

Green Schools Recognition Program

2019-2020 Rubric

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- I. School Grounds Enhancement**
 - II. School Sustainability**
 - III. Health and Well-Being**
 - IV. Curriculum Integration**
 - V. Community Involvement**
 - VI. School-Wide Culture**

FLORIDA ATLANTIC UNIVERSITY
GREEN SCHOOLS RECOGNITION PROGRAM

A program of FAU Pine Jog Environmental Education Center, in collaboration with the School District of Palm Beach County and the Martin County School District

Green Schools Recognition Program 2019-20 Rubric Overview

Category	Possible Points	Indicators			
School Grounds Enhancement	12	Outdoor Learning Spaces (6 pts)		Habitat Improvement (6 pts)	
School Sustainability	22	Energy (6 pts)	Solid Waste (6 pts)	Water (6 pts)	Transportation (4 pts)
Health and Well-being	10	Healthy Food & Garden Initiatives (6 pts)		Physical Fitness & Well-being (4 pts)	
Curriculum Integration	20	Interdisciplinary Approach (8 pts)	Environmental Topics/Issues (8 pts)	Field Experiences (4 pts)	
Community Involvement	16	Student Leadership (4 pts)	Community Service & Service Learning Projects (6 pts)	Community Partnerships in School Activities (6 pts)	
School-Wide Culture	20	School Events & Fundraising (6 pts)	Professional Development (4 pts)	Administrative Policies & Planning (6 pts)	Sharing Success & Lessons Learned (4 pts)
	4 Bonus	Green Schools Judges may award up to a total of 4 bonus points for innovative approaches to green initiatives. Judges may award all points for one particular category/indicator or distribute points across multiple indicators.			
TOTAL	104				

I. SCHOOL GROUNDS ENHANCEMENT (12 points max.)

A. OUTDOOR LEARNING SPACES (6 points max.)

School designates and uses spaces on or near school grounds to foster outdoor learning for all students.

➤ **Outdoor learning spaces (2 points max):**

1 point	2 points
1-2 spaces established for outdoor learning	3 or more spaces established for outdoor learning

Examples of Spaces:

- Courtyard, open field, or other outdoor area maintained by school.
- Neighborhood parks, lots, greenways in immediate vicinity of school.
- School gardens (Vegetable, Butterfly/Pollinator, Native Plant, Tranquility, etc.)
- Community gardens in immediate vicinity of school.
- School structures (Chickee Hut, Outdoor Pavilion, etc.)
- School trails (Nature, Fitness, etc.)

➤ **Student use of outdoor learning spaces (4 points max):**

1 point	2 points	3 points	4 points
1-3 classes occasionally go outside for learning activities.	4 or more classes go outside several times throughout the year for learning activities.	Classes from multiple grade levels/disciplines regularly use established outdoor spaces (i.e. – every month, week, etc.) for learning about natural world.	Many classes from multiple grade levels/disciplines regularly use established outdoor spaces (i.e. – every month, week) for learning about natural world. Administration leads strategic, ongoing, whole-school effort to use outdoor spaces to maximum advantage for learning for all students.

Examples of learning activities for student use:

Reading/writing; art; science labs; observation/nature study; wildlife surveys, data collection & field studies.

B. HABITAT IMPROVEMENT (6 points max.)

School works to improve native habitat on or near campus to engage students, staff and community as stewards of their environment.

➤ **Projects or areas where native habitat is improved (3 points max):**

1 point	2-3 points
1 project/area that supports native plants, wildlife and/or improves the natural environment on/near school grounds	2 or more projects/areas that support native plants, wildlife and/or improve the natural environment on or near the school grounds. Higher points should be awarded for projects that are more significant in scope and/or are tied to larger environmental or habitat efforts.

Examples of projects/areas:

Native plantings in courtyard; shelters or nest boxes for birds or other wildlife; butterfly gardens, native habitat gardens, natural area restoration, etc.

➤ **Engagement of students & school community in stewardship of these projects/areas (3 points max):**

1 point	2 points	3 points
A few (1-2) classes or a student club participate in an activity to improve natural environment on/near campus.	Classes/student clubs are actively involved in ongoing improvement and maintenance of natural environment on/near campus.	Strategic effort to involve whole school community (students, staff, families and community partners) in the ongoing improvement and maintenance of natural environment on/near campus, with students taking leadership roles .


