2016-17 P_3 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.

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 greenhouses 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 costs 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.

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).
- 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 "official" Green Schools web site http://browardschoolsgogreen.com or 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.) 2016-17 Theme: Citizen Science

Citizen science is participatory science, where ordinary citizens, like you and your students, collaborate with scientists to help with their research projects. More information here: http://scistarter.com/page/Citizen%20Science.html

Participate in a Citizen Science project related to environmental stewardship with a scientist or create and implement a citizen science project to engage the community in a collaborative project.

For maximum points:

- Project should be implemented school-wide
- Project goals connect to the school environmental stewardship plans
- Project incorporates interdisciplinary learning – STEM plus social studies
- Project has clear goals for each subject area and/or grade level
- Project description clearly identifies how each grade level will participate in this unit
- Project has a culminating activity to engage the community and celebrate the impact of participatory citizen science
- Provide a written or video reflection regarding the impact of the citizen science project on school culture, student engagement and student achievement

Example Citizen Science 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:
Citizen Science Resources - https://edmodo.com/folder/5455841
Citizen Science Lesson Plans - https://edmodo.com/folder/5494551
Citizen Science Local Opportunities - https://edmodo.com/folder/5491281

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 30 second PSA video with the focus *#watermatters* – Water Conservation: what students can do? This contest seeks to inspire and empower students to educate others about the importance of water conservation. What does every day water conservation look like to you? Must show water conservation-minded behavior happening at schools and include water conservation facts. See packet at the end of this document.

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 rebecca.malones@browardschools.com

Water Conservation PSA Contest

Background

Create a 30 second PSA video with the focus *#watermatters* – Water Conservation: what students can do? This contest seeks to inspire and empower students to educate others about the importance of water conservation. What does every day water conservation look like to you? Must show water conservation-minded behavior happening at schools and include water conservation facts.

Prizes

The winning school will win a water bottle filler (similar to the one on the right) and the winning team will win an additional prize.

Rules

Public service announcements (PSA) should have a creative way to communicate the importance of conserving water.

Who May Enter

Any student in BCPS. Entries can be an individual or team. Limit one entry per person/team.

How much help can students receive

Teachers, parents, and community members are encouraged to be resources and can participate but the bulk of the project must be student work.

Non-permissible content

PSA's should not encourage violence, profanity, gangs, sex or drug activity. Standards of conduct for BCPS should be followed.

Entry Guidelines

The video must be 30 seconds in length. No professional assistance or use of copyright material is allowed. All students participating in contest must sign waiver to have photo/video released.

PSA Judging Criteria

The following criteria will be used when judging the videos:

- How well is the theme," *#watermatters* – Water Conservation: what students can do, expressed?"
- Are your facts accurate?
- Does your video empower the audience to take action?
- Is the video the right length?

- Is the audio and technical construction clear and of high quality?
- Is it entertaining? Is it creative and original?
- Did you include a creative title?

Entry Form

A complete entry form must be submitted for each team with every student involved in the production of the video.

Please include participant names after the title of your video.

Video Production Steps ideas

Get inspired

Check out examples of PSAs on internet sites such as YouTube and other websites. For example, you can create a video in the form of a newscast, skit, animation, commercial, reality television show, or even a music video.

Script and Storyboard

Once you have an idea how you want to present water conservation, create a script and storyboard for your video. The script gives you an outline to the production and all the content that you'll cover. The storyboard allows you to visually plan the video on paper. Check out Storyboard Pro (atomiclearning.com/storyboardpro) for more info.

Permissions and Releases

Before you begin filming your video, ensure you have all the necessary copyright forms and releases signed.

Filming

Before you begin filming you'll want to plan each shot. Take time to review an area you plan to film, paying attention to the background and noise levels.

Editing

Editing is important. You may spend more time editing than filming.

Contact

Maena Angelotti - mangelotti@broward.org
NatureScape Broward Water Conservation Specialist
Florida Water Star Accredited Professional In Irrigation
Environmental Protection And Growth Management Department
Broward County Environmental Planning And Community Resilience Division

2016-17 Water Conservation PSA Contest

Entry, Use and Release Form

Please note: **All entrants (cast and crew) must complete the media release form (see next page).** Also, all individuals who appear in the PSA must have a media release form, either from the attached form or the BCPS media release form from the BCPS Student Handbook signed by the student's guardian/parent in the school and released if requested by the media or other members of the public (i.e., public records requests). Pony all completed form(s) to Rebecca Malones, KCW 12th Floor before the competition ends.

Entry Information

Name of person completing this form: _____

Title: _____

School: _____

Address: _____

City: _____ Zip: _____

Email: _____

Video Title: _____

Brief summary of the video: _____

_____

_____

Video Link: _____

Please upload your video to TeacherTube and provide the link above – you can also add this link inside your P3 application. Or teachers, upload the video to your OneDrive, Google drive or Dropbox and share with Rebecca Malones – rebecca.malones@browardschools.com.

____ Uploaded to TeacherTube and link provided above _____ Shared video with Rebecca Malones

Cast and crew (name and title) – add another page if needed:

_____

_____

_____

_____

_____

_____

2016-17 Water Conservation PSA Contest

By signing this form, the author assigns to Broward County Public School District, and Broward County the nonexclusive permission to use, copy, and distribute the submitted video for public information and/or educational purposes. The permission granted includes permission to alter or edit the video. The author acknowledges that any awarded receipt of a prize and/or money constitutes payment in full for this permission, without further consent or compensation. The author acknowledges that no copyrighted materials have been used in the video.

I give permission or if a parent of a child under 18 years old, I will permit my student to be photographed, filmed or interviewed by the news media or by the School District to promote Broward County Public Schools and Broward County.

I give permission or if a parent of a child under 18 years old, I will permit my student to be photographed, videotaped or interviewed for school publications, such as school yearbooks, school newspapers, class pictures, or other school communications tools. I understand the District is required to release this information if requested by the media or other members of the public (i.e., public records requests).

Print your full name: _____

School: _____

Your title, or teacher's name: _____

Video Title: _____

_____

Individual's Signature Date

If you're a student under 18 years old:

_____

Parent / Guardian (print) Parent / Guardian Signature Date