

# Section I: CURRICULUM INTEGRATION

Indicator	1	2	3	4
<p style="text-align: center;"><b><u>Interdisciplinary Approach</u></b></p> <p>Local, state, and/or national learning standards are met through an “EIC” (Environmental 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></p>	<ul style="list-style-type: none"> <li>◆ Env. curriculum is contained within science</li> <li>◆ One or two stand alone units or activities have an environmental theme</li> </ul>	<ul style="list-style-type: none"> <li>◆ Env. lessons and activities are a major component of science and occasionally require input from other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Non-science disciplines often take the lead in developing comprehensive EIC projects</li> <li>◆ Interdisciplinary env. projects are common</li> </ul>	<ul style="list-style-type: none"> <li>◆ An EIC approach is the primary method for meeting learning standards in most disciplines</li> </ul>
<p style="text-align: center;"><b><u>Environmental Issues</u></b></p> <p>Students study the current challenges and possible solutions resulting from real life examples of human impact on the environment. <i>This helps students become active and informed citizens.</i></p>	<ul style="list-style-type: none"> <li>◆ Env. issues are presented as simple and one-sided</li> <li>◆ Lessons tend to emphasize problems instead of problem- solving for innovative solutions</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some attempt is made to connect env. issues to students’ daily lives</li> <li>◆ Complex, serious and large scale issues are often presented to young students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Many students demonstrate critical analysis of opposing positions in case studies of env. issues, and can explain how the issues affect them personally</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students routinely take the lead in identifying, studying, proposing solutions and communicating clearly to the public about current and relevant env. issues</li> </ul>
<p style="text-align: center;"><b><u>Field Studies</u></b></p> <p>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></p>	<ul style="list-style-type: none"> <li>◆ Study of the environment happens primarily through electronic media, lectures and text books</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some students demonstrate specific knowledge and understanding of the local environment</li> <li>◆ Going outside the classroom to learn is a rare, “special” event</li> </ul>	<ul style="list-style-type: none"> <li>◆ Local environments outside the classroom are often and regularly used for student research and data collection</li> <li>◆ Many students study at least one nearby location in significant depth</li> </ul>	<ul style="list-style-type: none"> <li>◆ Nearly all students accurately describe the major ecological features and species of their home, school, community and regional environments in terms of first hand experience refined by in-depth study and analysis</li> </ul>
<p style="text-align: center;"><b><u>Cultural Studies</u></b></p> <p>Students develop their own environmental philosophy by studying historical and contemporary examples of the way other individuals and cultures relate to their environment. <i>This provides a social and personal context for learning about environmental topics.</i></p>	<ul style="list-style-type: none"> <li>◆ Projects sporadically include reflective portions that encourage students to examine their own beliefs, feelings and opinions about env. topics</li> </ul>	<ul style="list-style-type: none"> <li>◆ Developmentally appropriate literature is occasionally used as a vehicle to understand other people’s env. philosophy</li> </ul>	<ul style="list-style-type: none"> <li>◆ Many students begin to identify the root causes for their belief systems and compare them to those of others cultures</li> </ul>	<ul style="list-style-type: none"> <li>◆ Most students cite historical, contemporary and cross-cultural references to help explain their own environmental philosophy and hopes for the future</li> </ul>
<p style="text-align: center;"><b><u>Celebration and Reflection</u></b></p> <p>Regular classroom and community wide events focus on publicly recognizing progress toward Green School goals. <i>This reinforces learning for the individual and extends it to the community.</i></p>	<ul style="list-style-type: none"> <li>◆ Projects end and start with little fanfare, pause or event planning</li> <li>◆ Students and teachers have infrequent opportunities to critically examine projects for ways to improve them</li> </ul>	<ul style="list-style-type: none"> <li>◆ New projects are occasionally informed by community feedback and/or self-reflective assessment by the students</li> </ul>	<ul style="list-style-type: none"> <li>◆ Project successes are usually celebrated publicly as a way to help both students and adults feel inspired, informed and empowered</li> </ul>	<ul style="list-style-type: none"> <li>◆ Several high profile events per year celebrate student env. learning and actively encourage meaningful input from students and community members about project successes and short comings</li> </ul>