Examples of student involvement:

Students/student clubs regularly conduct litter patrols, plant native plants, restore native gardens, provide habitat for campus wildlife, lead community work days, etc. School involves facilities and/or maintenance staff to establish environmentally friendly and sustainable management practices for the grounds.

II. SCHOOL SUSTAINABILITY (22 points max.)

A. ENERGY (6 points max)

Students, teachers, staff, and administration work together to implement initiatives that promote energy conservation.

1 point	3 points	5 points	6 points
<p>A few classes (1-2) or a student club implement a <u>one-time lesson or initiative</u> to promote energy conservation.</p>	<p>School implements <u>multiple lessons and/or initiatives</u> to promote energy conservation.</p> <p>Students may have <u>classroom leadership roles</u> in energy conservation efforts.</p> <p>A one-time contest or campaign may involve the whole school.</p>	<p>School implements <u>multiple lessons and/or initiatives</u> on an <u>ongoing, school-wide basis</u>.</p> <p><u>Administration implements school-wide policies</u> to conserve energy.</p> <p><u>Students take lead</u> in <u>school-wide</u> energy conservation efforts. <u>Student-generated ideas</u> to save energy are encouraged and used by school.</p> <p>Efforts involve and are shared with <u>entire school community</u>.</p>	<p>School meets characteristics of previous level, plus:</p> <p> Changes in school energy use and associated cost savings are <u>benchmarked with data, analyzed, and documented by students and staff</u> and are reported to the school community.</p>


Examples: Light switch reminders, classroom/school energy audits, classroom energy conservation checklists, designated classroom student energy monitors, lights-out poster campaigns, renewable energy projects and competitions, school-wide energy challenges.



Note: Green apple indicates that school must provide documentation of data analysis in benchmarking these efforts.

B. SOLID WASTE (6 points max)

Students, teachers, staff, and administration work together to implement initiatives that promote solid waste reduction (first reduce, then reuse, & last recycle).

1 point	3 points	5 points	6 points
<p>A few classes (1-2) or a student club implement a <u>one-time lesson or initiative</u> to promote solid waste reduction.</p>	<p>School implements <u>multiple lessons and/or initiatives</u> to promote solid waste reduction.</p> <p>Students may have <u>classroom leadership roles</u> in solid waste reduction efforts.</p> <p>A one-time contest or campaign may involve the whole school.</p>	<p>School implements multiple lessons and/or initiatives to promote solid waste reduction on an <u>ongoing, school-wide basis</u>.</p> <p><u>Administration implements school-wide policies</u> to reduce waste across all areas.</p> <p><u>Students take lead in school-wide</u> solid waste reduction efforts. <u>Student-generated ideas</u> to reduce waste are encouraged and used by school.</p> <p>Efforts involve and are shared with <u>entire school community</u>.</p>	<p>School meets characteristics of previous level, plus:</p> <p> Percentage of solid waste diverted from landfill or incineration due to efforts to reduce, reuse, recycle, and/or compost is <u>benchmarked with data, analyzed, and documented</u> by students and staff and reported to the school community.</p>


Examples: Reuse art and design projects; “Zero Waste” lunch days; classroom/club “Trash on Your Back” challenges; lunchroom sharing tables; composting of garden/lunchroom scraps; reuse exchanges for gently used school supplies, school uniforms, or other community needs; recycling initiatives for paper, plastic, glass, textiles, and other materials; classroom/home/school waste audits; installation and use of water bottle refill stations.



Note: Green apple indicates that school must provide documentation of data analysis in benchmarking these efforts.

C. WATER (6 points max)

Students, teachers, staff, and administration work together to implement initiatives that promote water conservation.

1 point	3 points	5 points	6 points
<p>A few classes (1-2) or a student club implement a <u>one-time lesson or initiative</u> to promote water conservation.</p>	<p>School implements <u>multiple lessons and/or initiatives</u> to promote water conservation.</p> <p>Students may have <u>classroom leadership roles</u> in water conservation efforts.</p> <p>A one-time contest or campaign may involve the whole school.</p>	<p>School implements multiple lessons and/or initiatives to promote water conservation on an <u>ongoing, school-wide basis</u>.</p> <p><u>Administration implements school-wide policies</u> to conserve water.</p> <p><u>Students take lead in school-wide</u> water conservation efforts. <u>Student-generated ideas</u> to conserve water are encouraged and used by school.</p> <p>Efforts involve and are shared with <u>entire school community</u>.</p>	<p>School meets characteristics of previous level, plus:</p> <p> Changes in school water use and conservation efforts are <u>benchmarked with data, analyzed, and documented by students and staff and reported to the school community.</u></p>


Examples: Lessons about water cycle/where water comes from; classroom/home/school water audits; “Stop the Drop” signage at fountains, sinks, restrooms; school-wide “Water Awareness Festival”



Note: Green apple indicates that school must provide documentation of data analysis in benchmarking these efforts.

