

2023-2024 Green School Application Guide



A guide for the Maryland Green School Application describing the requirements of the Maryland Green Schools program.

Use this guide to understand the requirements for applying to be a New Green School or submitting an application to continue in the program.

- **Important Dates:**

- Intent to Apply Due: December 15, 2023
- Preliminary Review Sessions: February 2024
- Submission Dates:
 - Early Submission (applications 2-5 only): December 15, 2023
 - Final Date for Submission: March 1, 2024
- Announcements: On or around Earth Day
- Youth Summit at Sandy Point State Park: Thursday, May 30, 2024

NEW! Rolling Application Submissions RECERTIFYING SCHOOLS (*Applications 2-5*) ONLY: Green School applications can be submitted on a rolling basis from December 15, 2023 - March 1, 2024. Schools must meet the following criteria to be eligible for early submission:

- The school must be a recertifying school. New schools are not eligible.
- Future actions (e.g., Earth Day Celebration in April) will be capped at two events/actions and require a letter or note from a school administrator stating the action is planned and will be executed.
- The application must show instruction and actions from the current school year.
- Early announcements will not be made. Schools successfully completing the application will be announced on or near Earth Day.

Application Submission: All applications must be submitted by **March 1, 2024** using the [online portal](https://marylandgreenschools.org): (<https://marylandgreenschools.org>). See the Online Application Portal Guide for in-depth directions.

Questions? Email 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, at home, and in their communities, schools are reducing pollution, decreasing waste, increasing habitat, limiting carbon emissions, creating healthy learning, and 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 [\(Click here for App 5 and Beyond Checklist\)](#)

Administrative Items and School Survey

Intent to Apply – Create an account or a new application in the online portal and pay the \$75 fee due December 15, 2023. The fee is only due for schools applying in the current school year.
School Information - Complete basic information about the school, including number of teachers, staff, and other personnel.
About Your School – Complete a summary of the school’s green culture.
Permissions – Choose to share photos on the public website created upon submission of the application. If permission to share a photo is unknown, cover/blur the student's faces.
Top 5 Accomplishments – Include ONE sentence per accomplishment. These will be shared during the Youth Summit ceremonies.
Goals (Applications 4, 5, and Beyond ONLY): Set goals for the next 4, 8, and 12 years.
Goals Reflection (Applications 5 and Beyond ONLY): Reflect on goals set in your last application.
School Metrics Survey – Quantify the impact of the green actions school has taken. These reflect the eight sustainability practices described in Objective 2.
MD Green Schools Youth Summit – Apply for transportation funding (https://marylandgreenschools.org/funding-opportunities) and submit field trip paperwork to school district in early spring to your school.

Objective 1: Curriculum and Instruction

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

Objective 2: Student-driven Sustainability Practices

NEW: Eight actions in three or more categories.
2.1 Water Conservation/Water 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
2.8 Citizen Science / Community Science

Objective 3: Community Partnerships, Awards, and Special Recognition

3.1.1 School active in the community At least one ongoing, sustained partnership where the school is active in the community with a partner
3.1.2 Partner active in the school At least one ongoing, sustained partnership where a partner is active in the school (can be same partner as 3.1.1)
3.2 Awards and Special Recognition (Optional) 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.
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 2022-spring 2024.
 - b. If this is your second application or beyond, you may also include information and documentation from fall 2020-spring 2024.
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 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.
6. Review [examples of successful applications](#) on the MAEOE Green Schools page.

Application Checklist

NOTE: Your application should demonstrate activities completed throughout the application years. New Schools should describe actions that have occurred over the past two school years (fall 2021- spring 2024). Recertifying Schools should describe actions that have occurred over the past four school years (fall 2020- spring 2024). Make sure to include actions that have occurred this school year as well.

We understand some actions may be planned but will not occur before the March 1 deadline. Up to two actions that have not occurred by March 1 may be included in the application. If these actions are included, a signed letter from the school's administration must be provided and needs to describe the action and when it will occur.

