



**2011-2012  
Palm Beach County  
Green Schools Recognition Program**

**Rubric**

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

**I. SCHOOL GROUNDS ENHANCEMENT (Possible 12 Points)**

<b>Indicator</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>
<p><b>A. Outdoor Learning Labs/Structures (4 points max.)</b>                      Use of school grounds as a learning environment is encouraged. 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-aged students, preparing the way for older students to 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., On one afternoon, a third grade class plays a 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., gardening activities (vegetable, flower, butterfly, 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 butterfly garden maintenance and monitoring, litter patrols, etc</p>
<b>Indicator</b>	<b>2 points</b>	<b>4 points</b>	<b>6 points</b>	<b>8 points</b>
<p><b>B. Habitat Improvement/ Restoration (8 points max.)</b>                      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 enhanced.</p> <p>Students begin researching ecological history of place.</p> <p>e.g., After inventorying existing school yard areas, and after researching appropriate habitat species, students plant, maintain and monitor butterfly or other native plant garden</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 work with Marshall Foundation to plant cypress trees to restore the Everglades system.</p>	<p>Schools work with local community to tie school grounds efforts to other land and habitat conservation projects.</p> <p>School grounds are a thriving habitat for lots of native, plants, and animals.</p> <p>Students advocate for 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 bird counts.</p>

**II. SCHOOL SUSTAINABILITY (Possible 28 Points)**

Indicator	2 points	4 points	6 points	8 points
<p><b>A. Energy (8 points max.)</b> 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.  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.  e.g., Implementation of energy conservation checklist for every classroom.</p>	<p>Energy conservation activities are documented, celebrated and passed on to classrooms.  Student generated energy saving ideas are encouraged and implemented.  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 students.  Students help lead projects to bring energy saving techniques to the school and community.  e.g., School implements a school-wide Student Energy Patrol.</p>
Indicator	1 points	2 points	4 points	6 points
<p><b>B. Water (6 points max.)</b> 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 energy practices to determine areas for water conservation.  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.  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.  e.g., Students and staff launch a yearlong campaign to “Drop the Drip”.</p>	<p>School water use is measured, monitored and regularly reported by students. Students help lead a concerted effort to connect the school’s water conservation successes to south Florida’s need to protect and conserve water. e.g., Students work with the South Florida Water Management District to host a community “Water Awareness Festival Day”.</p>

**School Sustainability Continued on Next Page**

**SCHOOL SUSTAINABILITY CONTINUED**

Indicator	1 point	2 points	4 points	6 points
<p><b>C. Transportation (6 points max)</b>                      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><i>Working with the <b>FDOT's SchoolPool Program</b>, schools can easily obtain the maximum points available for this indicator. <a href="http://www.goschoolpool.com">www.goschoolpool.com</a></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., Green transportation related contest/event/field trip is held at school.</p> <p>e.g. School contacts SchoolPool for assistance.</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>e.g. School begins pilot program with SchoolPool.</p>	<p>Alternative transportation programs are well established, gaining participation or lead to new initiatives.</p> <p>e.g., Alternative modes are actively promoted through an established program at the school and are currently being utilized by families and 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 Palm Beach 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>e. g., Partner with SchoolPool in established program.</p>	<p>Documentation that vehicle traffic on campus has decreased by at least 10 percent as a direct result of implemented alternative mode programs.</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> <p>e.g., School serves as a SchoolPool model for other schools</p>
Indicator	2 points	4 points	6 points	8 points
<p><b>D. Solid Waste (8 points max.)</b>                      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 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>Progress toward substantial recycling 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>School garbage and recyclable materials use is measured and reported by students.</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>

**III. CURRICULUM INTEGRATION (Possible 20 points)**

Indicator	2 points	4 points	6 points	8 points
<b>A. Interdisciplinary Approach (8 points max.)</b> Local, state, and/or national learning standards are met through an “EIC” (Environment as an Integrating Context) approach that organizes curriculum mostly around 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 a major component of science and occasionally require input 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.	Non-science disciplines often collaborate in developing comprehensive EIC projects.  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 EIC approach is a primary method for meeting learning standards in most disciplines.  e.g., The entire school employs units involving curriculum that applies to concepts with environmental themes and reading, math, writing, etc.
Indicator	2 points	4 points	6 points	8 points
<b>B. Environmental Topics/Issues (8 points max.)</b> Students study current environmental topics/issues and explore possible local, state, national or global solutions with a focus on community-oriented approach.	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 such as the Gulf Oil Spill 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
<b>C. Field Studies (4 points max.)</b> 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><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 project.                       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. Community Service 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.                       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 conducted each year.</p>	<p>Students and local community members routinely work together on interdisciplinary service learning projects.                       e.g., Students volunteer at different environmental organizations once a month.</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>

**V. ADMINISTRATIVE SUPPORT (Possible 20 Points)**

Indicator	1 point	2 points	3 points	4 points
<p><b>A. School Philosophy and Culture (4 Points max.)</b>                      Environmental themes, concepts and Green School Projects are at the core of how staff and administration think about curriculum and building operations.  <i>Successful projects are easier to develop and sustain when approaches that build a green school culture achieve a critical mass of support (especially among those with decision-making authority).</i></p>	<p>School annually has one environmental focused event.                       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.                       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 encourages teachers to incorporate green school projects into the curriculum.                       e.g., School literature and website talk about the importance of their green school initiatives.</p>	<p>School mission or philosophy statement clearly articulates or embodies the importance of creating a green school culture.                       School principals and other key administrators are consistent public advocates for greening their school. Regular presentations are made to local community to demonstrate the successes and opportunities of Green School Projects for students.</p>
Indicator	1 point	2 points	3 points	4 points
<p><b>B. Professional Development (4 Points max.)</b>                      Training of school staff is used intentionally as a way to build Green School capacity.  <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.                       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.                       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.                       Trainings to prepare teachers for green school projects are provided and coordinated at the whole school level.</p>

**ADMINISTRATIVE SUPPORT CONTINUED**

Indicator	2 points	4 points	6 points	8 points
<p><b>C. Planning (8 Points max.)</b> Green School activities are systematically included as core components of major planning efforts. <i>Long range visioning and planning significantly strengthen and guide current activities</i></p>	Green School activities are planned by one or two teachers.	Green School goals are developed and implemented at one grade level.	<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. 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	3 points	4 points
<p><b>D. Sharing Success and Lessons Learned (4 points)</b> This indicator will address how schools share with other schools and the community what they are doing to “green” their school. This indicator emphasizes the importance of communication and networking throughout Palm Beach County and beyond 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 shared with other schools or how they have asked and received help from other schools.</p> <p>e.g., Schools log their success stories onto the “official” Green Schools 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. e.g., Faculty members lead a workshop at “Learn Green: A Green Conference and Expo”.</p>

**VI. INNOVATION (Possible 4 Points)**

Innovation points are open-ended. This allows schools to document new initiatives that do not fit in other categories.

Examples of innovating projects:

- Implementing a plan of ridding the cafeteria of all Styrofoam products
- “Greening” your mascot to raise awareness of schools commitment to “go green”
- Environmental Club renaming to emphasis importance of “going green”
- PTA partnering with Green Team to create a green edition newsletter to go out to parents and faculty
- Parents going to “Green Night” event to learn tips about “going green” at home
- Starting an Open Closet program where old products are donated to be reused and recycled into new projects for the school