D. TRANSPORTATION (4 points max)

Students, teachers, staff, and administration work together to implement initiatives that reduce vehicle emissions and promote alternative “green” transportation (walking, biking, carpooling, public transit).

1 point	2 points	3 points	4 points
<p>A few classes (1-2) or a student club implement a one-time lesson or initiative to promote green transportation.</p>	<p>School implements multiple lessons and/or initiatives to promote green transportation.</p> <p>A one-time contest or campaign may involve the whole school.</p>	<p>School implements multiple lessons and/or initiatives to promote green transportation on an ongoing, school-wide basis.</p> <p>Administration implements school-wide policies to promote green transportation alternatives.</p> <p>Students take leadership roles in green transportation efforts.</p> <p>Student-generated ideas to reduce car emissions and promote alternative transportation are encouraged and used by school.</p> <p>Efforts involve and are shared with entire school community.</p>	<p>School meets characteristics of previous level, plus:</p> <p> School efforts to reduce emissions through ongoing alternative transportation campaigns are benchmarked by data, analyzed, and documented by students and staff and reported to the school community.</p>

Examples: Carpooling programs, “no idle” campaigns, bike/walk to school programs involving both students and staff, school transportation audits.



Note: Green apple indicates that school must provide documentation of data analysis in benchmarking these efforts.

III. HEALTH AND WELL-BEING (10 points max.)

A. HEALTHY FOOD & GARDEN INITIATIVES (6 points max)

School promotes and models healthy, sustainable food choices through curriculum, programs, and hands-on food gardening activities.

➤ **School food garden projects (3 points max):**

1 point	2-3 points
1-2 small-scale food garden projects	<p>An established or larger-scale food garden project with more than 2 components</p> <p>Higher points should be awarded for projects that are more significant in size, scope, longevity and/or diversity of components.</p>

Examples of small-scale food garden projects: Container gardens, herb gardens, single-unit tower garden, etc.

Examples of larger-scale food garden projects: Multiple raised beds, extensive use of container gardens, in-ground gardens with multiple features, multi-unit hydroponic/tower gardens, aquaponic garden system, etc.

➤ **Engagement of students and school community in healthy food, nutrition, and/or garden projects and initiatives (3 points max):**

1 point	2 points	3 points
<p>A few (1-2) classes or a student club participate in lessons or activities that promote hands-on learning about healthy foods, nutrition, and/or food gardening.</p>	<p>Multiple classes, grade levels, and or student groups participate in lessons, programs or initiatives throughout the year that promote hands-on learning about healthy foods, nutrition, and/or food gardening.</p> <p>Students are actively involved in regular maintenance of garden projects.</p>	<p>Strategic effort to involve all students and school community (staff, families and community partners) in ongoing initiatives that promote hands-on learning about healthy foods, nutrition, and/or food gardening.</p> <p>Students take leadership roles in regular maintenance of garden projects.</p>

Examples:

- Teaching units and activities focused on nutrition and healthy eating (ex. “eat a rainbow”)
- Students participate in growing food gardens: researching, planting, tending, and harvesting vegetables, fruits, herbs.
- School works with food service staff to offer fresh produce grown in school grounds or in local community.
- School establishes “healthy cooking club” or promotes education about healthy, local, sustainable foods in culinary arts program.
- Administration provides healthy options in school vending machines.
- School involves families in garden and/or shares school garden produce with families and wider community.

B. PHYSICAL FITNESS AND WELL-BEING (4 points max)

School promotes physical fitness and overall health and well-being of students, teachers, staff, and families through school-wide programs and practices.

1 point	2 points	3 points	4 points
School implements 1-2 activities/events/programs that promote physical fitness and/or well-being of students and/or staff.	School implements several (3-4) activities/events/programs throughout the year that promote physical fitness and/or well-being of students and staff.	School implements multiple (5+) activities/events/programs throughout the year that promote physical fitness and/or well-being of students and staff.	School implements multiple ongoing, school-wide programs and policies to promote physical fitness and well-being for all students, staff, families, and community. School fitness and wellness initiatives include outreach to engage families and wider community .

