



Green Schools Recognition Program for Palm Beach and Martin Counties

2016-2017 Rubric

- I. SCHOOL GROUNDS ENHANCEMENT**
- II. SCHOOL SUSTAINABILITY**
- III. CURRICULUM INTEGRATION**
- IV. COMMUNITY INVOLVEMENT**
- V. ADMINISTRATIVE SUPPORT**
- VI. INNOVATION**

I. SCHOOL GROUNDS ENHANCEMENT (Possible 10 Points)

Indicator	1 point	2 points	3 points	4 points
<p>A. Outdoor Learning Labs/Structures (4 points max.) School grounds are an important learning environment for green schools and should be used routinely. Areas of the school grounds are built and/or maintained to be specifically used as a location for regular, on-going learning. <i>The scale of school grounds projects matches the developmental abilities of younger and middle school-aged students, preparing the way for older students to take the lead on such school projects and do similar work out in the local neighborhood and beyond.</i></p>	<p>School grounds are infrequently used for activities connected to learning.</p> <p>e.g., Third grade classes play an outdoor recycling relay race.</p>	<p>One outdoor area is fairly well known within the school as an observation or study area, perhaps with a catchy name.</p> <p>Students are involved at some level in taking care of outdoor plants.</p> <p>Learning on school grounds is occasionally supported by curriculum expectations.</p> <p>e.g., One or more teachers use outdoor school areas several times a year as part of the curriculum.</p>	<p>Outdoor learning activities are prominent and extensively integrated into many disciplines and grade levels.</p> <p>Faculty and students plan and implement ongoing instruction using school grounds.</p> <p>e.g., Teachers at multiple grade levels regularly use established outdoor learning areas: gardens (vegetable, flower, butterfly, etc.); designated outdoor reading areas; natural observation/study areas; etc.</p>	<p>Strategic, consistent effort is made to develop school grounds to take maximum advantage of learning opportunities.</p> <p>Students take an active role in the design and maintenance of school grounds as a vital place for learning about the natural world and other subjects.</p> <p>e.g., Students are actively engaged in several schoolyard learning initiatives, such as monitoring butterfly gardens, weather stations, phenology (natural cycle) studies, etc.</p>
Indicator	1 points	2 points	4 points	6 points
<p>B. Habitat Improvement/ Restoration (6 points max.) Areas of the school grounds and/or nearby community are managed to enhance ecological integrity that has been diminished by human activity. <i>This gives students first hand experience repairing compromised ecosystems. This is an essential skill they will need as adults if we are to have an ecologically healthy future.</i></p>	<p>Although the built environment is the primary landscape feature, some effort has been made to increase green space.</p> <p>e.g., Native planting around school flag pole.</p>	<p>Some school grounds and /or local habitats are inventoried and then enhanced for native plant and wildlife.</p> <p>e.g., After inventorying existing school yard areas, students identify an area to designate, restore, and improve as green space and take steps to do so, for example, by initiating a litter patrol, planting native shade trees and bushes for wildlife habitat, and/or establishing nest boxes for native birds.</p>	<p>Small scale habitat projects are ongoing that emphasize native and migratory species and ecosystems.</p> <p>Significant effort is made to plan for larger habitat improvement projects.</p> <p>e.g., Students research, plant, and maintain a butterfly study garden or other native plant garden and participate in programs, such as MonarchWatch, to help endangered animals or plants on their school campus.</p>	<p>School works with local community to tie school grounds efforts to other land and habitat conservation projects.</p> <p>School grounds are a thriving habitat for many native plants and animals.</p> <p>Students advocate for and lead restoration projects of school grounds and/or local habitats.</p> <p>e.g., Students partner with local Audubon Society to plant food for birds and conduct seasonal bird counts.</p>

