<b>2.2 Energy Conservation</b>
<b>2.3 Solid Waste Reduction</b>
<b>2.4 Habitat Restoration</b>
<b>2.5 Structures for Environmental Learning</b>
<b>2.6 Responsible Transportation</b>
<b>2.7 Healthy School Environment</b>
<b>2.8 Citizen Science / Community Science</b>

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

<b>3.1.1 School active in the community</b> At least 1 ongoing, sustained partnership where the school is active in the community with a partner
<b>3.1.2 Partner active in the school</b> At least 1 ongoing, sustained partnership where a partner is active in the school (can be same partner as 3.1.1)
<b>3.2 Awards and Special Recognition (Optional)</b> Describe any awards received for greening activities

## Getting Started

1. Contact your Green Center or Green Leader. Your Green Center or Green Leader can help with the application process. See MAEOE's website for a [list of Green Centers](#) in your area. MAEOE strongly recommends that you speak with a Green Center or Green Leader at least once during your process. Nearly all successful applicants have used a Green Center or Green Leader to review their applications or give assistance at least once. If you do not have a Green Center or Green Leader, contact [applications@maeoe.org](mailto:applications@maeoe.org).
2. Make a [list of all green activities](#) from the past two years, including photos.
  - a. First time application, include information and documentation from fall 2021-spring 2023.
  - b. If this is your second application or beyond, you may also include information and documentation from fall 2019-spring 2023.
3. Applications must be submitted through MAEOE's online portal, <https://marylandgreenschools.org/>
4. Consider applying for joint certification with Eco-Schools USA. Contact Lindsey Walker at [WalkerL@nwf.org](mailto:WalkerL@nwf.org) for more information. Eco-Schools pathways align with the MAEOE Sustainable Practices. <https://www.nwf.org/eco-schools-usa>.
5. Review the [Frequently Asked Questions \(FAQs\)](#) on the Green School Application page for additional information. For specific inquiries, contact your local Green Center or email [applications@maeoe.org](mailto:applications@maeoe.org).
6. Review [examples of successful applications](#) on the MAEOE Green Schools page.

## Application Checklist

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

- Intent to Apply:** To submit your Intent to Apply fee of \$75 by **December 16, 2022**, you must first create an account using the online portal, <https://marylandgreenschools.org/>. Pay the fee using a credit card. If a check must be used to pay the fee, mail the **checks payable to MAEOE at P.O. Box 1103 Edgewater, MD 21037**. MAEOE will mark the fee as paid in the portal once the check is received. You won't be able to submit your application until the fee is paid.
- Cover Sheet:** Within the portal, complete the school information and include the principal's digital signature, along with the principal's name and email address.
- One-page summary:** Within the portal, include a brief description of your school's green culture and examples of sustainable changes that the school has made to become greener.
- Top five accomplishments:** Within the portal include one sentence or phrase for each accomplishment. These will be read at the Youth Summit Awards Ceremony.
- School Metrics Survey:** Within the portal complete the school survey. This data allows MAEOE to quantify students' green achievements and shows the impact of MD Green Schools on the environment.
- Objectives 1, 2, and 3:** Within the portal, complete the application items for each of the objectives. **Applications 5 and Beyond ONLY will complete a simplified version of the application (following this template)**. Three separate reviewers will evaluate your application [using this rubric](#). Look at the rubric to ensure your information and documentation are adequate.
- Applications 4, 5, and Beyond Only: One-page goal summary:** Within the portal, describe your green school goals for the next 4 years, 8 years, and 12 years. Include how to make them successful, the people who will be involved, and what outcomes you expect from goals.
- Submit by March 17, 2023:**
  - Applications are due by 11:59 pm on **March 17, 2023**.
  - Applications received after March 17, 2023, are not guaranteed a review.
  - You will receive a confirmation email when you submit your application in the portal. If you do not receive this confirmation, please send an email to [applications@maeoe.org](mailto:applications@maeoe.org).
- Register for the MD Green School Youth Summit on Thursday, May 18, 2023.**

This is a celebration for all schools in Maryland. Schools with successful Green Schools applications will be recognized. More info can be found [here](#).

## Guide to Maryland Green School Documentation

Documenting your work and activities throughout the school and community is required for the application. You must document EVERYTHING that you state in your application. Professionals who do not know your school will be reviewing the application.