Examples:

School implements extra P.E. classes; sports and outdoor activity clubs, participates in activities and fundraisers that promote health and physical fitness (ex. "Jump Rope for Heart," school-wide field days, dance marathons, 5-K races, etc.).

Note: Schools should indicate how activities and initiatives both meet and exceed established district, state, or federal physical education requirements.

Practices and policies to improve student and staff health may include efforts to improve indoor air quality (reduce dust, eliminate air fresheners and aerosol sprays, etc.) and purchase/use non-toxic, hypoallergenic, environmentally friendly cleaning and personal care products.

School efforts to promote student & staff health also include initiatives focused on improved social & emotional well-being and psychological health.

IV. CURRICULUM INTEGRATION (20 points max.)

A. INTERDISCIPLINARY APPROACH (8 points max)

Schools integrate environmental themes, lessons, activities and projects in all subject areas and collaborate across disciplines to meet curriculum standards and school learning goals.

2 points	4 points	6 points	8 points
Environmental lessons and activities are primarily limited to one subject area (e.g., science) in at least one grade level or in an afterschool program.	Environmental lessons and activities are integrated in more than one subject area at more than one grade level to meet curriculum goals (e.g., science and language arts).	Environmental lessons and activities are integrated in multiple subject areas at multiple grade levels to meet curriculum goals (e.g., science, language arts, math, social studies, visual arts, etc.). In at least one grade level, teachers of different subjects collaborate on an interdisciplinary environmental project or unit.	Environmental lessons and activities are regularly integrated in multiple subject areas at multiple grade levels to meet curriculum goals (e.g., science, language arts, math, social studies, visual arts, etc.). In more than one grade level, teachers of different subjects collaborate on interdisciplinary environmental projects or units. Interdisciplinary environmental projects/units are common .

Examples:

- Language arts incorporates environmental-themed readings or nature observation journals; art classes use recycled/upcycled materials to create ocean-themed murals that bring attention to plastics pollution.
- Teachers at one grade level collaborate to design a six-week interdisciplinary unit on Florida habitats.
- Teachers collaborate to design an interdisciplinary project for each grade level to be showcased at a school-wide environmental open house.

B. ENVIRONMENTAL TOPICS/ ISSUES (8 points max)

Students study current environmental topics/issues and explore possible solutions using a problem-solving, community-oriented approach.

Note: While topics/issues may range from local to global, special emphasis should be placed on those related to local ecosystems and communities.

2 points	4 points	6 points	8 points
<p>Teachers <u>occasionally</u> incorporate lessons on environmental topics/issues.</p> <p>Lessons tend to <u>focus only on increasing student awareness</u> without fostering problem-solving or action.</p>	<p>Teachers <u>often</u> incorporate lessons on environmental topics/issues.</p> <p>Some lessons are <u>student-centered</u> (allow students to make connections with daily lives and communities).</p>	<p>Teachers <u>from multiple grade levels</u> incorporate lessons on environmental topics/issues.</p> <p>Students can explain how they impact an issue and how it impacts them.</p> <p>Lessons foster <u>critical thinking and problem-solving skills,</u> encouraging students to propose solutions based on their learning.</p>	<p>School-wide culture <u>encourages students to take the lead</u> on identifying, studying, and proposing solutions to environmental issues.</p> <p>Students have opportunities to <u>communicate to the local community</u> (families, the public) about environmental issues and possible solutions.</p>

Examples:

- **Topic:** Students learn about the Everglades.
- **Issue:** Students learn about the challenges of providing water to all humans and wildlife that depend on the Everglades.
- **Student-centered activity:** Students learn about where their water comes from and survey all of the ways they and their families use water.
- **Student problem-solving:** Students research Everglades water issues and devise solutions to ensure water for all.
- **Student action and communication:** Students research the ways we use water in our communities, investigate issues about water use, and create posters, art projects, letters, or public service announcements to share what they have learned with their school, families, and community.

C. FIELD EXPERIENCES (4 points max)

Students learn about their local natural environments through guided first-hand observation and investigation.

