



# MAEOE

## MARYLAND

### GREEN SCHOOL

### PROGRAM

#### ABSTRACT

A guide is for the Maryland Green School Application. This application guide is for special education schools specifically working with students with special needs. This guide will give your school guidelines on implementing the Green School Program in your school. The application has been broken into sections so that you can print off the parts as needed.

Maryland Association for Environmental and Outdoor Education

## Introduction

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

In 1999, the MAEOE Maryland Green School award program started. 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.04.17.01](#). By providing Environmental Education, Maryland teachers and partners enable students to make decisions and 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 and protection of the state's unique natural resources, particularly those of the Chesapeake Bay and its watershed. [Find more information about the Environmental Literacy Standards here.](#)

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

- NGSS (Next Generation Science Standards) curriculum
- 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

Throughout the application, you will find examples that show some of these connections

*Association of Independent Maryland Schools (AIMS) schools recognize that an understanding of the natural world and the impact humans have upon it is an educational and institutional value. Accordingly, we encourage our schools to foster and support substantive environmental education experiences for all students and to seek to model sustainable practices within our physical plant operations and our school leadership practices. August 2017*

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Photo Courtesy of Michelle Masley



Photo Courtesy of Michelle Masley

## Getting Started: New and Recertifying 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). Please note: If you are recertifying, MAEOE strongly recommends that you speak with a Green Center or Green Leader at least once during your process. Successful applicants have used a Green Center or Green Leader to review their applications or give assistance at least once.
2. Establish your school's green baseline by making a list of all green activities from the past two years, including photos. This will help you put your application together.
  - a. If this is your first certification (new school), you will need information and documentation from this school year and the previous school year (2016-2018).
  - b. If this is a recertification, you should include information and documentation from this school year and the previous school year (2016-2018). You may include information and documentation from 2014-2016.
3. Set up an electronic application to log your school's green information and documentation. Applications can be in the form of a website, Weebly, Prezi, PowerPoint, or similar method. This can be updated by the Green Team or school members as events/actions/training occur over the two-year process. [For electronic templates and example applications](#) visit the Green School Application Page on the MAEOE website.
4. Maryland Green School teachers and students **are required to input** their school's Sustainable Practices into our Metrics Collection Survey. This will allow MAEOE to quantify Maryland students' green achievements through data tracking (e.g. the number of trees planted, miles of streams cleaned, pounds of trash collected). This data can then be used to find inspiration in other school's projects and see the impact MD Green Schools have on the environment. [Please go here to enter your data.](#)
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 the benefits your school can gain from participating.](#)
6. File your Intent to Apply and pay the fee by **December 16, 2017**. The fee of \$75 must be paid to MAEOE either by check or credit card. See page 20 for more details about filing the intent to apply.

For Frequently Asked Questions about the Application please go to [FAQ's](#).

If you are considering becoming a Maryland Green School for the first time look at these resources.

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

## Application Checklist: New and Recertifying Schools

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

- \_\_\_ **Intent to Apply Fee:** Fee of \$75 must be paid to MAEOE by **December 16, 2017**. See page 20 for more details about filing the intent to apply.
- \_\_\_ **Cover Sheet:** must have an **original** signature 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 Application Page](#).
- \_\_\_ **Brief summary:** This is a one-page report describing your school's green culture and changes that the school has made to become greener. **Please submit no more than one page.** Please submit this within the main application.
- \_\_\_ **Brief top five accomplishments bullet-list:** please include one sentence for each of the accomplishments. **Please submit no more than one sentence for each bullet point.** Please submit this within the main application and in the Metrics. These will be read at the Youth Summit Awards Ceremony.
- \_\_\_ **Metrics Collection:** Enter your Sustainable Practices data into Survey Monkey [here](#).
- \_\_\_ **Documented Application Objectives:** your application will be evaluated using the rubric on the information AND documentation that your school provides for each objective. Documentation must be fully explained with appropriate captions. In your application do not forget dates and number of students involved. Examples of how you can meet the objectives are found on pages 3-11. Past applications and the rubric can be found on the Green Schools Application page at [www.maeoe.org](http://www.maeoe.org). Applications are due no later than **March 17, 2018**.