## Section II: SCHOOL GROUNDS ENHANCEMENT

Indicator	1	2	3	4
<p style="text-align: center;"><b><u>Outdoor Learning Labs/Structures</u></b></p> <p>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>	<ul style="list-style-type: none"> <li>◆ School grounds are dominated by pavement and fences and are used primarily for activities not directly connected to learning</li> <li>◆ Informal opportunities may exist for field observation of natural areas or features</li> </ul>	<ul style="list-style-type: none"> <li>◆ One outdoor area is fairly well known within the school as an observation or study area, perhaps with a catchy name</li> <li>◆ Students are involved at some level in taking care of outdoor and/or indoor plants</li> <li>◆ Learning on school grounds is occasionally supported by curriculum expectations and tools such as weather stations, bird feeders, gardens, water features, etc</li> </ul>	<ul style="list-style-type: none"> <li>◆ Gardening activities (vegetable, flower, butterfly, greenhouse, etc.) are prominent and extensively integrated into many disciplines and grade levels</li> <li>◆ Strategic effort (with some student involvement) is being made to expand the quality, quantity and frequency of learning on the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>◆ Conscious, consistent effort is made to develop school grounds to take maximum advantage of opportunities given existing constraints (e.g. roof top gardens for urban, nature trails for rural)</li> <li>◆ Students take a leading role in the design and maintenance of school grounds as a vital place for learning about the natural world and other subjects</li> </ul>
<p style="text-align: center;"><b><u>Habitat Improvement/Restoration</u></b></p> <p>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>	<ul style="list-style-type: none"> <li>◆ The built environment is the primary landscape feature, perhaps at the expense of natural areas</li> <li>◆ Existing vegetation is sparse and/or limited to ornamental monocultures (such as grass or non-native shrubs)</li> <li>◆ The school landscape is too hot, dry, shady, dark, wet or otherwise challenging for human and/or native non-human life to flourish</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some effort is made to reduce asphalt/concrete, and increase green space</li> <li>◆ Some school ground and/or local habitats are inventoried and monitored for species composition</li> <li>◆ Students begin researching ecological history of place</li> </ul>	<ul style="list-style-type: none"> <li>◆ Small scale habitat projects are underway that emphasize native and migratory species and ecosystems</li> <li>◆ Significant effort is made to plan for larger habitat improvement projects</li> <li>◆ Students research and document habitat restoration scenarios for nearby areas</li> </ul>	<ul style="list-style-type: none"> <li>◆ Schools work with local community to tie school grounds efforts to other land and habitat conservation projects</li> <li>◆ Students take leadership advocating for and implementing significant school grounds and/or local habitat restoration projects</li> <li>◆ School grounds are a thriving habitat for lots of native, non-human life</li> </ul>
<p style="text-align: center;"><b><u>Play and Recreation</u></b></p> <p>Being and playing outside (alone and in groups) is consciously supported as an essential component of healthy human development <i>This encourages exploration and general comfort in the outdoors.</i></p>	<ul style="list-style-type: none"> <li>◆ Safety of and respect for school grounds is an ongoing concern</li> <li>◆ Structure and containment are the primary considerations in the design of school grounds and play equipment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some natural areas and equipment exist specifically for outdoor play</li> <li>◆ Safety can be maintained with diligent adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>◆ Schools grounds provide inviting places for students to have safe, vigorous and non-structured interaction with the natural environment with minimal adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>◆ School grounds are the hub for a vibrant (both active and reflective) community life for students and a wide diversity of local people</li> </ul>

