

2023-2024 Green School Application Guide



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

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

- **Important Dates:**

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

Saint Peter's Teachers,

I offer my extreme gratitude and thanks for everything you all have done so far, and everything you will continue to do to help us earn this certification! I realize that spare time is not a luxury that any of you have, but I most definitely cannot do this without you! So your help is very much appreciated.

This is the actual application guideline document from MAEOE; I have edited it to pare down information that you don't necessarily need, and have added highlights and comments for areas that are imperative that you are aware of.

At your earliest convenience, please take a look at MAEOE's website to familiarize yourself with their program (<https://maeoe.org/green-schools-and-green-centers/green-schools-program>), and if you would like to see the unedited version of the application guide, you can read it online:

<https://maeoe.org/uploads/files/2023-2024-Green-Schools-Application-Guide-Final-08312023.pdf>

Thanks,
Margaret Giron
(Eli's mom, 80)

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Introduction

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

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

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

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

Green School Application Summary

Administrative Items and School Survey

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

Objective 1: Curriculum and Instruction

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

These Objective 1 requirements cannot be completed without teacher/faculty help.

Objective 2: Student-driven Sustainability Practices

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

These Objective 2 student-driven practices will require varying coordination and participation from faculty, but we are trying to limit this as much as possible. Some are already completed!

Objective 3: Community Partnerships, Awards, and Special Recognition

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

Guide to Maryland Green School Documentation

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

Best Practices

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

THIS IS SUPER IMPORTANT TO REMEMBER!

In each section, please read the examples of proper and improper documentation.

Each grade must show at least one example of a hands-on environmental related lesson during our application period (last school year and this school year).

I do not have documentation of this activity for last year for the following grade levels:

Kindergarten (see example on next page of reading and discussing The Lorax)

1st

4th

5th (unless you can send write-up and photo documentation of National Aquarium field trip)

8th

If you did implement an environmental science lesson last year (or class field trip, presentation, etc) and have documentation, please send it to me! **If you didn't complete one or you don't have the documentation, then we will need your grade to complete this requirement this fall.**

*All other grades- if you choose to implement an environmental lesson again this year (and MAEOE highly encourages at least one per year), please send it to me!

When you have completed your environmental lesson (WITH DOCUMENTATION!!), please email a summary (including participating teachers' names and # of students), along with all photos, handwritten work, etc. to margaret.giron@gmail.com

Please try to have these accomplished before Christmas break so I have the time to compile the information for the application.

Objective 1: Systemic Sustainability

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

1.1 Curriculum and Instruction: Environmental Issue Instruction

Demonstrate that outdoor, environment-based instruction is occurring through hands-on, authentic lessons on environmental issues. Students should learn about environmentally related issues throughout the lesson. See example applications here.

Required:

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



| Example Environmental Issue Instruction | Example Documentation |
|---|---|
| A description of a MWEE . | A photo of the students implementing the action project. |
| Cross curricular activities that investigate the environment (e.g., calculate area of a school garden in math). | Student artifact and/or photo of students engaged in lesson |

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

1.1 Documentation Best Practices:

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

1.2 Professional Development
 Demonstrate that all school staff know about the MAEOE Maryland Green School application, AND that staff is actively preparing to support your school district's environmental literacy plan.

• **Required:**

1.2.1 All staff are aware of the Green School application process. A MAEOE Green Leader or school Green Team leader should present information at all-school staff meeting.

Examples:

- Staff meeting agenda includes Green School application update
- Whole staff presentation provided by a Green Center/Green Leader

This document and email serves as part of this; Mrs. Nichols will present the program highlights as well during the next staff meeting.

1.2.2 At least 10% of teachers have participated in an environmental education PD in the past 2 years (if first time applicant) or 4 years (if a recertifying school)

Examples:

- New Schools: Include PD that has occurred over the last 2 years
- Recertifying Schools: Include PD that has occurred over the last 4 years
- Staff member(s) attend(s) MAEOE conference
- Staff attend environmental education workshops, e.g., Project WET, Project WILD, Project Learning Tree, Chesapeake Classrooms, Master Naturalist, Project Learning Tree, Food, Land and People, Chesapeake Bay Foundation Professional Development, etc. Find more examples on the [MAEOE Professional Development Calendar](#) or talk to your local Green Center
- Environmental speakers presenting at staff meetings or workshops (NOT at school wide assemblies with students) Consider speaking with your Green Leader to see if this is a possibility for them.
- Environmental education-focused webinars

WE NEED 3 TEACHERS TO VOLUNTEER TO DO THIS ASAP.
 If you are willing, please email me, Ms. DeZinno and Mrs. Nichols.
 I will work with Ms. DeZinno to find a mutually agreeable time to have someone come in and present.