II. SCHOOL SUSTAINABILITY (Possible 34 Points)

Indicator	1 points	2 points	4 points	6 points
<p>A. Energy (6 points max.) Energy conservation behaviors related specifically to electricity use are relatively easy practices to implement and have an enormous impact on the environment. <i>This area represents the largest opportunities for quick and significant financial savings.</i></p>	<p>Administration is reviewing school energy practices to determine areas for energy conservation.</p> <p>e.g., Energy use and specific energy conservation strategies are discussed at faculty meetings.</p>	<p>Some attempt is made to raise awareness of energy use and conservation practices at the class and/or school level.</p> <p>e.g., Implementation of energy conservation checklist for every classroom.</p>	<p>Energy conservation activities are documented, celebrated and passed on to classrooms.</p> <p>Student-generated energy saving ideas are encouraged and implemented.</p> <p>e.g., School implements a school-wide poster contest for “Lights Off.”</p>	<p>School energy use and associated costs savings are bench marked, analyzed, and documented by staff and students and reported to the school community. 🍏</p> <p>Students help lead projects to bring energy saving techniques to the school and the community.</p> <p>e.g., School implements a school-wide Student Energy Patrol.</p>
Indicator	1 point	2 point	4 points	6 points
<p>B. Green Fundraising (6 points max.) Schools with a culture of sustainability promote raising funds in green and healthy ways. Every fundraiser is an opportunity to raise awareness in the community for environmental sustainability and healthy living. <i>School fundraising does not have to involve high-calorie sweets or disposable materials.</i></p>	<p>School is researching green fundraisers and plans are underway to implement one or more green fundraisers for the next academic year.</p> <p>e.g., Green fundraisers are an agenda item at PTO/PTA meetings.</p>	<p>At least one green fundraiser is implemented for this academic year.</p> <p>Students and parents are made aware of the benefits of green fundraising.</p> <p>e.g., School works with a green fundraising company; holds a walk-a-thon, a healthy food sale, or a native plant sale.</p>	<p>School is implementing two or more green fundraisers and is evaluating how to green all of its fundraising efforts for the next academic year.</p> <p>e.g., School works with a green fundraising company; holds a walk-a-thon, a healthy food sale, and/or a native plant sale.</p>	<p>School and PTA/PTO adopt a policy that ALL school fundraisers are green or environmentally-conscious.</p> <p>e.g., School baseball team greens its annual car wash by using environmentally-friendly cleaning products and devises strategies to minimize water use.</p>



Refer to GSRP’s *Measuring Environmental Impacts* tools.

School Sustainability Continued on Next Page

SCHOOL SUSTAINABILITY - CONTINUED

Indicator	1 point	2 points	4 points	6 points
<p>C. Health and Well-being (6 points max.) School promotes and models healthy living habits for learners including healthy eating and a physically active lifestyle. <i>Schools are on the front lines of the fight against childhood obesity. Healthy eating and physical activity are essential for students to achieve their full academic potential and lifelong health and well-being.</i></p>	<p>Teachers and administrators support and implement effective strategies for promoting physical activity.</p> <p>Schools use only certified green cleaning products.</p> <p>e.g., Students engage in at least 150 minutes of school-supervised physical education per week.</p>	<p>School incorporates well-maintained vegetable garden(s) into curricular and extracurricular activities.</p> <p>e.g., Students are involved with planting, maintaining, harvesting and sampling food from school vegetable gardens(s).</p>	<p>School garden(s) are community and whole school-oriented. Families and other community partners contribute to and are benefited by school garden(s) programs.</p> <p>P.E. is offered once/week.</p> <p>e.g., At least 75% of teachers/students are involved in school gardening projects.</p> <p>e.g., Families and community partners donate time and resources to maintain school garden(s).</p> <p>e.g., School donates a portion of its produce to food banks and/or sells its produce at school or neighborhood green markets.</p>	<p>School-wide education initiatives and school policies promote healthy nutrition and physical activity, in addition to and/or in conjunction with school gardens. Students initiate projects/activities to promote healthy lifestyles.</p> <p>Physical education classes are offered to every student twice per week.</p> <p>e.g., Students organize a walking club or walk-a-thon to promote health and well-being.</p> <p>e.g., School-wide programs emphasize the nutritional and environmental benefits of foods grown sustainably and locally.</p> <p>e.g., School vending machines offer only healthy options.</p>
Indicator	1 points	2 points	4 points	6 points
<p>D. Solid Waste (6 points max.) Students and staff learn through regular practice that “Reducing” is more effective than “Reusing”, and “Recycling” is only a last ditch effort. <i>This saves money and resources.</i></p>	<p>One shot programs such as a “Zero Waste Lunch” day may occur occasionally.</p> <p>e.g., Administration is reviewing practices to reduce the waste generated.</p>	<p>Occasional projects focus on recycling, reducing, and reusing certain materials or objects in the school.</p> <p>e.g., Classrooms make a policy to implement two-sided copying.</p> <p>e.g., Every classroom and office has a paper recycling bin. The Student Council or designated group empties the recycling bins weekly.</p>	<p>1 to 3 materials are recycled (other than those mandated, if applicable) on a school wide basis.</p> <p>School has specific recycling goals and progress toward those goals is made and documented.</p> <p>Students help design reduce, reuse and recycling projects.</p> <p>e.g., School starts a campaign to collect cell phones and cell batteries.</p>	<p>Percentage of solid waste diverted from landfilling or incinerating due to reduction, recycling, reuse and/or composting is measured and documented by staff and students and reported to the school community. </p> <p>Students work collaboratively with school administrators, facility managers and outside providers to implement creative and costs saving approaches to waste inflow reduction and materials re-use.</p> <p>e.g., Students research reusable food trays and propose idea, costs and environmental impact savings to school administration.</p>

