



2018-19 P₃ Eco-Challenge School Recognition Program RUBRIC

NOTE: The indicators provided are suggestions as to how your school can show evidence of the category. Schools should provide proof of the indicator, e.g. copy of the certificate the school received. Your school can submit other evidence to support your category from what is written here.

Florida Green Apple Designation (Possible 60 or 10 Points)

NEW STARTING THIS YEAR!

- **60 Possible Points for Schools Applying to All Categories:** If your school is applying to all categories, your school must also apply for the **Florida Green Apple School Designation**. Your school should be listed under <http://www.fldoe.org/schools/healthy-schools/green-schools.stml>. Information you provide to the Green Apple application directly applies to the P3 Eco-Challenge!
- **10 Bonus Points For Schools Applying to the P3 Individual Categories Only:** If your school applies and is designated as a Florida Green Apple School, as shown in <http://www.fldoe.org/schools/healthy-schools/green-schools.stml>, you will receive 10 bonus points.

The Florida Green Apple School Designation application is a comprehensive evaluation tool that details the program's requirements and provides links to best management practices and technical assistance to help you achieve Florida Green School designation. The applications directly reflect each of the program's six areas of operation: Communication and Education, Energy Efficiency, Water Conservation, Waste Reduction, Reuse and Recycling, and Air Quality and Transportation. For more info go to <https://floridadep.gov/osi/green-school-designation/content/apply-green-school-designationrenew>

If you need assistance with data for your school, contact p3challenge@browardschools.com.

I. SCHOOL GROUNDS ENHANCEMENT (Possible 100 Points)

A. Outdoor Learning Labs (60 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.

- School grounds are occasionally used for activities connected to learning.
- Outdoor area is fairly well known within the school as an observation or study area.
- Students are involved in taking care of outdoor plants.
- Learning on school grounds is occasionally supported by curriculum expectations.
- Outdoor learning activities are integrated across disciplines and grade levels.
- Faculty and students plan and implement instruction using school grounds.
- School continues to maintain and enhance native landscapes/habitats.

- School begins working on National Wildlife Federation's (NWF) Biodiversity, School Grounds or Eco-School's Sustainable Food Pathway <http://www.nwf.org/Eco-Schools-USA/Become-an-Eco-School/Pathways.aspx>.
- Effort is made to develop school grounds to take maximum advantage of learning opportunities.
- Students are active in the design and maintenance of school grounds.
- School expands habitat/landscape improvements.
- School completes NWF's Biodiversity, School Grounds or Eco-School's Sustainable Food Pathway.

B. Habitat Improvement/Restoration (40 points max.)

Areas of the school grounds and/or nearby community are managed to enhance ecological integrity that has been diminished by human activity.

- Effort is made to increase schoolyard habitat.
- School grounds are inventoried and enhanced using Florida-Friendly principles. Habitat projects emphasize native and migratory species and ecosystems.
- Students begin researching ecological history of their community.
- Effort is made to plan for larger habitat improvement projects.
- School's native habitat serves as a demonstration site and involves extensive student teacher participation in the planning and installation.
- School begins working on NWF's Eco-School's Biodiversity and School Grounds Pathway.
- Schools work with local community to tie school grounds efforts to other land and habitat conservation projects.
- School grounds is certified as a NWF Wildlife Habitat and/or Florida Friendly Yard.
- Students advocate for habitat restoration projects.
- Invasive exotic plant species are eliminated and/or controlled on school grounds.
- School serves as a demonstration site and showcases the improvements.
- School completes NWF Eco-School's Biodiversity and School Grounds Pathway.

II. SCHOOL SUSTAINABILITY (Possible 200 Points)

A. Energy (50 points max.)

Energy conservation behaviors related specifically to reducing greenhouse gases are implemented and have a positive impact on the environment.

- School administration reviews school energy practices to determine areas for energy conservation.
- Teachers raise awareness of energy use and conservation practices at the class and/or school level. For example, the school participates in the How Low Can You Go Challenge.
- Energy conservation activities at school are documented.
- Student-generated energy saving ideas are encouraged and implemented.
- School begins working on NWF Eco-Schools Climate Change or Energy Pathway.
- School energy use and cost savings are analyzed and documented by students.
- Students help lead projects to bring energy savings to the school.
- School implements a renewable energy project.
- School completes NWF Eco-Schools Climate Change or Energy Pathway.