## Section III: COMMUNITY-BASED EDUCATION

Indicator	1	2	3	4
<p><b><u>Partnerships within the School Building</u></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>	<ul style="list-style-type: none"> <li>◆ Some projects and curriculum exist that focus on peer relationship skills</li> </ul>	<ul style="list-style-type: none"> <li>◆ “Kids teaching kids” in collaborative cross-grade level, hands-on projects is not uncommon</li> </ul>	<ul style="list-style-type: none"> <li>◆ Individuals and student groups are actively supported in taking leadership and networking roles for school improvement activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students routinely work directly with the adult decision makers in their school to implement Green School initiatives</li> </ul>
<p><b><u>Service Learning Projects</u></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>	<ul style="list-style-type: none"> <li>◆ Curriculum needs are met through studying secondary resources that often focus on places and issues that are distant from the local community</li> <li>◆ A few students perform voluntary community service projects</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some projects require students to apply classroom learning and knowledge in real life situations</li> <li>◆ Some classrooms communicate and work directly with non-school community partners</li> </ul>	<ul style="list-style-type: none"> <li>◆ Service learning is often utilized by the school as an educational strategy to meet curriculum standards</li> <li>◆ Many students are actively involved in interdisciplinary projects that emerged from needs of local community</li> </ul>	<ul style="list-style-type: none"> <li>◆ Project and term assessment is routinely connected to student community service performance</li> <li>◆ Students and local community members routinely work together on service learning projects</li> </ul>
<p><b><u>Community Involvement in School Activities</u></b>                      Non-School community members 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>	<ul style="list-style-type: none"> <li>◆ Community involvement consists mostly of parent teacher conferences and groups, occasional guest speakers, and newsletters sent home from school</li> </ul>	<ul style="list-style-type: none"> <li>◆ Occasional forums exist for community members to ask for help on local env. issues and/or give input on student learning</li> <li>◆ Some student learning involves working with community members not traditionally seen as “teachers”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Community donated time and materials are measured and on the rise</li> <li>◆ Data and/or anecdotal evidence shows positive shift in attitude of community members toward school activities</li> </ul>	<ul style="list-style-type: none"> <li>◆ On-going decision making committees exists that include both community and school people</li> <li>◆ Non-school community members regularly advocate for school needs in civic forums, &amp; for strong student voice in school and community issues</li> </ul>
<p><b><u>Partnerships with Local Organizations</u></b>                      Non-profits, Environmental Learning Centers (ELCs), government agencies, other schools and other civic/community groups actively and regularly support students and teachers on environmental learning projects. <i>An emphasis on building long term collaborative relationships with these community stakeholders enhances student learning opportunities while strengthening the social fabric of the community.</i></p>	<ul style="list-style-type: none"> <li>◆ Schools and local organizations operate independently from each other on issues or projects, even if their goals and concerns overlap</li> <li>◆ Territory or turf issues are a primary concern when considering partnerships</li> </ul>	<ul style="list-style-type: none"> <li>◆ Local organizations enlist some classrooms to help on one or more projects</li> <li>◆ Students and staff are open to the possibility of establishing formal partnerships with local organizations</li> <li>◆ Advocates for community partnerships may exist both at the school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>◆ Existing partnerships (e.g. School-To-Career, Voc. Tech, etc.) begin to add an environmental component</li> <li>◆ Local ELCs and other orgs regularly support school env. projects</li> <li>◆ Students and school staff participate in community-based projects as formal representatives of the school</li> </ul>	<ul style="list-style-type: none"> <li>◆ Multi-year plans and agreements exist between school and a local ELC and/or other community based organizations</li> <li>◆ Working with local employees and members of community orgs is a significant and integral part of the educational approach of the school</li> </ul>

