

2026-27 P3 Applications are online – More info at
https://browardschools.instructure.com/courses/2091102

Schools can apply for all categories to be eligible for the Top Prize, or apply for each category for category prizes

The first part of the application is a summary of your school for the awards ceremony program. To see previous P3 Winners and Nominees' Bio, visit https://browardschoolscom.finalsite.com/fs/resource-manager/view/fd1ef702-0983-4633-a07c-e74183ff494f
Max of 1 page when printed

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. garden pictures, copy of the certificate the school received. Your school can submit other evidence to support your category from what is written here.

1. 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.
- 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.

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.

- Schools work with local community to tie school grounds efforts to other land and habitat conservation projects.
- School grounds is certified as a Broward County NatureScape 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.

2. SCHOOL SUSTAINABILITY (Possible 200 Points)

A. Energy (50 points max.)

Energy conservation behaviors related specifically to reducing greenhouse 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 energy use and cost savings are analyzed and documented by students.
- Students help lead projects to bring energy savings to the school.
- School implements a renewable energy project.

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 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.

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 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 participates in Food Recovery Program.

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 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 registers for the Broward Air Quality Index (AQI) School Flag Program.

3. 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.
- STEM-based programming focuses on problem-solving, discovery, and exploratory learning.
- High schools compete at the regional Envirothon that includes studying environmental topics.
- The school participates in the Dream in Green Schools Challenge - https://dreamingreen.org/green-schools-challenge/

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) impact(s) them.
- 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.
- The school participates in the Dream in Green Schools Challenge - https://dreamingreen.org/green-schools-challenge/

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.
- Students describe the major ecological features and species of their community environments in terms of first-hand experiences.

4. 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.
- Students work with decision makers in their school to implement green school initiatives.
- Students, teachers, and staff form an Eco-Action Team for NWF EcoSchools.

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.

5. 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 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 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 EcoSchools 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 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.

OTHER REQUIREMENTS (Possible 5 Points)

A. Completed and signed School Cover sheet (5 points) – uploaded under **Assignments** in Canvas, added in this application as a picture, or completed via ArcGIS Survey123.

GENERAL QUESTIONS? Send an email to browardstem@browardschools.com



The P3 Eco-Challenge School Recognition Program is a collaborative effort between Broward County Public Schools and its partners, Broward County Natural Resources Division and the Environmental Conservation Organization

2026-27 School Cover Sheet

School Name: _____

Name and Title of Contact Person: _____

Contact Phone: _____

Email: _____

I have reviewed the information in this school application and certify that to the best of my knowledge it is accurate. We also have on file, in our school, media releases of anyone featured in our application.

Administrator's Signature _____ Date _____

Administrator's Job Title _____

Print Name: _____

Lead Teacher #1 Signature _____ Date _____

Print Name: _____

Lead Teacher #2 Signature _____ Date _____

Print Name: _____