• **Optional:**

1.2.3 Additional Professional Development

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

Examples:

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

1.2 Documentation Best Practices:

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



1.3 Sustainable Schools

These demonstrate your school's interest in being sustainable.

1.3.1 School-Wide Environmental Behavior Changes

Demonstrate the non-student driven sustainability practices your school has taken school-wide to make your school green. If there is student involvement, the actions should be documented under Student-Driven Sustainability Practices in Objective 2.

Examples:

- Staff using electronic newsletters and implementing policies to reduce paper use (i.e., double-sided copying)
- Task lamps, day lighting (use of natural light), de-lamping (purposeful removal of ½ of light bulbs), or energy saver mode on electronics used by all teachers to save energy
- Installation of energy-efficient lighting or motion-sensitive lights
- Two-sided copying

FYI, we have established a partnership with the Catholic Schools Office and Ms. Kelly Branaman.

1.3.2 Systemic Partnership

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

Examples:

- Sustainability Office, Food and Nutrition Services, Health & Wellness Office, Building Services, Outdoor Education Department
- Waste reduction plan from district's sustainability office.
- Independent schools: Partnerships can include associated organizations (religious or non-religious), funders or grants, or directors and facilities at your school.

1.3 Documentation Best Practices:

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

Our annual Earth Day buddy activity suffices for this requirement. We also have a [partially completed] Green Team bulletin board.

We must continue to celebrate annually.

1.4 Celebration

Demonstrate how your school community celebrates being green.

Required:

At least one school-wide, annual environmental event with a brief description of the celebration, and the number of students involved. This event should be open to all students in the school.

Examples:

- The whole school celebrates International Walk to School Day each October. The whole school celebrates Earth Day each April (classes can celebrate separately if they all celebrate)
- The whole school turns out the lights each March for Earth Hour

- A green school bulletin board is used to highlight green school activities (only acceptable in conjunction with other celebratory activities)
- USGBC Green Apple Day of Service <http://www.mygreenapple.org/>

1.4 Documentation Best Practices:

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

Objective 2: Student-Driven Sustainability Practices

Demonstrate and document student environmental actions. Be sure to show that students are planning, implementing, and leading environmental practices. If your school is/has implemented a MWEE, this is the stewardship and civic action components. A variety of ages and grades should be seen on the application. These actions are different from environmental issue instruction (Objective 1.1) and demonstrate actions that students are actively participating in to promote sustainability. **These are STUDENT ACTIONS not adult actions.** Adult sustainable actions can be documented in Objective 1.3.1

Required:

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

Sustainable Practice:

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

Our projects:

- Rain garden (In Progress. 2nd Grade, Middle School & EClub)
- Turn out the Lights Signs (In Progress. EClub)
- Markers Collection (DONE! Entire school); Recycling Bin Monitoring (In Progress. EClub)
- Constructing Animal Habitat(s) around School Grounds (NEW. 1st Grade)
- Outdoor Reading/Classroom space at the benches and picnic tables (In Progress. 4th, 5th)
- No Idle Zone (DONE! 3rd-7th Grades); Walk & Roll to School Week (NEW. Entire School)
- Making and Using Green Cleaners (NEW. 3rd Grade)

**Coordinating emails will be sent out separately to those teachers whose involvement we need.

Objective 2 Documentation Best Practices:

USE:


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

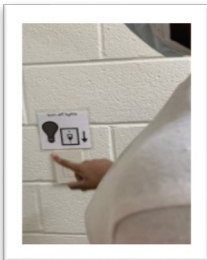

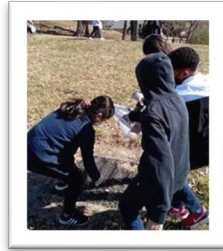
Do NOT Use:

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

We plan to earn recertification every 4 years after our initial application. Please look through these examples and keep some in mind that interest you as potential future projects!

