

PLT GreenSchools Application for Early Childhood Certification

Congratulations! If you are ready to complete this reporting form, it means your school has taken meaningful action to make your school environment a greener and healthier place! We are eager to learn about your efforts and recognize them through our certification program.

This form should be approved by both the school principal and a Green Team representative after your school has met the certification requirements. National PLT GreenSchools staff will review your completed form and if all the criteria are met, you will be officially recognized as a Certified PLT GreenSchool and will be presented with a PLT GreenSchool banner. You may also be contacted for a featured story in national PLT's Branch e-newsletter or a profile of your school's accomplishments on the PLT GreenSchools website.

In addition, if you have any supplemental information to share that cannot be included on this form, such as graphs or charts, pictures, newspaper articles, or letters of support from staff or partners, please email those to information@plt.org and include your school name and GS Certification Form Accompanying Documents in the subject line.

School Contact Information

1. School: Please include the complete name of your school/early childhood center as you would like it to appear in any recognition and promotional materials.
2. Your Name: Please provide the full name of the person completing this application
3. School Address
4. Phone Number: Please enter the best phone number to reach you in the event we have questions about your application.
5. Email Address: Please provide the best email address to reach you in the event we have questions about your application and to notify your school/early childhood center about the status of your certification

6. To become a Certified PLT GreenSchool your school Principal must approve this application. Has the Principal approved this application? **Yes or No**

7. Has a Green Team representative reviewed and approved this application? **Yes or No**

8. Is your school currently registered on the PLT GreenSchool website?
A school must be registered on our website (www.greenschools.org) to be eligible for certification. Registration is a simple, no cost process and allows us to know more about your school. **Yes or No**

9. Are two teachers trained in PLT?
Your school must have at least two teachers who are trained in PLT to be eligible for certification. Please provide the training dates below.

First teacher and date:

Second teacher and date:

10. Is PLT Professional Development made available to all teachers? **Yes or No**
All teachers must be offered the opportunity by school administration to participate in PLT's professional development to be eligible for certification.
This can be as simple as encouraging attendance at a local workshop!

11. Do 20% of your age-level classes embed environmental education into the curriculum?
At least 20% of classes must embed environmental education, including PLT.
Yes or No

12. Do 20% of learners have meaningful outdoor learning experiences each year?
At least 20% of the learners must have meaningful outdoor learning experiences to be eligible for certification.
Yes or No

13. Which age-level classes teach about the environment?
Please list the age-levels classes as well as the number of students participating that benefit from environmental education and meaningful outdoor learning experiences.

Class 1:

Class 2:

Class 3:

Class 4:

Class 5:

Class 6:

Class 7:

Class 8:

Class 9:

Class 10:

14. Please enter your School Pledge below.

If your school or center adopted the PLT GreenSchools Pledge (*We pledge to take responsible action to make our school, community, and world a greener and healthier place for living and learning.*), you may simply write in "**PLT GS Pledge Adopted**". A school must adopt a pledge to be eligible for certification.

15. Please tell us how you have structured your PLT GreenSchools Team. Have you included learners on the Green Team? How?

16. How many total learners total are on your school wide Green Team? _____

17. If you have the school wide Green Team divided into age-level Green Teams i.e. 2 year olds, 3 year olds, please list the age-level teams and indicate the number of learners on each.

18. How many overall teachers and staff are on your Green Team?

19. How many custodial or maintenance staff are on your Green Team?

20. How many groundskeepers are on the Green Team? (if separate from maintenance staff)

21. How many parent volunteers are on your Green team?

22. Please list any other community/school partners represented on your Green Team.

23. How many times per year does your school wide Green Team meet?

The school wide Green Team should meet a minimum of 4 times per year for certification. Please list the dates your Green Team met.

If you have age-level Green Teams, how often do they meet?

24. Do the age-level Green Teams include any learners in the planning or leadership?
If so, how?

If not, why not? Can you think of a way they could participate in the planning or leadership?

25. Have you completed investigations in these five areas: energy, waste and recycling, water, school site, and environmental quality? **Yes or No**
All five areas must be investigated within the past two years to be eligible for certification.
26. Please indicate if the investigations you used were from PLT GreenSchools or another program

	PLT GreenSchools Investigation	Other
Energy		
Waste and Recycling		
Water		
School Site		
Environmental Quality		

27. If you checked "other" for any of the investigative areas above, please tell us the source of the investigation you used.