1 point	2 points	3 points	4 points
Classes from <u>at least one grade level</u> participate in <u>at least one</u> guided first-hand experience of a local natural environment.	<p><u>Classes/students from multiple grade levels</u> use local natural environments for first-hand observations and/or field investigations.</p> <p><u>Some students can demonstrate specific knowledge</u> of local environments through grade-appropriate projects or presentations.</p>	<p><u>Classes/students from multiple grade levels</u> use local natural environments for first-hand observations and/or field investigations, <u>some on a regular basis.</u></p> <p><u>Many students can demonstrate specific knowledge</u> of local environments through grade-appropriate projects or presentations.</p> <p><u>Some classes collect/analyze data</u> in natural settings outside the classroom.</p>	<p><u>School-wide, classes frequently</u> use local natural environments for first-hand observations and field investigations, both on and off the school grounds.</p> <p>Many students study at least one nearby location in <u>significant depth.</u></p> <p><u>Classes often collect/analyze data</u> in a natural settings outside the classroom.</p> <p>Some field studies may <u>contribute to larger, ongoing citizen science projects.</u></p>

Note: Field experiences are *outdoor* experiences (in the “field”). Schools are encouraged to visit local environmental education providers (nature centers, natural areas, aquariums, gardens, wildlife centers, etc.) to provide students with first-hand experiences of natural South Florida ecosystems, but field experiences may also occur in outdoor settings on or near campus.

Examples:

Students visit natural areas (off or on school grounds) to experience local ecosystems and habitats first hand: make nature observations; study natural cycles over time; conduct bird counts or other plant/wildlife surveys; collect and study local fauna using bug nets, dip nets, or seine nets (with certified guide); conduct water quality studies.

V. COMMUNITY INVOLVEMENT (16 points max.)

A. STUDENT LEADERSHIP IN SCHOOL COMMUNITY (4 points max)

Students model and practice successful collaboration, partnership, and leadership skills within the school community to advance green initiatives.

1 point	2 points	3 points	4 points
<p>A few classes (1-2) implement green projects or units of study that involve development of peer relationship skills (kids working with kids).</p>	<p>School meets characteristics of previous level, plus:</p> <p>Students from different classes/grade levels work with each other on collaborative, hands-on green projects (kids teaching kids).</p>	<p>School meets characteristics of previous levels, plus:</p> <p>Students and student groups are supported in taking leadership roles in green school activities (kids leading kids).</p> <p>Students are represented on the school Green Team.</p>	<p>School meets characteristics of previous levels, plus:</p> <p>Students routinely work with adult decision-makers in their schools to implement green school initiatives (kids leading school).</p> <p><u>Elementary schools:</u> Students are active participants on school Green Team.</p> <p><u>Secondary schools:</u> Students take leadership roles on school Green Team.</p>

Examples:

- **Kids working with kids:** Student classwork includes working in pairs or groups to research, design and deliver a poster presentation about a Florida endangered species.
- **Kids teaching kids:** 4th graders teach 1st graders about larval and host species of butterflies in school garden.
- **Kids leading kids:** Each class or grade selects a green student ambassador to lead classroom efforts and/or represent them on school-wide Green Team.
- **Kids leading school:** Student Ambassadors or student-led Green Club organizes school-wide campaign to conserve water/energy, increase recycling in cafeteria, etc.

B. COMMUNITY SERVICE & SERVICE LEARNING PROJECTS (6 points max)

Students participate in green community service and service learning projects that directly benefit the wider community.

1 point	2 points	4 points	6 points
<p><u>A few classes or a student group</u> participates in green community service projects <u>once or twice a year.</u></p>	<p>Classes/student groups participate in <u>multiple green community service</u> projects <u>throughout the year.</u></p>	<p>Classes/student groups participate in multiple green community service projects throughout the year, <u>working with some community partners on an ongoing basis (more than once).</u></p> <p><u>Some classes</u> use community service as an educational strategy to <u>meet learning goals.</u></p>	<p>Classes/student groups participate in multiple green community service projects throughout the year, <u>working with some community partners on a regular basis (monthly, weekly, etc.).</u></p> <p>Student/class projects are <u>often examples of green service learning,</u> allowing students to <u>meet curriculum goals through real-world, problem-solving projects that benefit the community and environment.</u></p>

Definitions of “Environmental Community Service” and “Environmental Service Learning”:

- **Environmental community service:** Environmentally focused projects and activities that engage students in addressing the needs of their community, but do not necessarily include a learning component.
 - **Example:** Students collect trash and recyclables at a local park or beach twice a year.
- **Environmental service learning:** Environmentally focused projects that involve students in researching and implementing solutions to real needs in their community as part of their class curriculum.
 - **Example:** Students research local threatened or endangered species and their habitat needs and work with a local environmental group to construct and monitor nest boxes, burrows, etc. to support their population.