# Green School Application Objectives Checklist

This is a way to organize your school's application. This form is available online. To access it, [click here](#).

## OBJECTIVE 1: SYSTEMIC SUSTAINABILITY

### 1.1 Environmental Instruction:

| Information - Brief Description and/ or Standard | Documentation-     | Date | Numbers | Proof |
|--|--------------------|------|---------|-------|
| Pre-K  | Pre-K              |      |         |       |
| Kindergarden                                     | Kindergarden       |      |         |       |
| First Grade                                      | First Grade        |      |         |       |
| Second Grade                                     | Second Grade       |      |         |       |
| Third Grade                                      | Third Grade        |      |         |       |
| Fourth Grade                                     | Fourth Grade       |      |         |       |
| Fifth Grade                                      | Fifth Grade        |      |         |       |
|  |                    |      |         |       |
| Sixth Grade                                      | Sixth Grade        |      |         |       |
| Seventh Grade                                    | Seventh Grade      |      |         |       |
| Eight Grade                                      | Eight Grade        |      |         |       |
|  |                    |      |         |       |
| HS: Course 1: Name                               | HS: Course 1: Name |      |         |       |
| HS: Course 2: Name                               | HS: Course 2: Name |      |         |       |
| HS: Course 3: Name                               | HS: Course 3: Name |      |         |       |
| HS: Course 4: Name                               | HS: Course 4: Name |      |         |       |
|  |                    |      |         |       |
| Media  | Media              |      |         |       |
| Art  | Art                |      |         |       |
| Music  | Music              |      |         |       |
| Other  | Other              |      |         |       |

### 1.2.1 Professional Development

All staff know about Green School YES  NO

| Evidence that they know | Date |
|-------------------------|------|
|                         |      |
|                         |      |
|                         |      |

### 1.2.2 Professional Development

Percent of Staff that have Environmental Education Prof Devel. \_\_\_\_\_

Evidence of Staff Prof. Devel. For each:

| Name | Date | Evidence |
|------|------|----------|
|      |      |          |
|      |      |          |
|      |      |          |
|      |      |          |
|      |      |          |
|      |      |          |

### 1.3.1 Sustainable School: School-Wide Environmental Behavior Changes (Non-student driven)

Descriptions Documentation - Photos, certificates, or emails etc.

|  |  |
|--|--|
|  |  |
|  |  |

### 1.3.2 Sustainable School: Systemic Partnership: This partnership needs to reach beyond your individual school to the administration.

Descriptions Documentation - Photos, certificates, or emails etc.

|  |  |
|--|--|
|  |  |
|  |  |

### 1.4 Celebrations

Descriptions - Dates - Numbers Documentation - Photos, emails, Etc.

|  |  |
|--|--|
|  |  |
|  |  |



**OBJECTIVE 2: STUDENT DRIVEN SUSTAINABLE PRACTICES (4 out of 7 required, with two examples of each)**

**2.1 Water Conservation/Water Pollution Prevention**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |
|                                |                              |

**2.2 Energy**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |
|                                |                              |

**2.3 Solid Waste Reduction**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |
|                                |                              |

**2.4 Habitat Restoration**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |
|                                |                              |

**2.5 Structures for Environmental Learning**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |
|                                |                              |

**2.6 Responsible Transportation**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |
|                                |                              |

**2.7 Healthy School Environment**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |
|                                |                              |

**OBJECTIVE 3: COMMUNITY PARTNERSHIPS**

**3.1 Ongoing, sustained partnership where partners are active in the school**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |

**3.2 The same or another partner working with the school in the community**

| Descriptions - Dates - Numbers | Documentation - Photos, Etc. |
|--------------------------------|------------------------------|
|                                |                              |
|                                |                              |

**3.3 AWARDS & RECOGNITIONS**

| Descriptions - Dates | Documentation - Photos, Etc. |
|----------------------|------------------------------|
|                      |                              |
|                      |                              |



# Objective 1: Systemic Sustainability

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

## 1.1 Curriculum and Instruction: Environmental Issue Instruction

**Note:** If your school is not organized by traditional grade levels, organization must be explained in the Brief Summary and instruction must be shown for all groups of students.