School Sustainability Continued on Next Page

SCHOOL SUSTAINABILITY - CONTINUED

Indicator	1 point	2 points	4 points	6 points
<p>E. Transportation (6 points max) Development of, or education on, transportation programs that reduce emissions and benefit air quality within school, such as carpooling and bike/walk to school programs involving both students and staff. <i>Transportation is responsible for 1/3 of the nation's greenhouse gas emissions, which damage our natural environment and individual health. The promotion of transportation alternatives is a vital part of environmental sustainability.</i></p>	<p>School promotes alternative modes of transportation.</p> <p>e.g., Teacher(s) incorporation of alternative modes of transportation into lesson plan(s).</p> <p>e.g., Literature promoting alternative modes, such as posters, flyers, parent newsletters, educational materials, etc. posted or distributed throughout school.</p> <p>e.g., A green transportation related contest/event/field trip is held at school.</p>	<p>School adopts alternative transportation program that provides students, parents and staff with different commuting options and resources.</p> <p>e.g., School allows alternative transportation presentations to be given at orientations, in classrooms, at staff meetings and PTA activities.</p> <p>e.g., School supports a ride-matching system to assist families and/or staff in developing carpool, bike, and/or walk groups.</p>	<p>Alternative transportation programs are well established, gaining participation or lead to new initiatives.</p> <p>e.g., Alternative modes are promoted through an established program at school and are currently being utilized by families/staff for getting to and from school.</p> <p>e.g., Incentives have been developed to encourage alternative mode use, such as the development of carpool lanes at the school.</p> <p>e.g., Bike and walk safety programs, offered by county organizations, are incorporated at school to educate students.</p> <p>e.g., School begins to track numbers of walkers, bikers and/or vehicle traffic for before and after comparison.</p>	<p>Documentation that vehicle traffic on campus has decreased by at least 10 percent as a direct result of implemented alternative mode(s) of transportation </p> <p>e.g., School's daily car count has decreased since program's inception.</p> <p>e.g., School's bikers and walkers have increased since program's inception.</p> <p>e.g., Number of carpoolers traveling to and/or from school has increased.</p>
Indicator	1 points	2 points	3 points	4 points
<p>F. Water (4 points max.) Clean water is an increasingly scarce resource. <i>Water conservation is one of the easiest ways to have a very positive impact on the environment.</i></p>	<p>Administration is reviewing school practices to determine areas for water conservation.</p> <p>e.g., Faculty and students regularly monitor for and report leaking faucets.</p>	<p>Initial efforts are made toward establishing water conservation goals at the class and/or whole school level.</p> <p>e.g., Faculty and students develop signage for restrooms, water fountains, etc. with water conservation messages.</p>	<p>Students often work with key school staff to research, propose and implement school wide water conservation projects at the design and implementation levels.</p> <p>e.g., Students and staff launch a yearlong campaign to "Drop the Drip".</p>	<p>School water use is bench marked, analyzed, and documented by staff and students and reported to the school community. </p> <p>Students help lead a concerted effort to connect the school's water conservation successes to the need to protect and conserve water.</p> <p>e.g., Students work with the South Florida Water Management District to host a community "Water Awareness Festival Day".</p>