### Best Practices

Documentation type	Include...	Avoid...
Photos	Students in the photo in action and/or working on an environmental assignment, description of activity	Photos with no students present, using web images
Student artifacts	Assignments, projects, worksheets, etc.	Including student names, using teacher lesson plans
Certificates (Teacher PDs)	Email confirming registration, certificate of completion, attendance form, ensure a date and teacher name is visible	Flyers and emails advertising the training
Emails	A detailed description of the activity (celebration, PD, field trip, etc.), ensure the date is visible	Copy and pasting from an email (instead, take a screen shot)
Newspaper/Newsletter	A photo or screen shot with the date, most of the body, school name	A link to the story (it could be blocked)
Programs	A screen shot or pdf of the event with the date and school name	An image from the web

## Objective 1: Systemic Sustainability

Curriculum and Instruction, Professional Development, Sustainable Schools, and Celebration

### 1.1 Curriculum and Instruction: Environmental Issue Instruction

Demonstrate that outdoor, environment-based instruction is occurring through hands-on, authentic lessons on environmental issues. [See example applications here.](#)

#### Required:

- **Elementary & middle schools:** At least one example of outdoor and/or classroom environmental investigations instruction per grade level.
- **High schools:** At least one example in at least four subjects for high school; can be non-science subjects, but can also be multiple science subjects, for example chemistry and biology.
- **All:** include a brief explanation of how students are using the environment as a context for learning and document each example.



Example Environmental Issue Instruction	Example Documentation
A description of a <a href="#">MWEE</a> .	A photo of the students implementing the action project.

<b>Cross curricular activities that investigate the environment (e.g., calculate area of a school garden in math).</b>	Student artifact and/or photo of students engaged in lesson
<b>Using the schoolyard, community, or field trip locations for outdoor education integrated into the curriculum.</b>	Photos of the students exploring the schoolyard, confirmation email for a field trip
<b>Incorporating outdoors in artwork or music education.</b>	Photos of artwork, sheet music with lyrics, photo of students performing music
<b>Lessons on energy efficiency, pollution, clean water, reading and discussing <i>The Lorax</i>, are examples.</b>	Student artifact, photos of students engaged in the lesson, photo of teacher reading from a book
<b>Activities that connect pressing environmental topics such as climate change, decreasing biodiversity, nitrogen cycle and other issues within your curriculum.</b>	Student artifact, photos of students engaged in the lesson, photo of students taking an action on school grounds or the community

## 1.2 Professional Development

Demonstrate that all school staff know about the MAEOE Maryland Green School application, AND that staff is actively preparing to support your school district's [environmental literacy plan](#).

### Required:

- 1.2.1 All staff are aware of the Green School application process. A MAEOE Green Leader or school Green Team leader should present information at all-school staff meeting.
  - Examples
    - Staff meeting agenda includes Green School application update
    - Whole staff presentation provided by a Green Center/Green Leader
- 1.2.2 At least 10% of teachers have participated in an environmental education PD in the past 2 years (if first time applicant) or 4 years (if a recertifying school)

### Optional:

- 1.2.3 Additional Professional Development

### Examples:

- 1.2.1 All staff are aware of the Green School application process
  - Staff meeting agenda includes Green School application update
  - Whole staff presentation provided by a Green Center/Green Leader
- 1.2.2 At least 10% of teachers have participated in environmental education PD during the application period.
  - Staff member(s) attend(s) MAEOE conference
  - Staff attend environmental education workshops, e.g., Project WET, Chesapeake Classrooms, POW!, Master Naturalist, Project Learning Tree, Food, Land and People, Chesapeake Bay Foundation Professional Development, etc. Find more examples on the [MAEOE Professional Development Calendar](#) or talk to your local Green Center
  - Environmental speakers presenting at staff meetings or workshops (NOT at school wide assemblies with students) Consider speaking with your Green Leader to see if this is a possibility for them.
  - Environmental education-focused webinars



1.2.3 Additional Professional Development (Optional) - Received earlier than 4 years ago. **NOTE:** These additional professional development activities do not count in the 10% requirement in 1.2.2

- o Bachelor's or other degrees in environmental science
- o MAEOE Environmental Educator Certification

### 1.3 Sustainable Schools

These demonstrate your school's interest in being sustainable.

#### 1.3.1 School-Wide Environmental Behavior Changes

Demonstrate the non-student driven sustainability practices your school has taken school-wide to make your school green. If there is student involvement, 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
- Two-sided copying

#### 1.3.2 Systemic Partnership

Demonstrate one partnership within the school system that supports an aspect of the Maryland Green School Program. This partnership needs to reach beyond your individual school to the “higher” or central office level.

#### Examples:

- Sustainability Office, Food and Nutrition Services, Health & Wellness Office, Building Services, Outdoor Education Department

### 1.4 Celebration

Demonstrate how your school community celebrates being green.