## Section IV: SCHOOL SUSTAINABILITY

Indicator	1	2	3	4
<p style="text-align: center;"><b><u>Energy</u></b></p> <p>Heating and electricity use are relatively easy to measure and reduce, and have an enormous impact on the environment. <i>This area represents the largest opportunities for quick and significant financial savings.</i></p>	<ul style="list-style-type: none"> <li>◆ Current heating and lighting systems are assumed to be the best or only option</li> <li>◆ Information about energy use and cost is not readily available to students or staff</li> </ul>	<ul style="list-style-type: none"> <li>◆ Energy use and associated cost is measured and reported by students for some parts of the school</li> <li>◆ Some attempt is made to raise awareness of energy use at the class and/or school level</li> </ul>	<ul style="list-style-type: none"> <li>◆ Dollar savings through energy conservation behaviors are documented, celebrated and passed on to classrooms</li> <li>◆ Student generated energy saving ideas are regularly implemented</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students help lead projects to bring energy saving techniques to the larger community</li> <li>◆ Most students can articulate the ecological and political impact of a wide range of energy sources</li> </ul>
<p style="text-align: center;"><b><u>Water</u></b></p> <p>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>	<ul style="list-style-type: none"> <li>◆ Clean and plentiful water for use in the school is a given but not examined in detail</li> </ul>	<ul style="list-style-type: none"> <li>◆ Water use is measured and reported by students for some parts of the school</li> <li>◆ Initial efforts are made toward establishing water conservation goals at the class and/or whole school level</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students often work with key school staff to research, propose and implement school wide water conservation projects at the design and behavioral levels</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students help lead a concerted effort to connect the school's water conservation successes to water quality issues in the community with an emphasis on improving health and environmental quality</li> </ul>
<p style="text-align: center;"><b><u>Solid Waste</u></b></p> <p>Students and staff learn through regular practice that "Reducing" is more effective than "Re-using", and "Recycling" is only a last ditch effort. <i>This saves money and resources.</i></p>	<ul style="list-style-type: none"> <li>◆ Most materials that come into the school are used once and then thrown "away"</li> <li>◆ One shot programs such as a "Zero Waste Lunch" day may occur occasionally</li> </ul>	<ul style="list-style-type: none"> <li>◆ Garbage and recyclable materials use is measured and reported by students for some parts of the school</li> <li>◆ Occasional projects focus on re-using certain materials or objects in the school</li> </ul>	<ul style="list-style-type: none"> <li>◆ 1 to 3 materials are recycled on a school wide basis</li> <li>◆ Progress toward substantial recycling goals is made</li> <li>◆ Students help design re-use projects and pass cost saving results on to facility managers</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students work collaboratively with school administrators, facility managers and outside providers to implement creative and cost saving approaches to waste inflow reduction and material re-use</li> </ul>
<p style="text-align: center;"><b><u>Food Service</u></b></p> <p><i>The creation, transportation, preparation and disposal of food is one of the single largest ecologically significant activities of human beings. Also, healthy food helps make students physically prepared for learning.</i></p>	<ul style="list-style-type: none"> <li>◆ Short term financial cost is the primary factor in food service decisions</li> <li>◆ Much food waste is mixed in with the regular garbage</li> </ul>	<ul style="list-style-type: none"> <li>◆ Cafeteria and student brought food waste is measured and reported by students</li> <li>◆ Some programs exist to explore the env. and health impact of food choices</li> </ul>	<ul style="list-style-type: none"> <li>◆ Composting of food waste helps the school reach a challenging and substantial goal for waste reduction</li> <li>◆ Effort is made to offer organic, local and/or vegetarian food choices</li> </ul>	<ul style="list-style-type: none"> <li>◆ Environmental accounting within the food service provided by the school seeks to systematically minimize the "ecological footprint" of the school's food intake with direct student involvement, leadership, and education</li> </ul>