Examples:

| 2.1: Water Conservation/Pollution Prevention | <i>Students will...</i> |
|---|--|
| <p>Example:</p>  <p>Students learned about water conservation, and then created signs to be hung in school as a reminder.</p> | plan, plant, and plan to maintain rain gardens or conservation landscaping |
| | create and hang signage near school sinks and water fountains |
| | stream restoration – e.g., design/execute a plan to remove litter from schoolyards, local parks, and/or stream before it reaches the waterways |
| | Conduct erosion-control projects such as installing riparian buffer zones and planting trees (stream restoration) |
| | Design/stencil storm drains (educate about pollution prevention in streams) |
| | Plan/implement schoolyard no-mow zones with identifying signage |
| | Research/plan and build hydroponic/aquaponic gardening systems |
| | Install and use rain barrels |

| | |
|--|---|
| <p><u>2.2: Energy Conservation</u></p> <p>Example:</p>  <p>Students demonstrated one of the functional life skills by turning the lights off with picture communication symbol.</p> | <p><i>Students will...</i></p> <p>design switch plate covers or make signs encouraging energy conservation</p> <p>participate in an energy audit and implement the results and/or encourage decision-makers to implement actions based on data collection</p> <p>create classroom jobs to save energy (turning off lights/computers, closing the blinds, etc.)</p> <p>research and report on Energy Savings Tips on morning announcements, etc.</p> <p>form an “energy patrol” and issue “energy stars” to classrooms that save energy</p> <p>plant trees to shade the building</p> |
| <p><u>2.3: Solid Waste Reduction</u></p> <p>Example:</p>  <p>A student who participated in the fabrication of the Maryland Coastal Bottle Cap Mural poses and points to her name on the mural sign.</p> | <p><i>Students will...</i></p> <p>implement trash sorting stations (with labels) throughout school building and/or cafeteria</p> <p>regularly monitor, track, and/or manage the school recycling bins</p> <p>design instructional posters for school – wide use (reduce, reuse, recycle, upcycle, etc.)</p> <p>Implement no-waste lunch days (i.e., Trash Free Tuesday, etc.)</p> <p>organize recycling options for: plastic film, ink cartridges, cell phones, batteries, etc.</p> <p>participate in national up-cycling programs such as TerraCycle, Crayola, etc.</p> <p>upcycle: repurpose used materials into art projects, collect paper to make recycled paper</p> <p>advocate for electronic homework and online forms of communication rather than paper</p> <p>run a reusable water bottle campaign to encourage others to use water fountains and reusable water bottles instead of store-bought plastic bottles whenever possible</p> <p>monitor and maintain outdoor compost or indoor vermicomposting (worm compost)</p> <p>start a school “ReStore” for unused school supplies</p> |
| <p><u>2.4: Habitat Restoration</u></p> <p>Example:</p>  <p>Students collecting debris in the school environment.</p> | <p><i>Students will...</i></p> <p>plant/maintain native schoolyard garden (e.g., native plant butterfly, pollinator gardens...)</p> <p>install/monitor bird, bat, or butterfly boxes or insect “hotels”</p> <p>design/maintain and use schoolyard habitats</p> <p>remove invasive plants from schoolyards or neighboring parks</p> <p>regularly monitor/care (& collect data) for a decomposer habitat (rotting brush pile or log)</p> <p>Construct oyster reef habitat balls</p> <p>create and monitor a bird habitat area with food, shelter, and water sources</p> |
| <p><u>2.5: Structures for Environmental Learning</u></p> <p>Example:</p> | <p><i>Students will...</i></p> <p>regularly learn outside in an outdoor space (fixed or movable outdoor “classroom”)</p> |



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

2.6: Responsible Transportation

Example:



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

2.7: Healthy School Environment

Example:



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

Whiteboard Cleaner."

2.8: Citizen/Community Science

Example:

- build/plant and maintain gardens at school (salad tables, raised bed gardens, in-ground gardens, etc.)
- advocate for green building infrastructure upgrades/resources at school
- create outdoor artwork for schoolyard/outdoor classrooms
- utilize, maintain, or create a nature trail around schoolyard
- design and implement interpretative signage for an accessible identification trail or scavenger hunt for other grade levels and community members about identification of native trees and/or plants and interesting environmental features (i.e.: erosion, decay, etc.) throughout schoolyard

Students will...