#### Required:

At least one school-wide, annual environmental event with a brief description of the celebration, the number of students involved.

#### Examples:

- The whole school celebrates International Walk to School Day each October. The whole school celebrates Earth Day each April (classes can celebrate separately if 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)
- USGBC Green Apple Day of Service <http://www.mygreenapple.org/>



## Objective 2: Student-Driven Sustainability Practices

Demonstrate and document student environmental actions. Be sure to show that students are planning, implementing, and leading environmental practices. If your school is/has implemented a MWEE, this is the stewardship and civic action components. A variety of ages and grades should be seen on the application. **These are student actions not adult actions.** Adult sustainable actions can be documented in Objective 1.3.1

### Required:

- **NEW: Schools are required to submit information and documentation for actions in EIGHT practices. These actions must be from three or more practices.**

### Sustainable Practice:

1. Water Conservation/Pollution Prevention
2. Energy Conservation
3. Solid Waste Reduction
4. Habitat Restoration
5. Structures for Environmental Learning
6. Responsible Transportation
7. Healthy Home/School Environment
8. Citizen Science/Community Science


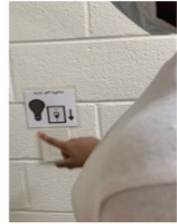

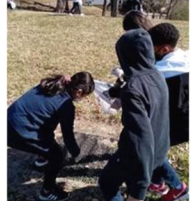
### Ideas for Documentation of Artifacts:




- Snapshot/image of student work/reflections
- A demonstration of the project development (ex: students voting to select an action OR students pitching an idea for action to a local expert through a presentation OR students identifying criteria for their action project)
- Photos of students engaged in the designing/building and/or maintaining of sustainability practices *e.g.*,
  - drawing the design for an outdoor classroom they later help build
  - installing a rain barrel, painting bird boxes, or creating energy saving posters
  - picking up litter, writing letters to administration or political representatives
  - weeding and watering a habitat garden (the development of a schedule – not just one time)
  - student-created products developed and used to increase community/school wide awareness (*e.g.*, protection and prevention of mosquito-transmitted disease)
  - student-created blueprints/plans
  - Correspondence planning a project (NOTE: if the correspondence is between adults, it MUST be accompanied by proof of student involvement in the project)

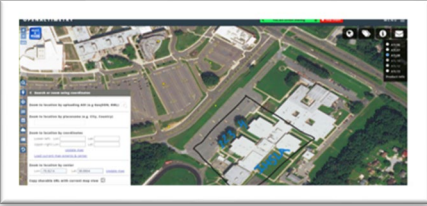
**DO NOT USE:** *photos of students simply standing next to a sustainability practice (unless you also include photos of the students creating it and are just including it as the final product photo or culmination of the process) – the students need to be actively engaged. If the sustainability practice was built prior to the application timeframe, you need to show that students are actively maintaining, continuing, and/or extending the practice.*

### Examples:

<b>2.1: Water Conservation/Pollution Prevention</b>	<i>Students will...</i>
	plan, plant, and plan to maintain rain gardens or conservation landscaping
	create and hang signage near school sinks and water fountains
	stream restoration – e.g., design/execute a plan to remove litter from
<b>Example:</b>	