<p><b><u>Toxics</u></b>  <i>Many chemical substances found in schools pose significant health and environmental hazards in their handling, storage, use and disposal.</i></p>	<ul style="list-style-type: none"> <li>◆ Cleaning, art, science, construction and other materials are used without in-depth analysis of their potential health and environmental risk</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students study and report sources and proper disposal techniques for toxics</li> <li>◆ Some attempt is made to raise awareness of toxics at the class and/or school level</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students work closely with custodial staff on issues of toxic substance use and effects</li> <li>◆ Students work toward the elimination of toxic substance use in the school environment</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students work to educate the local community on issues of household and workplace toxics, alternatives, and health and safety issues</li> </ul>
<p><b><u>Indoor Air Quality</u></b>  <i>Addressing the causes of indoor air quality helps students experience the direction between a healthy environment and a healthy life for people.</i></p>	<ul style="list-style-type: none"> <li>◆ Indoor air quality is assumed to be satisfactory</li> <li>◆ Some people may wonder if their school has “Sick Building Syndrome”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sources of indoor air pollution are studied and reported by students and trained professionals</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students help research, document and publicize occurrences of health effects that may be tied to indoor air quality at the school</li> </ul>	<ul style="list-style-type: none"> <li>◆ Strict indoor air quality standards and procedures are in place in the school and students help raise awareness of the issue in the local community</li> </ul>
<p><b><u>Transportation</u></b>  <i>Getting students and staff to and from school and school functions has significant environmental impact. Studying this issue helps students see the connections between their local and global environments.</i></p>	<ul style="list-style-type: none"> <li>◆ School buses and private vehicles effectively transport students and staff</li> </ul>	<ul style="list-style-type: none"> <li>◆ Env. impact of school related transportation is calculated and reported by students (e.g. CO2 emissions)</li> <li>◆ Some attempt is made to raise awareness of transportation issues at the class and/or school level</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students work with school staff to research, propose and implement one or two school wide transportation alternatives or efficiency improvements</li> </ul>	<ul style="list-style-type: none"> <li>◆ Dollar savings and pollution reduction from alternative transportation projects are clearly documented and celebrated</li> <li>◆ Students seek to improve local transportation issues through direct involvement</li> </ul>
<p><b><u>Building Design</u></b>  <i>Applying sustainable building design principles to new school construction and/or retrofitting of existing school buildings presents an unprecedented opportunity for reducing both environmental impact and long term financial cost. Even though the task is huge, multifaceted and oftentimes seemingly intractable, students learn so much by studying the possibilities.</i></p>	<ul style="list-style-type: none"> <li>◆ Most aspects of the school building design would be considered typical or traditional</li> <li>◆ Long term cost and health benefits of innovative environmental design are not primary considerations in setting contracts for new building design and construction</li> </ul>	<ul style="list-style-type: none"> <li>◆ Maintenance plan insures on-going effectiveness of existing systems</li> <li>◆ Some students are involved in monitoring existing best environmental practice systems</li> </ul>	<ul style="list-style-type: none"> <li>◆ Many students research best environmental design practices and present their findings to school administrators and facility managers</li> <li>◆ Students are involved in building design planning and implementation initiatives</li> </ul>	<ul style="list-style-type: none"> <li>◆ School design incorporates several best environmental design practices such as daylighting, passive and active solar power, reused and recycled building materials, energy efficient building shell, energy efficient lighting, electrical and HVAC systems, and others</li> <li>◆ Long term strategic planning process focuses on retrofitting and improving systems wherever possible</li> </ul>
<p><b><u>Sustainability Displays and Interpretation</u></b>  <i>Overall operations and design of the school’s physical plant incorporate best environmental practices that reinforce ecological literacy. This makes the building itself an “instructor” that teaches by example.</i></p>	<ul style="list-style-type: none"> <li>◆ Operating systems of the school building are out of sight and out of mind, regardless of how well or poorly they are designed</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some temporary signs and other educational displays make the ecological aspects of the school building and occupant behaviors clear to visitors as well as students and school staff</li> </ul>	<ul style="list-style-type: none"> <li>◆ Results and data about resource use and conservation efforts of the school are monitored and published regularly in many places</li> </ul>	<ul style="list-style-type: none"> <li>◆ The conservation strengths and weaknesses of the school building are patently obvious to an uninformed observer</li> <li>◆ Students display proud ownership of their successful monitoring of building functions and the conservation oriented behavior of occupants</li> </ul>