Energy Investigation

Introduce the Theme

Reading Connections (page 4)

Have you read one or more children's books to the learners on the topic of energy? What are the titles and authors of the books?

Learning through Movement (page 4)

Did you provide the learners the opportunity to sort and classify toys and games as either using "Electricity" or "No Electricity"? What were some of the toys and games that were provided for the learners to classify?

Early Learner Worksheet: Does It Use Electricity? (page 5)

Did each learner complete the worksheet? **Yes or No**

If not, what did you do instead to teach and reinforce the concept?

Bulletin Board: Save Energy (page 5)

Did you and the learners create a bulletin board about saving energy? Please describe and/or provide a picture.

Conduct the Energy Investigation

Part I: Building Information, Energy Costs, and Energy Sources

Did a member of the Green Team complete the survey of the building as listed on page 6 and 7 of the investigation? **Yes or No**

Record any changes to improve energy efficiency that have been made to the building since it was built.

Have you collected and analyzed your school's utility bills for the past year to establish baseline energy use? **Yes or No**

What did you discover about the schools energy usage?

Does your school have any onsite renewable energy systems?

Solar Photovoltaic

Wind Power

Geothermal Other: _____

Record a list of ways to improve energy efficiency at your school/early childhood center based on the information you gathered about the building, energy costs, and energy sources.

Part II: Individual Room Surveys
Counting Energy Devices (page 8)

Did the learners count the devices in each room that used electricity?
Did they determine if these devices were “on” or “off”?

Did you discuss with the learners that devices when not in use should be off? What examples did you use?

Daylighting (page 9)

Did you try Daylighting with the learners? How did they react? Do you now practice Daylighting whenever possible? If not, why not?

Did the Green Team complete the Individual Room Surveys for both lighting and temperature control (pages 9 and 10)? What were your observations or discoveries?

Part II: School wide Energy Results

What observations and conclusions did you make based on the results of the school wide energy survey?

Record any recommendations for ways to reduce the amount of energy consumed by appliances and other electronic devices at your early childhood center.

Energy Patrol (page 11)

Did you take the learners on a guided discovery walk to help them observe how energy is used at your early childhood center? What were some observations of the learners?

On the walk did you also look for signs of energy being wasted? What were some of the ways energy was being wasted?

Did you discuss how energy can be saved? What ideas did you and the learners have?

Taking Action

Classroom Action Book

Please attach a copy of the Classroom Action Book your learners made.

You did not have to use the provided template, but did need to create a Classroom Action Book.

Energy Action Plan

After reviewing the list of ideas that you brainstormed for reducing energy use and increasing energy efficiency at your early childhood center, what action project(s) did you do to conserve energy at your center?

Please describe the project(s) and provide a few pictures of the learners in action.

Final Thoughts: Energy Conservation Actions

Please tell us about any other energy conservation practices you have implemented at your school/early childhood center.

Environmental Quality Investigation

Introduce the Theme

Reading Connections (page 6)

Have you read one or more children's books to the learners on the topic of environmental quality? What are the titles and authors of the books?

Learning through Observation (page 7)

What demonstration did you use so that the learners could better understand the concept of air?

Bulletin Board: Improve Your Air! (page 7)

Did you and the learners create a bulletin board about how to improve air quality? Please describe and/or provide a picture.

Conduct the Environmental Quality Investigation

Part 1: Transportation

Did you and the learners complete the **Individual Room Transportation Charts?** (page 9) Did you compile the data onto the Schoowide Transportation Tally Chart? (page 10)

- What is the most common way that children get to the EC Center?
- What is the most common way that staff get to the EC Center?
- What changes could be made in how people get to the center that would be better for people and the environment?

What ideas did you brainstorm for encouraging transportation choices or idling policies that improve air quality around your center?

Part II: Indoor Air Quality (IAQ)

Early Childhood Engagement: Temperature (page 12)

What sensory exploration did you have so that learners could feel varying temperatures?

Did you go on a guided discovery of your classroom or center to find temperature differences? What did you discover?

Did the learners complete the “My Classroom Temperature” worksheet on page 26, or do some other activity to record how the temperature changed during the week? If an alternative activity, please describe.

Did you and the learners complete the **Individual Room IAQ Measurement Charts** for each room? (page 13) What did you discover through observation?

Did you and the learners complete the **Individual Room IAQ Observations Chart**? (page 14-15) What did you discover?