III. CURRICULUM INTEGRATION (Possible 20 points)

Indicator	2 points	4 points	6 points	8 points
A. Interdisciplinary Approach (8 points max.) State or individual school learning standards are met through integrated approaches that organize curriculum using environmental themes, concepts and projects. <i>This addresses diverse student learning styles and reflects the broad interconnected nature of environmental topics.</i>	Curriculum focus is limited to environmental topics only in science classroom. One or two stand alone units or activities have an environmental theme.	Environmental lessons and activities are aligned to science standards and occasionally to the standards from other disciplines. e.g., A single grade level adopts a six week unit of inquiry on the Water Cycle and Conservation. The teachers create curriculum based on that concept and apply it to reading, math, writing, and science.	Different disciplines/subject areas often collaborate in developing comprehensive cross-curricular projects with clear alignment to standards. Interdisciplinary environmental projects are common. e.g., Multiple grade levels initiate interdisciplinary units of studies that apply to reading, math, writing and science, etc. with environmental themes.	An interdisciplinary approach is a primary method for meeting standards in most subject areas. e.g., The entire school employs units involving curriculum that applies to concepts with environmental themes in reading, math, writing, etc.
Indicator	2 points	4 points	6 points	8 points
B. Environmental Topics/Issues (8 points max.) Students study current environmental topics/issues and explore possible local, state, national or global solutions with a focus on a community-oriented approach. <i>Special emphasis will be placed on incorporating the study of local ecosystems (e.g., Everglades) into curriculum.</i>	Lessons tend to only emphasize awareness of environmental topics and issues.	Lessons attempt to connect environmental issues to student's daily lives and/or their community. e.g., Students study current environmental topics and ask questions about the issue which drives the teacher's instruction.	Lessons require students to demonstrate critical thinking about environmental issues. Students can explain how they impact an issue and how the issue impacts them. e.g., Students in each grade level study a current environmental topic in a four to six week unit study through each discipline. Students begin their unit by asking questions about the topic/concept which drive the teacher's instruction.	Students routinely take the lead identifying, studying, proposing solutions and communicating clearly to the public about current and relevant environmental issues. Most students cite historical, contemporary and cross - cultural references to help explain their own environmental philosophy and hopes for the future. e.g., Students work to educate the local community on issues of household and workplace toxics, alternatives, and health/safety issues.
Indicator	1 point	2 points	3 points	4 points
C. Field Studies (4 points max.) Students learn about their local natural and built environments through guided first-hand investigation. <i>Direct, personal, sensory experience is essential for many aspects of learning and knowledge development.</i>	Study of the environment includes at least one field-based or outdoor investigation.	Some students demonstrate, through grade level appropriate presentations, specific knowledge and understanding of the local environments.	Local environments outside the classroom are often and regularly used for teaching and learning. Many students study at least one nearby location in significant depth.	Nearly all students can accurately describe the major ecological features and species of their school and/or community environments in terms of multiple first-hand experiences.

