

## Maryland Green Ribbon Schools Award Scoring Rubric 2018

Green Ribbon Pillar and Elements			Points
<b>Summary Narrative</b>			
800-word max description of your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. A helpful narrative brings to life the facilities, operations, and curricular activities described in the application and demonstrates how sustainability is integrated into the life of the school.			Specific points may or may not be assigned based on reviewer discretion
<b>Cross Cutting Questions – 5 Points</b>			
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			5 points
1 pt	2-3pts	4-5 pts	
School participates in a program that benchmarks progress	In addition, school has received one award	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program	
<b>Pillar I: Reduced Environmental Impact and Costs – 30 Points</b>			
<b>Element IA: Improved energy conservation/energy-efficient building(s).</b>			15 points
1-5 pts	6-10pts	11-15 pts	
School demonstrates some reduced energy use	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.	School has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a <i>substantial</i> amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	

Pillar I: Reduced Environmental Impact and Costs (Con't)			
Element IB: Improved water quality, efficiency, and conservation			5 points
1 pt	2-3 pts	4-5 pts	
The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline; and has some amount of grounds devoted to ecologically beneficial uses.	In addition, the school demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline; uses <i>only</i> alternative water sources for irrigation (e.g., gray water; rainwater harvesting); provides <i>only</i> water-efficient fixtures; uses other creative measures for protecting and conserving water at the school site (e.g., bioswales for controlling stormwater runoff; reducing impermeable surfaces); and devotes substantial amount of grounds to ecologically beneficial uses.	
Element IC: Reduced waste production and improved recycling and composting programs			5 points
1-2 pts	3-4 pts	5 pts	
School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/ compost); purchases some paper with <i>some</i> recycled content; uses <i>some</i> “third-party certified” cleaning products and describes a few creative ways the school community practices the 4Rs (Reduce, Reuse, Recycle, Rot).	In addition, school also has a pollution prevention approach to reduce the use of hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of “third-party certified” cleaning products; has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content.	School also has made <i>substantial</i> , measured progress towards a “zero waste” goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases <i>substantial</i> amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% “third-party certified” cleaning products (not including disinfectants); has a custodial program that meets “green” institutional services standards; and describes several creative ways the school community practices the 4Rs.	

<b>Pillar I: Reduced Environmental Impact and Costs (Con't)</b>			
<b>Element ID: Use of alternative transportation to, during, and from school</b>			<b>5 points</b>
<b>1-2 pts</b>	<b>3-4 pts</b>	<b>5 pts</b>	
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; and has some percentage of students that do not drive in a single vehicle to school.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; and adopts a policy to promote active transportation.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	
<b>Innovative and/or Unique Practices and/or Partnerships (discretionary points for Pillar I)</b>			<b>3 points</b>
School has at least one innovative or unique practice and/or partnership to help reduce its environmental footprint (could be related to footprint monitoring, access to community expertise, training, in-kind support, student/community engagement, contests, or other practices).	School has at least two innovative or unique practices and/or partnerships to reduce its footprint.	School has at least three or more innovative or unique practices and/or partnerships to reduce its footprint.	

<b>Pillar II: Improved Health and Wellness – 30 Points</b>			
<b>Element IIA: An integrated school environmental health program</b>			15 points
1-5 pts	6-10pts	11-15 pts	
School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; can report volume of pesticide use; ensures good ventilation; keeps relative humidity below 60%; contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides indoors and outdoors; implements an Indoor Air Quality Program equivalent to Tools for Schools; reduces some environmental asthma triggers; actively manages chemicals; and describes <i>several</i> measures to protect student and staff health and safety.	School has completed everything in this section and describes <i>numerous</i> aggressive approaches to eliminating environmental health and safety hazards (physical, biological, chemical, natural), including, for example, environmental asthma triggers, pesticides, mold, mercury.	
<b>Element IIB: High standards of nutrition, fitness, and outdoor time</b>			15 points
1-5 pts	6-10pts	11-15 pts	
School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; <i>some</i> food purchased is certified organic; food from school garden is eaten by students or community. Compelling description of student outdoor activities.	In addition, school also purchases a <i>substantial amount</i> of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and describes unique and innovative practices and partnerships to promote healthy nutrition, and high quality outdoor time.	

Pillar III: Environmental and Sustainability Education– 35 Points				
<b>Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems</b>				20 points
1-5 pts	6-10pts	11-15	15-20	
School incorporates <i>limited</i> environmental and sustainability (E/S) activities in <i>some</i> grades; includes <i>limited</i> E/S concepts in <i>some</i> assessments; and <20% of teachers participate in <i>occasional</i> E/S professional development opportunities.	School integrates E/S concepts into <i>many</i> subjects; integrates E/S into <i>some</i> class and school assessments; >50% of teachers participate in <i>occasional</i> E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	School focuses E/S literacy on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems; incorporates E/S themes and topics in <i>many</i> grades, subjects, classroom and school assessments; <i>students are proficient in these assessments</i> ; >75% of teachers participate in one or more E/S professional development opportunities <i>annually</i> . Inquiry- and project-based learning activities are described.	School has an E/S <i>matriculation requirement</i> which is focused on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems; <i>fully</i> integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i> grades; students demonstrate high proficiency; enrolls >5% of the school's eligible graduates enroll in AP environmental science during their high school career. Inquiry-based, project-based activities are described.	
<b>Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills</b>				5 points
1-3 pts		4-5 pts		
School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers; and provides <i>some</i> additional evidence about links to STEM.		School <i>frequently</i> integrates E/S concepts into STEM courses; curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related Career Technical Education courses; and provides a <i>substantial</i> amount of additional evidence about links to STEM education.		

<b>Pillar III: Environmental and Sustainability Education (Con't)</b>			
<b>Element IIIC: Development and application of civic engagement knowledge and skills</b>			10 points
1-3 pts	4-7 pts	8-10 pts	
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	School receives full credit when <i>all</i> grades have civic projects; when <i>all</i> grades have meaningful outdoor learning experiences; and when the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community</i> . Higher points for inspiring and creative projects and partnerships.	

Notes:

- All point values are placeholders; use your discretion when awarding points. Scores will be averaged.
- Some questions simply may not apply to a particular applicant, e.g., APES completers. In such cases, a school should not be penalized.
- If you are uncomfortable with your knowledge of a particular section do not assign points but please offer comments or suggestions in the space provided.

Do you recommend forwarding this application to US Department of Education for US Green Ribbon School Recognition? Why or Why not?