Source: Adapted from KIDS Consortium, 2009, www.kidsconsortium.org

C. COMMUNITY PARTNERSHIPS IN SCHOOL ACTIVITIES (6 points max)

Non-school community members such as non-profits, environmental learning centers, government agencies, and other civic/community groups work with students and teachers to provide education, expertise, project guidance, learning resources, and/or financial support to advance school's green initiatives.

1 point	2 points	4 points	6 points
<p>Community involvement consists mostly of <u>occasional guest speakers</u> from environmental organizations and agencies.</p>	<p>In addition to guest speakers: <u>Several community partners work directly with students and teachers</u> to support green learning and initiatives.</p> <p>Some student learning may involve working with community members not traditionally seen as "teachers."</p>	<p><u>Multiple community partners</u> work with students, teachers, administration and staff to support green learning and initiatives <u>at many levels</u>.</p> <p>Some <u>ongoing</u> community partnerships may exist to assist school with green initiatives year-to-year.</p>	<p>Working with members of local community is an <u>integral part of the school's educational approach</u>:</p> <ul style="list-style-type: none"> • School works with <u>many community partners</u> to support green initiatives. • Community-donated time and materials for green school projects are measured and increasing. • Multi-year plans and agreements may exist between school and local community-based organizations. • Representatives from community serve on school Green Team.

Examples:

- Speakers from various local environmental organizations/agencies visit school to present programs to students.
- School works with local USGBC partner to implement Green Apple Day of Service at school site.
- Representative from local native plant nursery visits school to help students research and plant a native pollinator garden.
- Local Audubon society helps student Green Club develop native bird habitat and/or monitor bird species on school grounds.

VI. SCHOOL-WIDE CULTURE (20 points max.)

A. SCHOOL EVENTS & FUNDRAISING (6 points max)

School fundraisers and events raise community awareness about environmental sustainability and healthy living by modeling green practices, supporting green initiatives, and/or by focusing on environmental themes.

1 point	2 points	4 points	6 points
School has <u>“greened” at least one existing event or fundraiser</u> by making it more environmentally sustainable.	School “greens” <u>at least one</u> existing event or fundraiser <u>AND</u> implements <u>at least one</u> environmentally focused event or a fundraiser to directly support green initiatives.	School “greens” <u>more than one</u> event or fundraiser <u>AND</u> implements <u>more than one</u> environmentally focused event and/or fundraiser to directly support green initiatives. School can document that it is considering how to adopt green policies and practices for all fundraisers and events.	School administration and PTA/PTO adopt and implement policy that <u>ALL school events and fundraisers</u> strive to incorporate environmentally sustainable philosophies and practices. Environmentally focused school events include <u>at least one community event</u> to educate parents and larger community about environmental issues and sustainable practices.

Examples of ways to “green” events (sports events, parent nights, dances, award ceremonies, science fair, graduations, etc.):

- Provide easy access to recycling bins.
- Provide healthy snack/concessions options.
- Reduce paper use by providing half-page, two-sided, or digital fliers, agendas, registrations, etc.
- Provide water refill stations and encourage use of reusable water bottles.
- Choose decorations made from reused/recycled materials or that can be re-used for multiple events/fundraisers (no one-time use).
- Avoid balloons!

Examples of ways to “green” fundraisers: Host walk, jump, or dance-a-thons that promote physical fitness; make registration/sales online; avoid sales of candy, sweets, and disposable, one-time-use items; sell healthy foods, school garden produce, native plants, recycled/reusable items that promote sustainability (ex. reusable shopping bags).

Examples of environmentally focused events: School-wide celebrations of Earth Day, Arbor Day, Water Festival, Migration Festival, Everglades Festival, etc.; Environmental Science Fair; “Green” Olympics/Field Day; Re-use Book-Fair.

B. PROFESSIONAL DEVELOPMENT (4 points max)

Teachers, staff, and administration use professional development that supports green curriculum and initiatives as a way to build Green School capacity.

