

School Grounds and Gardens

Your Report Card is your opportunity to share out all the effort your school put into your certification project. Please respond to each question with as much detail as possible.

STEP ONE: BUILD YOUR GREEN TEAM

1. Please describe your Green Team. Please include the number of members, their roles in the school community, and any other details.
2. How often does your Green Team meet?
3. What general goal does your Green Team have in making your school greener and healthier this year?
4. Give us a brief description of your school. Include whether it's in a rural or urban community as well as any other details that makes your school stand out.
5. If you have already certified as a Washington Green School, please share how you are maintaining your Lasting Change from previous environmental categories.

STEP TWO: ASSESS

Please complete the audit found within the [School Grounds & Gardens Classroom Supplement](#) and then answer the questions below.

General

6. Does your school curriculum incorporate the use of the school grounds (i.e. garden education, plant growth, water education, wildlife, habitat, field science, physical fitness etc.)?

Water

7. Does your school employ water conservation practices such as drip irrigation, watering timers, or other methods to maintain lawns, playfields, landscape plantings, and/or gardens?
8. What percent of your current school grounds is covered in impervious surface? Any buildings, concrete, and asphalt are impervious while grass and plantings are pervious. Feel free to reference the satellite view on [Google Maps](#) for assistance.



Existing Gardens

9. Does your school have a food garden (vegetable, fruit, orchard, native plant) and/or specialty garden (rain, butterfly, wildflower, herb, shrub-steppe, pollinator, etc.) that students work in on a regular basis (classes, after-school programs, other)?
10. If you have a food garden, what is done with the produce that is harvested (i.e., used in cafeteria, eaten in the garden or classroom, taken home by students/teachers, given to a food bank).

Wildlife Habitat

11. Does your school have any of the following on its campus to help attract wildlife? Please choose all that apply.

Bird Feeders _____ Bird or Bat houses _____
Hummingbird, Butterfly garden _____ Water Features (bird bath) _____

School Grounds Management

12. Does your school district have policies in place to minimize or ban the use of chemicals on the school grounds? *An Integrated Pest Management policy is one example.*

Audit

13. Please complete the School Grounds Audit in the Classroom Supplement and transfer your findings to the following questions. During this assessment phase, you will calculate data regarding your school grounds currently as a baseline for your Lasting Change.

- a. Total of Yes responses: _____ (Your Score!)
- b. Total of Needs Improvement responses: _____
- c. Total of No responses: _____

14. Considering your assessment results, what is your SMART goal to make your school greener and healthier? Goals should be SMART (Specific, Measurable, Achievable, Realistic and Time Specific).

STEP THREE: MAKE A LASTING CHANGE

15. Describe *in detail* what actions your Green Team took to address your Lasting Change goals. What did students do? **How many students, Green Team members and beyond, were actively involved in this project?** For assistance, please see exemplar report card here.

16. What challenge(s) did you face while implementing your Lasting Change and what kind of solutions were you able to develop to address the challenge(s)?

STEP FOUR: VERIFY YOUR IMPACT

The purpose of the verification step is to determine to what extent your Lasting Change is having an impact on your school's grounds.

17. Did your Green Team reach the goal set in Step 1?

18. Please elaborate on key factors in achieving this goal or reasons that you did not achieve the goal.

19. What circumstances may have influenced your Lasting Change results?

20. Were you able to reduce the amount of impervious surface on your school grounds? If so, estimate what percent is impervious surface now.

21. How do you plan to maintain your Lasting Change?

22. What are some takeaways or lessons learned from this process that you did not include in your answers to the questions above?

STEP FIVE: SHARE YOUR STORY

23. In order for your sustainability efforts to become a part of your school's identity, the entire community has to be aware and involved. How did you share your certification project within your school AND within the greater community?

24. What do you consider to be the greatest success that you've seen as a result of your action project?

25. What was the greatest challenge that you faced when completing the certification process?

26. Your community should know about the exceptional work you've done to become a Washington Green School! For example, we may help you get the word out by sharing a press release of your certification story with a local news outlet. We'll need a few things to make that happen:



The name of your local paper where we can send the press release:

A brief synthesis of how your Green Team has made a positive impact on your school:

A quote from a member of the school community or Green Team about why this certification project was important:

STEP SIX: CERTIFY AND CELEBRATE

27. Please give your Report Card a careful final review to make sure that all your information is complete and correct. We will follow up with you in about two weeks with a review of your Report Card and information about celebrating your success!