Make sure to complete:

- Intent to Apply:** Pay the Intent to Apply fee of \$75 by **December 15, 2023**, on the online portal. If a check must be used for payment, mail the check 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 will not be able to submit your application until the fee is paid.*
- School Information and About Your School:** Complete the school information and include a brief description of your school's green culture and examples of sustainable changes the school has made to become greener. Include the principal's digital signature in the School Survey section. **Double-check your application number and the year you will submit your application.** If you are unsure of the application number, [check the Green Schools list here \(https://maeoe.org/green-schools-and-green-centers/green-schools-program/current-green-schools\)](https://maeoe.org/green-schools-and-green-centers/green-schools-program/current-green-schools).
- Top Five Accomplishments:** Include one sentence or phrase for each accomplishment. These will be read at the Youth Summit Awards Ceremony.
- Goal Summary (Application 4, 5, and beyond):** Describe your school's 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. **Application 5 and beyond:** Reflect on the previous goals set in the last application.
- School Metrics Survey:** Complete the school metrics survey demonstrating the impact of the green actions taken. 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: Complete the application items for each of the objectives. **Applications 5 and Beyond ONLY will complete a simplified version** of the application. The simplified version of the application is on the portal.

Application Submission Window: December 15, 2023- March 1, 2024. *

- All applications are due by 11:59 pm on March 1, 2024.
- Applications received after March 1, 2024, are not guaranteed a review.
- You will receive a confirmation email when you submit your application on the portal. If you do not receive this confirmation, please send an email to applications@maeoe.org.
- **Only RECERTIFYING SCHOOLS are eligible to submit before the Mach 1 deadline.** NEW SCHOOLS cannot submit their application until March 1.

[Apply for transportation funding to attend the Youth Summit:](https://marylandgreenschools.org/funding-opportunities) The application for Youth Summit transportation funding will be available in early 2024 and can be accessed here (<https://marylandgreenschools.org/funding-opportunities>).

Register to Attend the Youth Summit: The Youth Summit will be held on **Thursday, May 30, 2024, at Sandy Point State Park** (1100 E College Pkwy, Annapolis, MD 21409). This is a celebration for all schools in Maryland. Schools with successful Green Schools applications will be recognized at a ceremony congratulating new and recertifying Green Schools awarded in the 2023-2024 school year.

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.

Application 5 and Beyond: Documentation is not required but can be included.

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

School Metrics Survey

The purpose of the School Metrics Survey is to quantify the impact of the green actions taken by your school to support sustainability and improve the environment.

The data collected for the School Metrics Survey provides data from actions taken by the school, staff and students that fit the eight sustainability practices listed in Objective 2:

Sustainability Practice	Measurable Impacts Examples	Collect Data From:
2.1 Water Conservation/ Pollution Prevention	<ul style="list-style-type: none"> ▪ Gallons of water saved ▪ Erosion control projects ▪ Stream cleaning ▪ Reduction of impervious surfaces, turf ▪ Litter collection 	<ul style="list-style-type: none"> ▪ Student action projects completed in Obj 2.1 ▪ Information from school facilities/ utilities personnel ▪ Community cleanup events
2.2 Energy Conservation	<ul style="list-style-type: none"> ▪ KWh of energy saved ▪ Use of renewable energy ▪ Efficient lighting fixtures ▪ Delamped light fixtures 	<ul style="list-style-type: none"> ▪ Student action projects completed in Obj 2.2 ▪ Information from school facilities/ utilities personnel ▪ Energy bills
2.3 Solid Waste Reduction	<ul style="list-style-type: none"> ▪ LBs of recycled materials ▪ LBs of compostable materials ▪ # of electronics, ink cartridges, etc. 	<ul style="list-style-type: none"> ▪ Student action projects completed in Obj 2.3 ▪ Information from waste collection