What did you discover when answering the **General Questions on Indoor Air Quality**? (page 16)

Part III: Cleaning and VOCs

Did you and the learners complete the **Cleaning Chart**? (page 17) What did you discover by completing this chart?

What did you discover when answering the **General Questions on Cleaning and VOCs**? (page 18)

Part IV: Hazardous Materials

Did you and other staff (not the learners) complete the **Hazardous Materials Inventory Chart** and the **Hazardous Materials Questions?** (pages 19-20) What did you discover?

Taking Action

Classroom Action Book

Please attach a copy of the Classroom Action Book your learners made.

You did not have to use the provided template, but did need to create a Classroom Action Book.

Environmental Quality Action Plan

After reviewing the list of ideas that you brainstormed for improving the environmental quality at your early childhood center, what action project(s) did you choose do at your center?

Please describe the project(s) and provide a few pictures of the learners in action.

School Site Investigation

Introduce the Theme

Reading Connections (page 7)

Have you read one or more children's books to the learners on the topic of plant and animals, gardening or mapping? What are the titles and authors of the books?

Conduct the School Site Investigation

Part I: Map Your Site

Were you able to map your site and answer the questions on page 8? If not, did you do some other activity? Please explain.

Early Childhood Engagement: Learning Through Movement- Spatial Awareness (page 8)

Did you lead the learners in the activity to help them understand the position of objects in relation to each other? Or did you lead them in some other activity to help them become spatial aware? Please describe.

Early Childhood Engagement: Make a Map (page 9)

Did you and the learners make a map of your school and grounds? Please attach a picture of the map.

Part II: Pervious and Impervious Areas

Early Childhood Engagement: Sponge Demonstration (page 10)

Did you do the demonstration for the learners? If not, did you do different demonstration? Please describe.

Did you and the learners walk around the school site and find pervious and impervious surfaces? What did you have the learners do so they could discover which surfaces were pervious and which surfaces were impervious?

Part III: Outdoor Space Assessment

Did you and the learners do the **Outdoor Space Assessment** together? (page 11-14) What did the learners discover through this assessment?

Early Childhood Engagement: Guided Discovery Walk (page 12)

Did you and the learners walk outside and discover the different types of plants and animals that live around your center? Did you create a "Plant and Animal Observation Chart" or something similar? (page 16) If so, please attach a picture.

Early Childhood Engagement: Outdoor Activities (page 13)

What are the children's favorite outdoor activities either at school, home or with their family elsewhere?

Do you have any school gardens? How many and what type?

Early Childhood Engagement: Bulletin Board (page 15)

Did you and the learners create a Bulletin Board or large picture from the inventory of the plants and animal that live around your center? If so, please attach a picture.

Part IV: Grounds Maintenance

Did you complete the **Grounds Maintenance** inventory on page 17? Did you discover anything that interested or dismayed you? Do you have any recommendations for improving the way grounds maintenance is performed?

Part V: Tree Assessment

Tree Health: Did you and the learners become "Tree-tectives" and complete the Tree Assessment on your school site? (pages 18-20) What did you discover about the trees?

Tree Value: Did you assess the value of some of your trees using iTree? What did you discover about the value of your trees?

Early Childhood Engagement: Hooray for Trees! (page 22)

Did you and the learners take a walk and discuss the benefits of trees? Did the learners draw a picture of trees and the things trees provide? If so, attach at least one picture.

Taking Action

Classroom Action Book

Please attach a copy of the Classroom Action Book your learners made.

You did not have to use the provided template, but did need to create a Classroom Action Book.

School Site Action Plan

After reviewing the list of ideas that you brainstormed for improving the site of your early childhood center, what action project(s) did you choose to do at your center?

Please describe the project(s) and provide a few pictures of the learners in action.

Waste & Recycling Investigation

Introduce the Theme

Reading Connections (page 4)

Have you read one or more children's books to the learners on the topic of waste and recycling? What are the titles and authors of the books?

Early Learner Worksheet "Where Does Garbage Go?" (page 4)

Did your learners complete this or a similar activity? Please describe the activity the learners participated in to understand the difference between recyclable, compostable and throw away items.

Learning through Movement (page 4)

Did your learners participate in a game or movement activity to help them understand the difference

between recyclable, compostable and throw away items? Please describe.

Conduct the Waste and Recycling Investigation

Part 1: Waste Removal

Did a member of the Green Team complete the survey about waste removal for your school/center listed on pages 5 and 6 of the investigation? **Yes or No**

After brainstorming how do you think that waste removal practices could be improved?