IV. COMMUNITY INVOLVEMENT (Possible 16 Points)

Indicator	1 point	2 points	3 points	4 points
<p>A. Partnerships within the School Building (4 points max.) Students model and practice successful collaboration and partnership-building skills. <i>The school environment can be a safe and nurturing venue for incrementally mastering the complex skills for working well and effectively with others.</i></p>	<p>At least one green project or unit of study focuses on peer relationship skills.</p>	<p>“Kids teaching kids” in collaborative cross-grade level, hands-on project. e.g., 4th graders teach 1st graders larval and host species of butterflies in garden.</p>	<p>Individuals and student groups are actively supported in taking leadership roles for green school improvement activities.</p>	<p>Students routinely work directly with the adult decision makers in their school to implement green school initiatives. e.g., Students are active participants on their school’s “Green Team”.</p>
<p>B. Community Service Projects (4 Points max.) Students meet curriculum learning goals by initiating and/or participating in real-life problem solving projects that directly benefit the community outside the school. <i>This helps students see why the curriculum skills and knowledge are important to real life situations while simultaneously bringing student resources to genuine community improvement.</i></p>	<p>A few students perform voluntary community service projects. e.g., The ecology club participates in an annual beach cleanup.</p>	<p>Some projects require students to apply classroom learning and knowledge in real life situations. e.g., Some classrooms communicate and work directly with non-school community partners.</p>	<p>Service learning is often utilized by the school as an educational strategy to meet curriculum standards. e.g., School can cite a number of environmental service learning projects (such as Green Apple Day of Service) conducted each year.</p>	<p>Students and local community members routinely work together on interdisciplinary service learning projects. e.g., Students volunteer with different environmental organizations once a month.</p>
<p>C. Community Partnerships in School Activities (8 points max.) Non-school community members such as non-profits, environmental learning centers, government agencies, and other civic/community groups actively and regularly support students and teachers, and are invited to actively help plan and implement learning projects for and with students. <i>This brings more experience and resources into the school for specific projects and also builds strong community relationships that result in long term support for school activities. Schools are encouraged to contact the USGBC’s South FL Chapter Green Schools Committee for assistance.</i></p>	<p>Community involvement consists mostly of occasional guest speakers and newsletters sent home from school.</p>	<p>Opportunities exist for community organizations to ask the school for help on local environmental projects and/or give input/assistance on school green projects. Some student learning involves working with community members not traditionally seen as “teachers” to provide a workshop for students. Local organizations enlist some classrooms to help on one or more projects.</p>	<p>Existing partnerships (e.g., School-to-Career) begin to add an environmental component. Local organizations regularly support school greening projects. Students and school staff participate in community based projects as formal representatives of the school. e.g., School has created and/or uses a resource directory to assist teachers in identifying community resources.</p>	<p>An on-going decision-making green school committee exists that includes both the community and school reps. Working with members of local community organizations is an integral part of the school’s educational approach. Multi-year plans and agreements exist between school and local community based organizations. e.g., Community donated time and materials for green school projects are measured and increasing.</p>

V. ADMINISTRATIVE SUPPORT (Possible 20 Points)

Indicator	1 point	2 points	4 points	6 points
<p>A. School Philosophy and Culture (6 Points max.) Green School Projects and Practices are at the core of how staff and administration think about curriculum and operations.</p> <p><i>For example, one of the easiest ways to positively impact the environment is through your purchasing decisions. Administrators and key personnel work collaboratively toward environmentally-friendly purchasing that minimizes the harmful effects to the environment and communicate these efforts to the entire school community.</i></p>	<p>School annually has one environmental focused event.</p> <p>e.g., School annually recognizes Earth Day with a school wide event.</p>	<p>Some administrative support exists to use green school projects in certain cases as a specific strategy for engaging students.</p> <p>e.g., Administration invites Solid Waste Authority to speak to all students. Each year they design a new solid waste unit which is enriched with appropriate labs for each of the different science classes.</p>	<p>School administration supports teachers in incorporating green school projects into the curriculum.</p> <p>School administration leads teachers and staff in efforts to green school operations.</p> <p>e.g., School literature and website talk about the importance of their green school initiatives in the areas of curriculum and operations.</p>	<p>School mission or philosophy statement clearly articulates or embodies the importance of creating a green school culture.</p> <p>School principals and other key administrators make environmentally-friendly purchasing decisions.</p> <p>Regular presentations are made to local community to demonstrate the successes and opportunities of the school's green projects for students.</p>
Indicator	1 point	2 points	3 points	4 points
<p>B. Professional Development (4 Points max.) Training of school staff is used intentionally as a way to build Green School capacity.</p> <p><i>Providing focused and ample staff training on any strategy is one of the most effective and essential ways to achieve desired student performance results.</i></p>	<p>Some teachers voluntarily attend professional development in regards to building their own professional development in green school topics.</p>	<p>Instructional strategies and ecological literacy courses related to Green School initiatives are accepted as legitimate topics for professional development.</p> <p>Some school-wide training exists on topics supporting Green School Projects.</p>	<p>Teachers and Administrators work closely together through professional development to implement Green School initiatives into the curriculum.</p> <p>e.g., Teachers are strongly encouraged to continually develop their own personal Green School instructional strategies through attendance of professional development. Staff attend workshops that enhance their knowledge of green initiatives, community building and local endangered habitats.</p>	<p>Substantial planning time and skills training on topics or strategies that will enhance Green School goals are provided to teachers.</p> <p>Trainings to prepare teachers for green school projects are provided and coordinated at the whole school level.</p>