Demonstrate you are using hands-on, real-world instruction on environmental issues. (see [MSDE Environmental Literacy Standards](#)). *We are supporting the integration of environmental literacy into school curriculum. We encourage you to connect environmental topics to NGSS, C3, Common Core and STEAM. This can be done by using examples found in your curriculum and documenting them in your application. [See examples and resources here.](#)*

*You MAY include connections to **NGSS, STEAM, or MSDE Environmental Literacy Standards** in this section of the application. You can create a chart if you would like, however you still must supply documentation for each activity.*

*Climate Change: Did you know that you and your students can take action to address Climate Change and other pressing environmental issues including decreasing biodiversity, nitrogen cycle, aquifer depletion, endangered species, habitat loss and more? For example, planting trees not only provides shade, habitat, and oxygen, but trees also take carbon dioxide from the atmosphere and store it for decades. You can find standards-linked lessons about climate change, workshops and more [here](#).*

*MWEEs: A MWEE or Meaningful Watershed Educational Experience is an investigative or experimental project that engages students in thinking critically about the Bay watershed. MWEEs are not intended to be quick, one-day activities; rather, they are extensive projects that allow students to gain a deep understanding of the issue or topic being presented. Students participate in background research, hands-on activities and reflection periods that are appropriate for their ages and grade levels. You can find more information about MWEEs [here](#).*

**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 (can be non-science subjects, but can also be multiple science subjects, for example chemistry and biology) 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 (all students receive environmental instruction)  
HS- Instruction in at least 4 subject areas (all students receive environmental instruction) You must demonstrate that all students will receive environmental instruction at some point in their time at high school in biology or other courses (four subject areas). Reviewers want to see that all students receive environmental instruction.

**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.) For example, having your students conduct an investigation on their school grounds that would support a MWEE. Using their findings, have the

students write a short story or poem about their experience.

- Using schoolyard, community, or field trip locations for outdoor education integrated into the curriculum
- Incorporating outdoors in artwork or music education
- Activities that connect pressing environmental topics such as climate change, decreasing biodiversity, nitrogen cycle and other issues within your curriculum. For example, students learn that planting trees not only provides shade, habitat, and oxygen, but trees also take carbon dioxide from the atmosphere and store it for decades.

**Ideas for Documentation:** (NOTE: ALL documentation should be captioned with text explaining the grade level/subject area and an explanation of the activity that describes how students are using the environment as a context for learning.!)

- student work
- photos of students engaged in environmental learning
- student reflections

## 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 AND that all school knows about the MAEOE Maryland Green School process](#)

- Required:**
- 1.2.1 All staff and is aware of the Green School application process
  - 1.2.2 At least 10% of teachers have participated in EE PD (for new schools), continue commitment to EE PD (for recertifying schools)
- Optional:**
- 1.2.3 Additional Professional Development

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

- Acceptable:**
- 1.2.1: All Staff and School Know
  - 1.2.2.: 10% of teachers have EE PD
  - 1.2.3 One example (*Optional*)
- Good:**
- 1.2.1: 2-3 Staff Meetings
  - 1.2.2.: 20% of teachers have EE PD
  - 1.2.3 Two-Four examples (*Optional*)
- Excellent:**
- 1.2.1: 3+ Staff Meetings
  - 1.2.2.: 30% of teachers have EE PD
  - 1.2.3 More than 4 examples (*Optional*)

### Examples:

- 1.2.1 All staff and school is aware of the Green School application process
  - Staff meeting agenda includes Green School application update
  - Whole staff presentation on Maryland Green Schools Program provided by a Green Center/Green Leader
  - Collaborative lesson planning involving environmental/Green School components
  - Principal, teachers, students or Green Leaders present at PTA meetings

1.2.2 At least 10% of teachers have participated in Environmental Education PD within the last 4 years. All schools (new AND recertifying) can use Professional Development from the past 4 years.