## Section V: ADMINISTRATIVE SUPPORT

Indicator	1	2	3	4
<p style="text-align: center;"><b><u>School Philosophy and Culture</u></b></p> <p>Environmental themes, concepts and projects are at the core of how staff and administration think about curriculum and building operations. <i>Successful innovative projects are easier to develop and sustain when this “Environment as an Integrating Context”, or “EIC” approach achieves a critical mass of support (especially among those with decision making authority).</i></p>	<ul style="list-style-type: none"> <li>◆ Efforts to use an EIC approach tend to meet resistance or lack of understanding from administrators</li> <li>◆ Multiple approaches vie for prominence in curriculum discussions (e.g. traditional “3 R’s” or a progression of “new” or “silver bullet” curricula, programs and methodologies)</li> <li>◆ Curriculum may feel scattered or unfocused overall</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some administrative support exists to use an EIC approach in certain cases as a specific strategy for engaging students with diverse learning styles, particularly students who are not as well served by traditional teaching approaches</li> <li>◆ An EIC approach to meeting learning standards is neither supported nor discouraged by administrators. . . so long as students can pass the standardized test</li> </ul>	<ul style="list-style-type: none"> <li>◆ School administration encourages teachers to incorporate an EIC approach into testing and assessment</li> <li>◆ School literature talks about environmental issues as being important</li> <li>◆ Most teachers and administrators assume an EIC approach is embedded in the expected teaching norms, whether or not they use EIC or environmental terminology to describe it</li> </ul>	<ul style="list-style-type: none"> <li>◆ School mission or philosophy statement clearly articulates or embodies the direct connection between EIC and high student performance</li> <li>◆ School principals, superintendents and board members are consistent public advocates for EIC</li> <li>◆ Regular presentations are made to school board and local community to demonstrate the successes and opportunities of EIC for students</li> </ul>
<p style="text-align: center;"><b><u>Professional Development</u></b></p> <p>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>	<ul style="list-style-type: none"> <li>◆ The content of most professional development plans and activities is largely a matter of individual choice and is not closely tied to an overarching theme</li> </ul>	<ul style="list-style-type: none"> <li>◆ EIC instructional strategies and ecological literacy courses are accepted as legitimate topics for professional development</li> <li>◆ Some school wide training exists on EIC or ecological literacy related topics</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teachers and administrators work closely together through professional development to plan EIC curriculum</li> <li>◆ Teachers and administrators are required or strongly encouraged to continually develop their own personal EIC instructional strategies and ecological literacy</li> </ul>	<ul style="list-style-type: none"> <li>◆ Most prof. development plans and activities have a strong environmental component</li> <li>◆ Substantial planning time and skills training on EIC instructional strategies and ecological literacy are provided to teachers</li> <li>◆ EIC training is provided and coordinated at the whole school level</li> </ul>
<p style="text-align: center;"><b><u>Planning</u></b></p> <p>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>	<ul style="list-style-type: none"> <li>◆ Most to all decisions about curriculum and building operations are based on analysis of short term costs and other immediately critical concerns</li> </ul>	<ul style="list-style-type: none"> <li>◆ Green School or EIC components appear as components (but not the focus) of school planning documents</li> </ul>	<ul style="list-style-type: none"> <li>◆ School improvement plan identifies “green” strengths and weaknesses</li> <li>◆ School planning documents identify measurable, realistic and exciting Green School objectives</li> </ul>	<ul style="list-style-type: none"> <li>◆ School and/or district level strategic plans addresses EIC as a core component</li> <li>◆ Several year plan exists (and is regularly updated) for implementing Green School activities</li> </ul>