Administrative Support Continued on Next Page

ADMINISTRATIVE SUPPORT - CONTINUED

Indicator	1 points	2 points	3 points	4 points
<p>C. Planning (4 Points max.) Green School activities are systematically included as core components of major planning efforts. <i>Long range planning significantly strengthens and guides current activities.</i></p>	<p>Green School activities are planned by one or two teachers.</p>	<p>Green School goals are developed and implemented at one grade level.</p>	<p>School improvement plan identifies “green” strengths and weaknesses.</p> <p>School planning documents identify measurable, realistic and exciting Green School objectives.</p> <p>e.g., School has formed a school-wide Green Team consisting of teachers, administrators, students, SAC members, parents and community to coordinate the systematic planning and implementation of ongoing and new Green School activities.</p>	<p>School and/or district level plans address Green School goals as a core component.</p> <p>Several-year plan exists (and is regularly updated) for implementing Green School activities.</p> <p>e.g., Being a Green School is formally incorporated into the School Improvement Plan. It is a standing agenda item at SAC and/or faculty meetings.</p>
Indicator	1 point	2 points	4 points	6 points
<p>D. Sharing Success and Lessons Learned (6 points) This indicator will address how schools share with and mentor other schools and the community what they are doing to “green” their school. This indicator emphasizes the importance of communication, networking and mentoring to promote Green Schools.</p>	<p>A school’s efforts to become green are known only within the school. School does not communicate with other schools that have been recognized for their efforts.</p> <p>e.g., Morning announcements highlight Green School success stories.</p>	<p>Some temporary signs and other educational displays make the green elements and practices of the school clear to visitors as well as students and school staff.</p>	<p>Results about the school’s green projects and initiatives are published and shared in many ways and in many places.</p> <p>Schools can document how they have mentored other school(s) or how they have asked and received help from other schools.</p> <p>e.g., Schools log their success stories onto their “official” Green Schools page on their web site.</p>	<p>Student and faculty presentations/publications about their Green School are given at local, state and/or national conferences.</p> <p>Projects and initiatives can be found on the school web site.</p> <p>Schools actively mentor other schools and/or ask and receive help from other Green Schools.</p> <p>e.g., Administrators or faculty members present on green school initiatives at local, state or national conferences.</p> <p>e.g., A ‘new’ school applies for Green Schools Recognition as a result of your mentoring efforts.</p>

Innovation Bonus Category on Next Page

VI. INNOVATION (Possible 4 BONUS Points)

The innovation category awards up to four bonus points to projects that may be new initiatives that go “above and beyond” the scope of the other categories, or do not fit neatly in other categories. This category can also be used to document activities that fall under the other categories, but the school considers the activity to be creatively implemented. Examples of innovative projects are:

- **NEW THIS YEAR! Participate in 2016-17 GSRP Green Schools Video Contest: “Tell Your Green School Story!”** Students create and develop a 3-5 minute video to share how their school is raising awareness and addressing environmental issues in creative and inspiring ways.
- Have applied for Florida Green School Award and/or U.S. DOE Green Ribbon Award
- Implement marine conservation activities at your school, such as ‘adopting’ a nearby monofilament recycling bin
- Implement a plan to rid the cafeteria of all Styrofoam products.
- Using an environmental theme for homecoming to raise the awareness of the green school culture amongst the entire student body.
- Creating contests to raise environmental awareness, such as student-designed environmental T-shirt contests; contests to repurpose materials into something new and useful, like cardboard milk cartons into wallets or recyclables into garments.
- Environmentally-themed Early Release Days where all learning for the day is environmentally-focused.
- PTA partnering with Green Team to create a green edition newsletter to go out to parents and faculty.
- Parent “Green Night” event to teach parents about how to “go green” at home.
- Starting an Open Closet program where old products are donated to be reused and recycled into new projects for the school.
- Having a Power Challenge to encourage classrooms to switch off tracks of lights during the day.
- Converting the student newspaper to an online publication.