- o Staff member(s) attend(s) MAEOE conference
- o 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
- 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) \*\*Consider speaking with your Green Leader to see if this is a possibility for them\*\*
- o Environmental Education focused webinars
- o Climate change solutions (e.g. MADE CLEAR Academy)

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 Environmental education professional development course (e.g. Project WET, Chesapeake Classrooms, POW!, Master Naturalist, Project Learning Tree, Food, Land and People, Chesapeake Bay Foundation Professional Development, etc.)
- o MAEOE Environmental Educator Certification

**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 Sustainable Schools

These objective pieces demonstrate your school's goal to being sustainable.

**Required:** 1.3.1 School Wide Environmental Behavior Change  
1.3.2 Systemic Partnership

**Acceptable:** 1.3.1: One Example  
1.3.2: One Example

**Good:** 1.3.1: Two-three examples  
1.3.2: Two-three examples

**Excellent:** 1.3.1: Four or more examples  
1.3.2: Four or more examples



### 1.3.1 School-Wide Environmental Behavior Changes

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

These examples are non-student driven sustainability practices. 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
- Two-sided copying
- 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 (NOTE: ALL documentation should be captioned with text explaining the grade level/subject area and any necessary explanation of the activity!):**

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

### 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:**

- Food and Nutrition Services
- Health Education
- Health Services
- Physical Facilities
- School System Outdoor Education Department

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

- Application to install a garden/outdoor classroom/bluebird house/etc
- Letter from Food and Nutrition Services about the farm to school program in the cafeteria
- Solid waste reduction plan from central office
- Letter from county science specialist offering materials for lessons

## 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.

**Acceptable:** One school wide event

**Good:** Annual/Multiple Events

**Excellent:** Community outreach component with annual/multiple events

### 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)
- USGBC Green Apple Day of Service <http://www.mygreenapple.org/>

**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



Principal Brandt (@MSD\_Principal) · October 2, 2015  
Walking to school! #WalkToSchoolDay

Principal Brandt (@MSD\_Principal) · October 2, 2015  
Happy walk to school day! Today we celebrate the hundreds of students who have participated each day in WTS!

**International Walk to School Day -- Annual**  
Every October, our entire school community celebrates Walk to School Day. More than half of our students walk to school every day and this is an opportunity for us to recognize how important this is for the health of our students and the environment. In 2015, the Mayor and County Council members joined us! Shown are Principal Brandt's tweets from 2015.

1.4 Celebration 28

## Objective 2: Student-driven Sustainability Practices

In this section, you are documenting student actions, you will demonstrate that students are planning, implementing, and leading environmental practices. If your school has implemented a MWEE, these are the stewardship and civic action steps of the MWEE in which the students have been involved.

**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. (Pertinent information about students' abilities should be included in the Brief Summary.) 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 (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 sustainability practices
  - photos of students designing a sustainability practice (e.g., drawing the design for an outdoor classroom that they later help build)
  - photos of students working to build a sustainability practice (e.g., installing a rain barrel, painting bird boxes, creating energy saving posters)
  - photos of students engaged in a sustainability practice activity (e.g., picking up litter, writing letters to administration or political representatives)
  - photos of students maintaining a sustainability practice (e.g., weeding and watering a habitat garden)
  - 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)

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 impact their documentation quality 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!
- These are student actions not adult sustainable actions. Adult sustainable actions can be documented in section 1.3.1

**Eco-Schools USA:** In order to receive the Silver Award, a school must complete two of the Eco-School pathways. To receive the Bronze Award, a school needs to complete one pathway.

Eco-Schools pathways align with the MAEOE Sustainable Practices. Please go to [NWF Eco-Schools USA](#) for more information.