B. Water (50 points max.)

Water conservation, both indoor and outdoors, protects water quantity and quality.

- School administration reviews school practices to determine areas for water conservation.
- School posts signage/stickers promoting water conservation.
- Guest presenters provide information on water conservation and protection.
- Faculty and students promote water conservation at their schools.
- School or class establishes water conservation goals.
- Maintenance personnel attend NatureScape Broward Custodial Training.
- School has a NatureScape Irrigation Service evaluation performed.
- Students perform a water audit at their school or at home.
- Students participate in one or more aspects of Broward Water Matters Day.
- Students research, propose, and implement school wide water conservation projects.
- School has an indoor water audit performed by Water Conservation Specialist at their school.
- A follow-up NatureScape irrigation evaluation is performed after implementing recommendations from initial evaluation.
- School begins working on NWF Eco-School's Water Pathway.
- School promotes the school's water conservation successes to south Florida's need to protect and conserve water.
- Water-efficient plumbing retrofits are undertaken in response to the indoor water audit.
- Rain barrels, rain chains, or rain gardens are utilized on campus.
- Outdoor water conservation efforts are achieved and documented.
- School completes NWF Eco-School's Water Pathway.

C. Solid Waste (50 points max.)

Students and staff learn through regular practice that "Reducing" is more effective than "Reusing", and that "Recycling" is only a last ditch effort.

- "Zero Waste Lunch" days held at school.
- School maintains recycling bins in prominent locations.
- Broken/misplaced bins are replaced.
- Projects focus on reducing and reusing certain materials or objects in the school.
- School monitors and shares results of recycling efforts with students.
- Class presentations are made that focus on recycling.
- Recycling and waste reduction benefits are integrated into class curriculum.
- Materials are recycled on a school wide basis.
- Recycling goals are made and documented.
- Students help design "reduce, reuse and recycle" projects.
- Students participate in a contest with a recycling/waste management theme.
- School promotes reducing, reusing, and recycling through signage.
- School begins working on NWF's Eco-School's Consumption & Waste Pathway.
- School garbage and recyclable materials use is measured and reported.
- Students increase the amount of recyclables collected from previous year.
- School creates a book exchange station on campus.
- School office recycles ink jet cartridges, cellphones, and other electronics
- Students work to implement creative and cost saving approaches to waste inflow reduction and materials re-use.
- School demonstrates innovation in implementing a new initiative that increases recycling.
- School completes NWF Eco-School's Consumption & Waste Pathway.

- School participates in Food Recovery Program.

D. Air Quality and Transportation (50 points max)

Transportation programs such as carpooling and bike/walk to school programs involving both students and staff can reduce emissions and benefit air quality within school.

- School conducts survey of school/student modes of transportation.
- School registers to receive Enviro-flash email notifications.
- School develops anti-idling plan.
- Schools request a presentation on air quality.
- School implements activities from monthly character educational e-newsletters and/or Kids Club website.
- School implements “anti-idling” plan.
- School provides preferred parking for hybrid and alternative fuel/electric vehicles.
- School develops carpool plan
- School participates in Air Awareness Poster Contest, or other Environmental Contest.
- School participates in Broward County’s Air Quality Index School Flag Program.
- School begins working on NWF Eco-School’s Transportation or Healthy Schools Pathway.
- School implements carpool plan.
- School promotes benefits of walking and biking to school.
- School has a winner in the Air Awareness Poster Contest or other Environmental contest.
- School completed NWF Eco-School’s Transportation or Healthy Schools Pathway.
- School registers for the Broward Air Quality Index (AQI) School Flag Program.

III. CURRICULUM INTEGRATION (Possible 150 points)

A. Interdisciplinary Approach (50 points max.)

Local, state, and/or national learning standards are met through an integrated and interdisciplinary approach that organizes curriculum mostly around environmental themes, concepts and projects.

- Environmental topics are discussed in classes other than science.
- Study units include an environmental theme.
- Environmental lessons are a component of science curriculum and occasionally require input from other disciplines.
- Non-science disciplines develop comprehensive environmental projects.
- Interdisciplinary environmental projects are common.
- School begins working on one of the NWF Eco-Schools Pathways.
- STEM-based programming focuses on problem-solving, discovery, and exploratory learning.
- School completes one of the NWF Eco-Schools Pathways.
- High schools compete at the regional Envirothon that includes studying environmental topics.