1 point	2 points	3 points	4 points
<p>A few teachers voluntarily take part in at least one green professional development opportunity.</p>	<p>Teachers/staff members participate in more than one green professional development opportunity during the year.</p> <p>Participants can document implementation of at least one training with students or in school operations.</p>	<p>Multiple staff and/or teachers of various grade levels/disciplines participate in green professional development opportunities throughout the year.</p> <p>Participants can document implementation of more than one training with students or in school operations.</p> <p>Administration actively encourages and enables teachers and staff to participate in green p.d. opportunities.</p>	<p>Professional development to support green curriculum and initiatives is provided to multiple teachers/staff and coordinated at the whole school level.</p> <p>School can document implementation of training(s) with students or in school operations.</p> <p>Administration provides teachers/ staff with substantial planning time and skills training on topics or strategies that will enhance Green School goals.</p>

Examples of “green” professional development opportunities:

Workshops and conferences focused on environmental education, ecological literacy and school/community sustainability for teachers, administration, and staff (including facilities and food service staff), such as:

- Workshops offered by FAU Pine Jog’s Green Schools Recognition Program, Learn Green Institute, and Everglades Literacy Initiatives
- Workshops for certification in Project Learning Tree (PLT), Project WILD, Flying WILD, Schoolyard Wildlife, etc.
- Other in-person workshops and online webinars focused on sustainability, climate change, environmental justice initiatives, etc.
- Attendance at local, state, and/or national conferences, including LEEF (League of Environmental Educators of Florida), NAAEE (North American Association of Environmental Educators), and national Green Schools Conference and Expo.

Examples of administrative support: Administration distributes emails regarding green P.D. opportunities and encourages staff to attend; administration dedicates part of a P.D. day for teachers/staff to share green P.D. resources with other faculty and staff members; administration provides teachers/staff with planning time to support participation and implementation of green P.D.; administration hosts an on-site, school-wide training on environmental topics/resources for teachers at every grade level.

Examples of documentation: Registration confirmations, workshop agendas, photos of lesson/activity implementation with students.

C. ADMINISTRATIVE POLICIES & PLANNING (6 points max)

Green School goals and initiatives are systematically included as core components of administrative policy and school planning efforts.

➤ **Administrative policies (2 points max):**

1 point	2 points
Administration supports some school-wide policies to improve school sustainability and promote green curriculum and initiatives.	Administration implements and leads multiple school-wide policies and initiatives to improve school sustainability and promote green curriculum and initiatives.

Examples: Administration establishes school-wide sustainability policies (energy, solid waste, water, transportation); provides on-site, whole-school curriculum training; includes green initiatives/plans in spring budget for following year.

➤ **School planning efforts (4 points max):**

1 point	2 points	3 points	4 points
Green School activities are planned by one or two teachers .	School has an established “Green Team” of more than two people that represents various members of the school community. Team meets periodically (3-4 times throughout the year) to develop and implement Green School goals.	Green School goals are developed and implemented by a “Green Team” that represents the whole school community : teachers, students, administrators, staff, SAC members, parents, and community representatives. School can document that Green Team meets regularly (monthly, weekly, etc.) to coordinate the systematic planning and implementation of ongoing and new Green School activities.	Planning efforts include and go beyond regular Green Team meetings and activities to include, for example: <ul style="list-style-type: none"> • SAC and/or faculty meetings include Green School updates as a standing agenda item. • School planning documents include being a Green School and address Green School goals as a core component. • School Improvement Plan identifies areas for Green School improvement and includes measurable, realistic and exciting Green School objectives for improvement. • Several-year plan exists (and is regularly updated) to implement ongoing Green School initiatives.

Examples of documentation: Meeting sign-in sheets, agendas, minutes, emails, excerpt from planning documents or School Improvement Plan.

D. SHARING SUCCESS AND LESSONS LEARNED (4 points max)

School shares its Green School identity and experience with other schools and the wider community.

1 point	2 points	3 points	4 points
School's efforts to be green are shared primarily within the school itself among students, teachers, and staff.	School's efforts to be green are shared with families and visitors as well as students and school staff.	School's efforts to be green are displayed and shared in many ways and in many places , including with other schools .	Being a "Green School" is fundamental to how students, teachers, and staff understand and consistently communicate their school identity to the wider community.

Examples:

- Green identity and activities are featured in, for example:
 - morning announcements
 - school newsletters
 - website
 - letterhead
 - campus signage
- School can document how they have mentored other Green Schools and/or have been mentored by other Green Schools.
- Students, teachers, staff and administration share green successes and lessons-learned in community publications, presentations, and/or local/state/national conferences.
- School has adopted and shared an official school mission or philosophy statement that conveys commitment to environmental stewardship and sustainability.