	<p>Students learned about water conservation, and then created signs to be hung in</p>	<p>schoolyards, local parks, and/or stream before it reaches the waterways</p> <p>conduct erosion-control projects such as installing riparian buffer zones and planting trees (stream restoration)</p> <p>design/stencil storm drains (educate about pollution prevention for streams)</p> <p>plan/implement schoolyard no-mow zones with identifying signage</p> <p>research/plan and build hydroponic/aquaponic gardening systems</p> <p>install and use rain barrels</p>	
<p>school as reminder.</p>	<p><b>2.2: Energy Conservation</b></p>	<p><i>Students will...</i></p> <p>design switch plate covers or make signs encouraging energy conservation</p> <p>participate in an energy audit and implement the results and/or encourage decision-makers to implement actions based on data collection</p> <p>create classroom jobs to save energy (turning off lights/computers, closing the blinds, etc.)</p> <p>research and report out Energy Savings Tips on morning announcements, etc.</p> <p>form an “energy patrol” and issue “energy stars” to classrooms that save energy</p> <p>plant trees to shade the building</p>	
<p><b>Example:</b></p>	<p>Students demonstrated one of the functional life skills by turning the lights off with picture communication symbol.</p>		
<p><b>2.3: Solid Waste Reduction</b></p>	<p><b>Example:</b></p>		<p><i>Students will...</i></p> <p>implement trash sorting stations (with labels) throughout school building and/or cafeteria</p> <p>regularly monitor, track, and/or manage the school recycling bins</p> <p>design instructional posters for school – wide use (reduce, reuse, recycle, upcycle, etc.)</p> <p>Implement no-waste lunch days (i.e., Trash Free Tuesday, etc.)</p> <p>organize recycling options for: plastic film, ink cartridges, cell phones, batteries, etc.</p> <p>participate in national up-cycling programs such as TerraCycle, Crayola, etc.</p> <p>upcycle: repurpose used materials into art projects, collect paper to make recycled paper</p> <p>advocate for electronic homework and online forms of communication rather than paper</p> <p>run a reusable water bottle campaign to encourage others to use water fountains and reusable water bottles instead of store-bought plastic bottles whenever possible</p> <p>monitor and maintain outdoor compost or indoor vermicomposting (worm compost)</p> <p>start a school “ReStore” for unused school supplies</p>
<p>A student who participated in the fabrication of the Maryland Coastal Bottle Cap Mural poses and points to her name on the mural sign.</p>	<p><b>2.4: Habitat Restoration</b></p>	<p><b>Example:</b></p> <p>Students collecting debris in the school environment.</p>	<p><i>Students will...</i></p> <p>plant/maintain native schoolyard garden (e.g., native plant butterfly, pollinator gardens...)</p> <p>install/monitor bird, bat, or butterfly boxes or insect “hotels”</p> <p>design/maintain and use schoolyard habitats</p> <p>remove invasive plants from schoolyards or neighboring parks</p> <p>regularly monitor/care (&amp; collect data) for a decomposer habitat (rotting brush pile or log)</p>
			

		Construct oyster reef habitat balls create and monitor a bird habitat area with food, shelter, and water sources
<b>2.5: Structures for Environmental Learning</b> <b>Example:</b>		<i>Students will...</i> regularly learn outside in an outdoor space (fixed or movable outdoor “classroom”) build/plant and maintain gardens at school (salad tables, raised bed gardens, in-ground gardens, etc.) advocate for green building infrastructure upgrades/resources at school create outdoor artwork for schoolyard/outdoor classrooms utilize, maintain or create a nature trail around schoolyard design and implement interpretative signage for an accessible identification trail or scavenger hunt for other grade levels and community members about identification of native trees and/or plants and interesting environmental features (i.e.: erosion, decay, etc.) throughout schoolyard
	Here is the 5 <sup>th</sup> grade Reading class in our hidden gem in the woods.	
<b>2.6: Responsible Transportation</b> <b>Example:</b>		<i>Students will...</i> survey, analyze and implement a carbon reducing action to improve school transportation’s effect on climate change make a practice of walking field trips to both reduce carbon footprint and discover local ecosystems and local issues conduct tire pressure/oil leak checks on faculty vehicles to educate vehicle owners about effects on climate change (improper tire pressure leads to greater fuel consumption) advocate for hybrid parking and/or carpool parking; create carpool groups lead school’s participation in the <a href="#">Idle Free MD Campaign</a> participate in Safe Routes to School activities to advocate for safe routes host a bike safety program create a no-idling zone by posting signage and handing out fliers
	4 <sup>th</sup> Grade students performed an oil leakage check on vehicles of staff members.	
<b>2.7: Healthy School Environment</b> <b>Example:</b>	 Reusable bottles and washable cloths were given to teachers from the Key Club. Students labeled the reusable bottles with “Homemade Whiteboard Cleaner.”	<i>Students will...</i> make non-toxic or green cleaning products for classroom and/or home use eat and/or donate the healthy food grown in school gardens propagate and/or maintain indoor plants to enhance air quality Organize/participate in outdoor running or another health club that utilizes the school grounds and encourages the students to spend time outdoors implement a poster campaign to encourage healthy eating choices while promoting the school’s garden and the importance of local, sustainable and organic farming (agriculture) host a “Recycling Olympics” or “Green Run” to encourage exercise and activity while incorporating environmental action organize a community clean-up event
<b>2.8: Citizen/Community Science</b> <b>Example:</b>		<i>Teachers will...</i> plan and execute <u>two</u> or more activities (projects) that use citizen/community science protocols to better understand the school and community environment. Citizen/Community Science options include:



We took a lot of tree measurements in our locality, but in this research, we focused on the trees found in our school where ICESat-2 data was available.