B. Environmental Topics/Issues (50 points max.)

Students study current environmental topics/issues such as climate change and explore possible local, state, national or global solutions with a focus on community-oriented approach.

- Lessons emphasize awareness of environmental topics and issues.
- Lessons connect environmental issues to student's daily lives and/or their community.
- Lessons require critical thinking about environmental issues.
- Students explain how the issue(s) impact(s) them.
- Students communicate clearly to the public about current and relevant environmental issues.
- Students create videos or PowerPoint presentations to encourage others to adopt sustainable behaviors.
- Schools interact with other schools on environmental issues, such as sharing best practices.
- High schools compete at the regional Envirothon that includes studying current environmental issues.

C. Field Studies (50 points max.)

Students learn about their local natural and built environments through guided first-hand investigation.

- Study of the environment includes field-based or outdoor investigations, for example, participation in Project GLOBE.
- Students demonstrate knowledge and understanding of the local environments.
- Local environments outside the classroom are used for learning.
- Students study at least one nearby location in significant depth.
- School begins working on NWF Eco-Schools School Grounds or Biodiversity Pathway.
- Students describe the major ecological features and species of their community environments in terms of first-hand experiences.
- School completes NWF Eco-Schools School Grounds or Biodiversity Pathway.

IV. COMMUNITY INVOLVEMENT (Possible 150 Points)

A. Partnerships within the School Building (50 points max.)

Students model and practice successful collaboration and partnership building skills.

- Students implement a green project which focuses on peer relationship skills.
- “Kids teaching kids” is practiced in a collaborative cross-grade level, hands-on project.
- Students take leadership roles for green school improvement activities.
- School begins working on one of the NWF Eco-Schools Pathways.
- Students work with decision makers in their school to implement green school initiatives.
- Students, teachers, and staff form an Eco-Action Team for NWF Eco-Schools USA.
- School completes one of the NWF Eco-Schools Pathways.

B. Service Learning Projects (50 Points max.)

Students meet curriculum learning goals by initiating and participating in real-life problem solving projects that directly benefit the community outside the school.

- Students perform voluntary community service projects such as an Eco Action day at their local park, Waterway Clean Up, Coastal Clean Up or Monthly Beach Sweep.
- Students apply classroom learning and knowledge in real life situations.
- School works directly with non-school community partners on an environmental project.
- Service learning is utilized by the school as an educational strategy to meet curriculum standards.
- Students and local community members work together on interdisciplinary service learning projects.

C. Community Partnerships in School Activities (50 points max.)

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.

- Community involvement consists of guest speakers and school newsletters.
- Forum exists for community members to ask for help on local environmental issues and/or provide a workshop for students.
- Local organizations enlist students to help on one or more environmental projects.
- Existing partnerships add an environmental component.
- Outside organization regularly supports school greening projects.
- Students and school staff participate in community-based projects.
- Green school committee exists that includes both the community and school representatives.
- Community members regularly advocate for school greening initiatives.
- Agreements for environmental actions exist between school and community-based organizations.
- Use of community organizations are an integral part of the school’s educational approach.

V. ADMINISTRATIVE SUPPORT (Possible 150 Points)

A. School Philosophy and Culture (50 Points max.)

Environmental themes, concepts and school projects are at the core of how staff and administration think about curriculum and building operations.

- School holds at least one environmentally-focused event annually.
- Administrative support exists to use green school projects as a specific strategy for engaging students.
- School administration actively encourages teachers to incorporate green school projects into the curriculum.
- School's website discusses importance of their green school initiatives.
- School begins working on NWF Eco-Schools Sustainable Food, Healthy Living or Healthy Schools Pathway.
- School mission statement embodies the importance of creating a green school culture.
- School administration is a consistent public advocate for greening their school.
- Presentations are made to the local community to demonstrate the successes of Green School Projects.
- School completes NWF Eco-Schools Sustainable Food, Healthy Living or Healthy Schools Pathway.
- School develops an Eco-Code or mission statement for NWF Eco-Schools USA.

B. Professional Development (25 Points max.)

Training of school staff is used intentionally as a way to build Green School capacity.

- Teachers attend professional development training in green school initiatives.
- Ecological literacy courses related to green school initiatives are accepted by Administration as professional development.
- School-wide training exists on topics supporting Green School Projects.
- Teachers and Administrators work together to implement Green School initiatives into the curriculum.
- Training on topics or strategies that will enhance Green School goals are provided.
- Trainings for green school projects are provided at the whole school level.

