

I. SCHOOL GROUNDS ENHANCEMENT (Possible 12 Points)

Indicator	1 point	2 points	3 points	4 points
<p>A. Outdoor Learning Labs/Structures (4 points max.) 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>
Indicator	2 points	4 points	6 points	8 points
<p>B. Habitat Improvement/ Restoration (8 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 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>