

#### IV. COMMUNITY INVOLVEMENT (Possible 16 Points)

Indicator	1 point	2 points	3 points	4 points
<p><b>A. Partnerships within the School Building (4 points max.)</b> 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 projects is common.  e.g., 4<sup>th</sup> graders teach 1<sup>st</sup> 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>
Indicator	1 point	2 points	3 points	4 points
<p><b>B. Service Learning Projects (4 Points max.)</b> Students meet curriculum learning goals by initiating and 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.  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 conducted each year.</p>	<p>Students and local community members routinely work together on interdisciplinary service learning projects.</p>
Indicator	2 points	4 points	6 points	8 points
<p><b>C. Community Partnerships in School Activities (8 points max.)</b> Non-school community members such as non-profits, Environmental Learning Centers (ELCs), 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.</i></p>	<p>Community involvement consists mostly of occasional guest speakers and newsletters sent home from school</p>	<p>Occasional forums exist for community members to ask for help on local environmental issues and/or give input on student learning.  Some student learning involves working with community members not traditionally seen as “teachers”, such as a parent who has experience in gardening, provides 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 ELCs and other organization 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 include both the community and school reps.  Non-school community members regularly advocate for school greening initiatives.  Multi-year plans and agreements exist between school and a local ELC and/or other community based organizations.  Working with members of local community organizations is an integral part of the school’s educational approach. e.g., Community donated time and materials for green school projects are measured and increasing.</p>