C. Planning (25 Points max.)

Green School activities are systematically included as core components of major planning efforts.

- Green School activities are planned.
- Green School goals are implemented.
- School identifies "green" strengths and weaknesses.
- School planning documents identify Green School objectives.
- School and/or district level plans address Green School goals as a core component.
- Plan exists for implementing Green School activities.
- School develops an Eco-Action Plan for NWF Eco-Schools USA.

D. Sharing Success and Lessons Learned (50 points)

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 Broward County and beyond to promote Green Schools

- School’s efforts to become green are shared with the community.
- Green elements and practices of the school are made clear to visitors as well as students and school staff.
- Results about the school’s Green projects and initiatives are published/posted in many places.
- Documents identify how they have shared or coordinated green practices with other schools (e.g., schools log their success stories onto the school’s own website).
- Presentations/publications about their Green School are given at local, state and/or national conferences.
- Green School projects and initiatives can be found on the school web site.

VI. INNOVATION (Possible 100 Points)

Special Project (100 Points max.) 2018-19 Theme: Empowering Students

Have students target an environmental cause that is meaningful to them, create a plan to effect a change, then implement the plan. If there is an existing club, a new plan for the year should be created and implemented. Include school communication/education plan, roles of participants (students, teachers, admin, staff). For example, in one elementary school students staged a protest to save a tree from being replaced by a marquee. They created a plan, made posters, then planned and executed a culminating activity (school protest).

For maximum points:

- Project has a clear plan of action.
- Project description clearly identifies how students will participate in this unit.
- Project goals connect to the school's environmental initiatives.
- Project incorporates interdisciplinary learning – for example, STEM plus social studies (civic engagement).
- Project has clear goals tied to civic engagement and environmental sustainability.
- Project should be implemented and possibly impact the following levels: club members, entire grade level(s), entire school, and/or school and surrounding community.
- Project has a culminating activity to celebrate and inform community members on the impact of their project.
- Provide a written or video reflection regarding the impact of their project on school culture, student engagement and student achievement.

Example projects include:

- Those found on <http://scistarter.com>
- Project GLOBE on <http://www.globe.gov/home>
- [Cornell Lab of Ornithology](#) – Project Feeder Watch, eBird and more
- National Wildlife Federation on <https://www.nwf.org/Wildlife/Wildlife-Conservation/Citizen-Science.aspx>

Resources:

Project Learning Tree - <https://www.plt.org/>

North American Association for Environmental Education - <https://naaee.org/get-involved>

National Ocean Service - <https://oceanservice.noaa.gov/education/>

National Wildlife Federation - <https://www.nwf.org/Home/Educational-Resources>

NatureScape - <https://www.broward.org/NatureScape/Pages/Default.aspx>

Citizen Science Resources - <https://www.citizenscience.gov/#>

Citizen Science Toolkit: <https://www.calacademy.org/educators/citizen-science-toolkit>

Citizen Science Lesson Plans - <http://sciencenetlinks.com/lessons/citizen-scientists-be-part-scientific-discovery-your-own-backyard/>

Citizen Science SciStarter projects - <https://scistarter.com/educators>

VII. OTHER REQUIREMENTS (Possible 4 Points)

- A. Completed and signed School Cover sheet
- B. Pictures/or supporting documents for each required section

VIII. BONUS POINTS (10 Points)

Any school that submit a Water Conservation PSA will obtain 10 bonus points added to their overall scores. The PSA winning school will also win a water bottle filler and the winning team will win an additional prize. What: Create a 60-second PSA rap music video with the focus *"The answer is nature"*. This contest seeks to inspire and empower students to educate others about the importance of nature in water conservation.

For those applying to individual categories only: 10 Bonus Points for being designated a Florida Green Apple school.

FURTHER INFORMATION:

The rubric includes several metrics that reference the different pathways of the National Wildlife Federation's Eco-School's USA program. Information about this award program can be found at:

<http://www.nwf.org/Eco-Schools-USA/Become-an-Eco-School/Pathways.aspx>

The Broward Air Quality Index (AQI) School Flag Program -

<http://www.broward.org/PollutionPrevention/AirQuality/EducationalPrograms/Pages/AQISchoolFlag.aspx>

GENERAL QUESTIONS? Send an email to p3challenge@browardschools.com