*GLOBE, GLOBE Observer, iTree, iNaturalist, Seek, Creek Freak, etc.*

Documentation Needed: data submission snapshots showing evidence of students having used at least two protocols on a consistent basis over at least a two-month period or periodically over several months/years to document change over time.

Some of the protocols include Teacher Training (could count towards Professional Development Requirement – 1.2.2)

Students will...

- submit online data collection (i.e., seasons, native ladybugs, tree surveys to document their growth, etc.)
- implement a poster campaign to share “Best Practices” (i.e., mosquito prevention and protection)
- develop solutions for issues identified:
  - i.e., identify and modify locations in school yard impacted by runoff during rain events
  - i.e., take surface temperature measurements throughout school year around the school yard to demonstrate the positive impact of the shade from trees and other vegetation
  - i.e., monitor school yard for potential breeding habitats and eliminate when feasible
  - i.e., create plans for landscaping school grounds to increase the amount of green space and maximize the positive use of shade to reduce the urban heat island effects in their locations.
    - **GLOBE Schools:** Have students participate in the [International Virtual Science Symposium](#) and share what they have learned with other students, teachers, and scientists from around the world.
- develop creative ways to share the purpose of the projects, the data collected, and the solutions identified.

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

Community partnerships are important for schools to be successful in building long-term sustainable practices.

### 3.1. Community Partnerships

Demonstrate who is collaborating with your school on environmental education.

**REQUIRED: At least one sustained partnership where the school is active in the community, as well as one, sustained partnership where the partner is active in the school.**

#### 3.1.1 School Active in Community

Examples:

- Students do environmental service projects off-site (e.g., stream clean-up, storm drain stenciling, invasive species removal, etc.)
- Used-Clothing Drive, with emphasis on reusing as conservation

- “Terrapins in the Classroom” project, release terrapins in the Bay (Other examples of similar programs include oysters, trout, monarchs, and more)
- Fundraiser at the school to support community environmental projects
- Students run a letter-writing campaign to political representatives
- Green Festival inviting the community to learn from students’ work

### 3.1.2 Community Active in the School

Examples:

- Green Leader comes into the school to help with activities and/or the application
- Partner comes in to help set up an environmental project (e.g., bird boxes, rain gardens, edible gardens, outdoor classroom)
- Receive a grant for a school environmental project
- Environmental speaker comes to do an environmental education assembly
- Green Festival inviting the community to exhibit and present

**Possible partners:** This list includes suggestions – if there are other partners your school is working with to become a green school, feel free to use them!

- Local Green Centers/Green Leaders
- Alice Ferguson Foundation *Trash Free Schools*
- 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 or community organizations (e.g., garden clubs, Master Gardeners, Master Naturalists, 4-H)
- Local parks, nature centers 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 (should include dates, names and more)

### 3.2. Awards and Special Recognition (Optional)

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. (This section is NOT REQUIRED)

Examples:

- County awards (e.g., “A” grade on recycling from the county)
- Measurable energy savings awards
- National awards (e.g., Green Ribbon, Blue Ribbon, Eco-Schools USA, Healthy School Award)
- Specific Students recognized for green efforts through scholarships, conferences, science fairs and more

**Ideas for Documentation:**

- student work/reflections



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

## Maryland Green Schools Application Table

Starting in school year 2020-2021, any school that has achieved Sustainable status will need to reapply every four years to maintain the Sustainable School status. [View this chart for the reapplication schedule by year.](#)

App #	Documentation Years for the Application	Application Type	Certification Type
New (1 <sup>st</sup> application)	covering years 1 and 2 (prior to the first submission)	Regular	Regular
2 <sup>nd</sup> Application	covering years 3-6	Regular	Regular
3 <sup>rd</sup> Application	covering years 7-10	Regular	Regular
4 <sup>th</sup> Application	covering years 11-14	Regular w/4 yr. goals	Sustainable
5 <sup>th</sup> Application	covering years 15-18	Sustainable	Sustainable Bronze
6 <sup>th</sup> Application	covering years 19-22	Sustainable	Sustainable Silver
7 <sup>th</sup> Application	covering years 23-26	Sustainable	Sustainable Gold
8 <sup>th</sup> Application and in perpetuity	covering years 27-30 and onward	Sustainable	Sustainable Evergreen

### MAEOE Maryland Green School Contacts:

- **Questions about the Application Process, including the online application and general FAQs:**  
Multiple MAEOE staff will be checking this email and your questions will get answered quicker if you use this email address.  
[applications@maeoe.org](mailto:applications@maeoe.org)
- **Questions about grant funds and other programming**  
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- **Questions about Professional Development opportunities**  
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