	recycled	▪ TerraCycle recycling programs
2.4 Habitat Restoration	▪ # of native trees, shrubs planted ▪ Native habitat creation ▪ Bird box creation/ installation	▪ Student action projects completed in Obj 2.4 ▪ Community events ▪ Actions with partners
2.5 Structure for Environmental Learning	▪ Trails, pathways creation ▪ # of outdoor classrooms ▪ Environmental art projects ▪ # of times schoolyard used for learning	▪ Student action projects completed in Obj 2.5 ▪ Actions with partners ▪ Grants for outdoor space creation
2.6 Responsible Transportation	▪ No idle zones ▪ # of staff/faculty carpooling, biking, walking, etc. to school ▪ # of staff/faculty carpooling, biking, walking, etc. to school	▪ Student action projects completed in Obj 2.6 ▪ Students' transportation information
2.7 Healthy School Environment	▪ # of indoor plans ▪ Edible gardens ▪ Outdoor running/ environmental festivals	▪ Student action projects completed in Obj 2.7 ▪ Community events ▪ Actions with partners
2.8 Community/ Citizen Science	▪ Poster campaigns ▪ Analyze data and identify solutions for environmental problems ▪ Online data submission projects	▪ Student action projects completed in Obj 2.8 ▪ Community events ▪ Actions with partners ▪ Use of iNaturalist, etc. with students

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. Students should learn about environmentally related issues throughout the lesson. [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 MWEE .	A photo of the students implementing the action project.
Cross curricular activities that investigate the environment (e.g., calculate area of a school garden in math).	Student artifact and/or photo of students engaged in lesson

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

1.1 Documentation Best Practices:

- **USE:** examples of student artifacts, photos of students actively participating in learning
- **Do NOT Use:** blank worksheets from a lesson or activity, copy of lesson plan

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)

- New Schools: Include PD that has occurred over the last 2 years
- Recertifying Schools: Include PD that has occurred over the last 4 years

Examples:

- Staff member(s) attend(s) MAEOE conference
- Staff attend environmental education workshops, e.g., Project WET, Project WILD, Project Learning Tree, Chesapeake Classrooms, 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

- **Optional:**

- 1.2.3 Additional Professional Development

- PD received earlier than 4 years ago.
- These DO NOT count toward the 10% participation requirement in 1.2.2.

Examples:

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

1.2 Documentation Best Practices:

- **USE:** certificates of attendance, email confirmation of attendance or registration, PD attendance documentation from district's PD registration or tracking database.
- **Do NOT Use:** logo of PD organizer, flyer, or advertisement for PD event



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
- Waste reduction plan from district's sustainability office.
- Independent schools: Partnerships can include associated organizations (religious or non-religious), funders or grants, or directors and facilities at your school.

1.3 Documentation Best Practices:

- **USE:** applications to install gardens or other structures, letter or emails for programs and plans from district office, photos of sustainable practice or events run by partners.
- **Do Not Use:** logo of partner, web images

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, and the number of students involved. This event should be open to all students in the school.

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/>

1.4 Documentation Best Practices:

- **USE:** photos of students participating in the event, newspaper or newsletters describing the celebration, artifacts demonstrating student celebration, agendas/plans/programs for event
- **Do Not Use:** web images, brief description of a planned event

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 actions are different from environmental issue instruction (Objective 1.1) and demonstrate actions that students are actively participating in to promote sustainability. **These are STUDENT ACTIONS not adult actions.** Adult sustainable actions can be documented in Objective 1.3.1

Required:

- Schools are required to submit information and documentation for **EIGHT actions from three or more practices.**

Sustainable Practice:

- Water Conservation/Pollution Prevention
- Energy Conservation
- Solid Waste Reduction
- Habitat Restoration
- Structures for Environmental Learning
- Responsible Transportation
- Healthy Home/School Environment
- Citizen Science/Community Science

Objective 2 Documentation Best Practices:


USE:

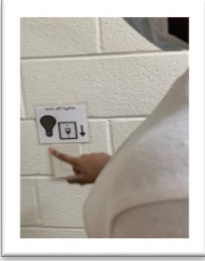


- Snapshot/image of student work/reflections.
- A demonstration of the project development with student involvement (ex: voting on an action project OR pitching ideas for a project.)
- Photos of students engaged in the designing/building and/or maintaining of sustainability practices.

Do NOT Use:

- Photos of students standing next to a sustainability practice project.
- Photos only showing a finished project (i.e., rain barrel, garden, etc.)
- Photos or receipts of signs or materials purchased for a project.