Engagement: What Happens to Waste at My Early Childhood Center? (page 5)

Did your learners go on a Guided Discovery walk to locate the trash cans, recycling bins, compost bins, and dumpsters in and out of the school building? What observations did they make about the number, size and location of these?

Did your learners participate in any sort of an art activity to decorate the trash cans, bins or dumpsters? If so, please insert or attach pictures. If not, did they participate in some other art activity? If so please describe and attach or insert pictures.

Early Childhood Engagement: Where Does Garbage Go? (page 6)

Did you introduce the learners to garbage trucks and landfills? Did you show them pictures of landfills, or visit a landfill? What did the learners think about landfills and garbage trucks?

Part II: Recycling

Did you (not the learners) complete pages 7-8 about recycling at your center? Did you discover anything that interested or dismayed you?

Early Childhood Engagement (page 7)

Does your center have a separate truck for recycling? If so did the learners get to see it? Were you able to look at a map to see where the recycling facility is located? Or show picture of the recycling facility and how it works?

What did the learners think about recycling?

Part II: Composting (page 9)

Did you answer the questions about composting? Did you discover anything that interested or dismayed you?

Part IV: Waste Analysis (page 10-11)

Did you complete the **Waste Analysis Chart** and the **Waste Analysis Interpretation**? What did you discover about waste and recycling in your center? What ways can waste be reduced and recycling improved at your center?

Part V: Waste Reduction, Reuse and Purchasing

Did you interview the staff in charge of supply purchasing and environmental policies to find the answer to the questions on pages 13 – 14? What ways can purchasing practices, reuse of items and reduction of waste be improved at your center?

Taking Action**Classroom Action Book**

Please attach a copy of the Classroom Action Book your learners made.

You did not have to use the provided template, but did need to create a Classroom Action Book.

Waste and Recycling Action Plan

After reviewing the list of ideas that you brainstormed for improving waste practices at your early childhood center, what action project(s) did you choose to do at your center?

Please describe the project(s) and provide a few pictures of the learners in action.

Water Investigation

Introduce the Theme

Reading Connections (page 4)

Have you read one or more children's books to the learners on the topic of water and water conservation? What are the titles and authors of the books?

Early Learner Worksheet (page 4)

Did the learners complete the "Water is Life" worksheet? If not, what alternate activity did they do?

Part I: Water Source, Quality and Cost

Early Childhood Engagement: Did you show the learners a map of their center and surrounding area noting the nearby bodies of water? If not, what alternate activity did you do? Please explain.

Did you (not the learners) complete the questionnaire on pages 5 – 7 including the **Water Quality Test Results Chart**? After brainstorming what are some ways for improving the drinking water at the center?

Part II: Water Devices

Did you (not the learners) complete the **Water Devices Chart** and questions on pages 8-9? After brainstorming what ways could your center conserve water and improve the water-using fixtures?

Early Childhood Engagement (page 8)

Did you and the learners go on a discovery tour on your center's bathrooms, classrooms, hallways and other locations that have faucets? On the tour did the learners complete the "How Many Faucets?" data collection sheet found on page 15? If not, what alternate activity did you do? Please explain.

Did the learners have any ideas of how to conserve water at home or school?

Part III: Water Usage on Early Childhood Center Grounds

Did you complete the questions on pages 10-11? Depending on the age of the learners they may be able to help with these questions. What did you discover about how water is used outside the center?

Early Childhood Engagement (page 10)

Did you and the learners take a discovery walk outside the center looking for faucets, water hoses, bird baths and so on? What did you discover?

Taking Action

Classroom Action Book

Please attach a copy of the Classroom Action Book your learners made.

You did not have to use the provided template, but did need to create a Classroom Action Book.

Water Action Plan

After reviewing the list of ideas that you brainstormed for improving water quality and conservation at your early childhood center, what action project(s) did you choose to do at your center?

Please describe the project(s) and provide a few pictures of the learners in action.

Final Thoughts

Please share with us any other successes, challenges, or other items of interest on your journey as a PLT GreenSchool. We want to hear your school's story! Please feel free to share any other pieces of information that you have not already done so through this certification application.

Also, please share with us how you plan to celebrate becoming a PLT GreenSchool. Celebrating is a key part of becoming a GreenSchool.

One Last Step

The information contained in this application is complete and accurate to the best of my knowledge.

Signed _____

Date _____