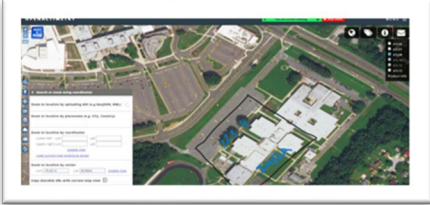
- survey, analyze and implement a carbon reducing action to improve school transportation's effect on climate change
- make a practice of walking field trips to both reduce carbon footprint and discover local ecosystems and local issues
- conduct tire pressure/oil leak checks on faculty vehicles to educate vehicle owners about effects on climate change (improper tire pressure leads to greater fuel consumption)
- advocate for hybrid parking and/or carpool parking; create carpool groups
- lead school's participation in the [Idle Free MD Campaign](#)
- participate in Safe Routes to School activities to **Walk & Roll to School Week**
- host a bike safety program
- create a no-idling zone by posting signage and handing out fliers**

Students will...

- make non-toxic or green cleaning products for classroom and/or home use**
- eat and/or donate the healthy food grown in school gardens
- propagate and/or maintain indoor plants to enhance air quality
- Organize/participate in outdoor running or another health club that utilizes the school grounds and encourages the students to spend time outdoors
- implement a poster campaign to encourage healthy eating choices while promoting the school's garden and the importance of local, sustainable and organic farming (agriculture)
- host a "Recycling Olympics" or "Green Run" to encourage exercise and activity while incorporating environmental action
- organize a community clean-up event

Teachers will...

- plan and execute two or more activities (projects) that use citizen/community science protocols to better understand the school and community environment.
- Citizen/Community Science options include:



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

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

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

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

Students will...

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

Objective 3: Community Partnerships, Awards, and Special Recognition

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

3.1. Community Partnerships

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

3.1.1 School Active in Community

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

Examples:

This is our reusable bag drive with Green Olney and the Olney Farmer's Market

- Students do environmental service projects off-site (e.g., stream clean-up, storm drain stenciling, invasive species removal, etc.).
- Used-Clothing Drive, with emphasis on reusing as sustainability.
- “Terrapins in the Classroom” project, release terrapins in the Bay (Other examples of similar programs include oysters, trout, monarchs, and more).
- Fundraiser at the school to support community environmental projects.
- Students run a letter-writing campaign to political representatives.
- Green Festival inviting the community to learn from students’ work.

We are working on having the ADW Office of Social Concerns come in to speak to the students about the Laudato Si' initiative.

3.1.2 Community Active in the School

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

Examples:

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

Partner Suggestions – if there are other partners your school is working with to become a green school, feel free to use them!

- Local Green Centers/Green Leaders
- Alice Ferguson Foundation *Trash Free Schools*
- County agencies (e.g., local USDA extension service, soil conservation district, health department, library, public safety [police and fire department])
- State agencies (e.g., DNR, MDE, MSDE, Forestry Board)
- Federal agencies (e.g., NOAA, EPA, USDA)
- Local businesses (e.g., Lowes or Home Depot)
- Local garden clubs or community organizations (e.g., garden clubs, Master Gardeners, Master Naturalists, 4-H)
- Local parks, nature centers or Maryland-National Capital Park and Planning Commission
- Non-profits (e.g., Chesapeake Bay Trust, Chesapeake Bay Foundation, Girl/Boy Scouts)
- Colleges and universities
- Energy companies, waste management companies or other

3.1 Documentation Best Practices:

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

3.2. Awards and Special Recognition (Optional)

Information here enhances your application. If your school or students have received awards or special recognition, include a few sentences describing the activity, grade level, number of students who participated, and date. (This section is NOT REQUIRED)

Examples:

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

We plan to list our 2 Blue Ribbon Awards, and maybe our status as the first MD elementary school to implement PLTW.

If you can think of anything else, please let me know!

Also, if you are a Golden Apple award recipient, please send me your certificate!

3.2 Documentation Best Practices:

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

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