## 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 by using watering cans to water flowers
- 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 (stream restoration)
- Students stencil storm drains to prevent polluted water from reaching the streams
- Students take a walking tour of their watershed from storm drains to stream bed
- Students plan and create no-mow zones with identifying signage (so it will not be mowed accidentally)

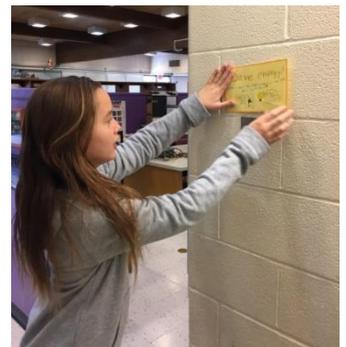
## 2.2. Energy Conservation

**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 Eco-Flag Award

### Examples:

- Students label the light switches throughout the school with signs or switch-plates encouraging energy conservation and reducing our impact on climate change
- 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 “energy stars” to classrooms that turnoff lights or electronics
- 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, batteries, 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 create their own recycled paper
- Students run a reusable water bottle campaign, encouraging other students to use water fountains and reusable water bottles instead of store bought plastic bottles
- Students create and/or run a school ReStore for unused school supplies

### 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
- Students create and utilize a five-senses garden

## 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 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 to reduce their carbon footprint and get to know local ecosystems, emphasizing the effects on climate change
- 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 "Recycling Olympics" or "Green Run" to encourage exercise and activity while incorporating environmental action.
- Students organize a community clean-up



## 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:** One sustained partnership where the partner is active in the school **AND** one sustained partnership where the school is active in the community (Can be the same partner organization or a different one). Photo documentation is strongly encouraged.

#### 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

#### 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 (eg. 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 are 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 (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 (NOTE: ALL documentation should be captioned with text explaining the grade level/subject area and any necessary explanation of the activity!):**

- 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)

**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. Each activity should include at least one piece of documentation. (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, Healthy School Award)
- Specific Students recognized for Green efforts through scholarships, conferences, science fairs and more

**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 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 with this application you are documenting all of the work and activities that you are doing throughout your school and school community. You must document EVERYTHING that you say in your application. Applications are reviewed by professionals who do not know your school, they will follow a rubric and will only have the information that you provide.**

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>○ Make sure that everything you say is backed up by documentation!</li> <li>○ <b>Caption</b> 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>○ 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>○ Include students in gathering documentation and organizing it in your application</li> </ul> | <ul style="list-style-type: none"> <li>○ Include any information without documenting it</li> <li>○ Include uncaptioned documentation</li> <li>○ Include lesson plans for an objective without other documentation (<b>ONLY</b> 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>○ 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> |

## IMPORTANT FILING INFORMATION AND DATES FOR 2016/17

### Maryland Green School Application Dates:

- Application fee of \$75 must be paid to MAEOE by **December 16, 2017**. [Click here for the intent to apply form.](#)
  - Schools that applied in Spring 2017 and are resubmitting in the 2017/2018 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.
- Electronic applications are required. Online (web) applications are preferred. See the MAEOE website for [examples](#) and templates.
- **Send all electronic applications to [applications@maeoe.org](mailto:applications@maeoe.org). The Application's Cover Sheet should be sent separately. The Application's One Page Summary and Top 5 should be included in the main application.** Please send to [applications@maeoe.org](mailto:applications@maeoe.org) or MAEOE, 10015 Old Columbia Rd, Columbia, MD 21046.
- **Due Date:** Electronic applications and hand-delivered applications are due to MAEOE by **March 17, 2018**. **Please note, that March 17<sup>th</sup> is a Saturday and the office will not be opened if hand delivering your application.** PowerPoint applications (saved on discs or USB Drives) that are being mailed to MAEOE must be postmarked by **March 15, 2018**. Applications received after March 17, 2018 and mailed applications postmarked after March 15, 2018, are not guaranteed review.
- Please contact your local Green Center or Green Leader with application questions.
- You will receive a confirmation email by no later than two weeks after you submit your application. Because of the number of applications we receive on the due date you are not guaranteed a confirmation until April 6. 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, **Thursday, May 31, 2018**, 9am – 2pm. Information about previous Maryland Green School Youth Summits can be found [here](#).

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.