Examples:

<p><u>2.1: Water Conservation/Pollution Prevention</u></p> <p>Example:</p>  <p>Students learned about water conservation, and then created signs to be hung in school as a reminder.</p>	<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 schoolyards, local parks, and/or stream before it reaches the waterways
	Conduct erosion-control projects such as installing riparian buffer zones and planting trees (stream restoration)
	Design/stencil storm drains (educate about pollution prevention in streams)
	Plan/implement schoolyard no-mow zones with identifying signage
	Research/plan and build hydroponic/aquaponic gardening systems
	Install and use rain barrels

<p><u>2.2: Energy Conservation</u></p> <p>Example:</p>  <p>Students demonstrated one of the functional life skills by turning the lights off with picture communication symbol.</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 on 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><u>2.3: Solid Waste Reduction</u></p> <p>Example:</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><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><u>2.4: Habitat Restoration</u></p> <p>Example:</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 (& collect data) for a decomposer habitat (rotting brush pile or log)</p> <p>Construct oyster reef habitat balls</p> <p>create and monitor a bird habitat area with food, shelter, and water sources</p>
<p><u>2.5: Structures for Environmental Learning</u></p> <p>Example:</p>	<p><i>Students will...</i></p> <p>regularly learn outside in an outdoor space (fixed or movable outdoor “classroom”)</p>



Here is the 5th grade Reading class in our hidden gem in the woods.

2.6: Responsible Transportation

Example:



4th Grade students performed an oil leakage check on vehicles of staff members.

2.7: Healthy School Environment

Example:



Reusable bottles and washable cloths were given to teachers from the Key Club. Students labeled the reusable bottles with "Homemade

Whiteboard Cleaner."

2.8: Citizen/Community Science

Example:

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

Students will...

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 [Idle Free MD Campaign](#)

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

Students will...

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)

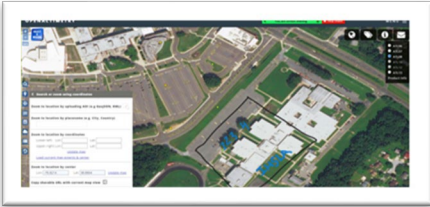
host a "Recycling Olympics" or "Green Run" to encourage exercise and activity while incorporating environmental action

organize a community clean-up event

Teachers will...

plan and execute two 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 collaborations with partners to support environmental education and sustainable practices. These partnerships should support sustainability work and be environmentally related. Use the eight sustainability practice categories described in Objective 2 as a guide for appropriate partnerships. These should be sustained partnerships, meaning that the partnership is ongoing; work with this partner should occur more than a couple of times. The same partner can be used for Objective 3.1.1. and 3.1.2.

3.1.1 School Active in Community

- Describe at least one sustained partnership where the school is active in the community. These are actions and projects that directly impact the community outside of the school campus.

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 sustainability.
- “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

Describe at least one sustained partnership where the community is active in the school. These actions and projects occur on the school campus with support from the partner.

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

Partner 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

3.1 Documentation Best Practices:

- **USE:** photos of students and community partners working together on an action or practice, student reflections about the activity, newspaper/newsletter articles, email correspondence with the partner
- **Do Not Use:** logo of partner, web images, photos without students present

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



3.2 Documentation Best Practices:

USE: photos of the award or special recognition event, newspaper/ newsletter articles, correspondence, copy of certificate/award

Do Not Use: logo of organization giving award, web images

Maryland Green Schools Application Table

Starting in the 2020-2021 school year, 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 st application)	covering years 1 and 2 (prior to the first submission)	Regular	Regular
2 nd Application	covering years 3-6	Regular	Regular
3 rd Application	covering years 7-10	Regular	Regular
4 th Application	covering years 11-14	Regular w/4 yr. goals	Sustainable
5 th Application	covering years 15-18	Sustainable	Sustainable Bronze
6 th Application	covering years 19-22	Sustainable	Sustainable Silver
7 th Application	covering years 23-26	Sustainable	Sustainable Gold
8 th 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

Available Funding

- More information on the mini grants is available on our Funding page. If you have questions about funding, email grants@maeoe.org.