



CONNECTICUT  
GREEN LEAF  
SCHOOLS

*Leading, Educating, Achieving and Fostering  
healthy, green schools for all.*

## **Self-Assessment Roadmap Book**

*This manual is intended to support schools who are completing the Connecticut Green LEAF Schools Self-Assessment and to help them to connect to next-steps resources.*

**DRAFT March 2016**

Education for Environmental and Sustainability Literacy				
Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
1 Green Actions	Identify and fully utilize your school's green team, networks and partnerships.	<input type="checkbox"/> Initiate your Green Team. <input type="checkbox"/> Identify your school's networks and partnerships.	<input type="checkbox"/> Utilize and expand the impact of your Green Team in the school community. <input type="checkbox"/> Participate in other green school programs. <input type="checkbox"/> Develop partnerships with community, environmental, and other organizations.	<input type="checkbox"/> Maintain an active Green Team with representation from all sectors of your school community. <input type="checkbox"/> Facilitate partnerships and networking in your school and district. <input type="checkbox"/> Share your green successes with and mentor other schools.
	Your indicators of success and participation in this area.			

### Green Team

Does your school have a Green Team? Check here for "Forming a Green Team" guidelines:

<http://www1.easternct.edu/sustainenergy/files/2015/04/Forming-a-School-Green-Team2.pdf>

- No. Identify who should be on the team and set up an introductory meeting.

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- Yes! Great!

- Are all areas of the school included? What are your plans to include other areas not yet represented on the team?

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- What are your plans to expand the impact of your team?

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- How could you share your successes with other schools?

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**School Networks and Partnerships**

- Identify partnering organizations and other programs or networks that your school regularly works with:

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- Identify other organizations and programs or networks that your school would like to work with:

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- Reach out to other schools in your district, or neighboring towns to ask who they work with:

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- How could you share your networking successes with other schools?

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## Education for Environmental and Sustainability Literacy

Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
<b>2A Environmental/Sustainability Literacy</b>	<p>Incorporate environmental &amp; sustainability literacy (EL and SL) into curricular and instructional practices aligned to CT state standards.</p> <p>Utilize the elements of the CT Environmental Literacy Plan (CT ELP) to guide your curriculum.</p> <p>Support professional development about environmental &amp; sustainability literacy for all staff.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment of EL and SL in curricular and instructional practices completed.</li> <li><input type="checkbox"/> Assessment of use of CT ELP in the curricular and instructional practices completed.</li> <li><input type="checkbox"/> Assessment of EL and SL PD needs of all staff completed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate EL and SL into curricular and instructional practices</li> <li><input type="checkbox"/> Utilize the elements of the CT ELP to guide your curriculum.</li> <li><input type="checkbox"/> Plan developed and enacted to provide EL and SL PD for all staff to support program innovation and implementation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporation of EL and SL across subjects with interdisciplinary linkages.</li> <li><input type="checkbox"/> Use the school and schoolyard as a learning laboratory.</li> <li><input type="checkbox"/> Utilize outdoor learning, STEM connections, health and wellness, career pathways and/or civic engagement across the curriculum in lessons aligned to the state standards.</li> <li><input type="checkbox"/> Ongoing PD provided to all staff on environmental and sustainability concepts, including new staff, with refreshers, and ongoing or advanced PD for others.</li> </ul>
	Your indicators of success and participation in this area.			
<b>2B Measure Programs</b>	<p>Measure outcomes of program effectiveness, developmental-appropriateness, and assess student learning about environmental &amp; sustainability literacy (EL and SL) across the curriculum.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Initial assessment of program effectiveness to support EL and SL of all students completed.</li> <li><input type="checkbox"/> Utilize NAAEE Guidelines for Excellence to evaluate your program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan developed to improve program effectiveness of student EL and SL across curriculum and in professional development.</li> <li><input type="checkbox"/> Utilize NAAEE Guidelines for Excellence to improve your program.</li> <li><input type="checkbox"/> Implement standards-based lessons with a focus on environmental science and place-based education.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize NAAEE Guidelines for Excellence to maintain and continually improve your program.</li> <li><input type="checkbox"/> Demonstrate strong EL and SL of students throughout the curriculum through multiple actions such as student portfolios, citizen science and research projects, student-led community service learning initiatives, and lessons with a focus on engineering and problem solving for environmental issues.</li> </ul>
	Your indicators of success and participation in this area.			

## Environmental/Sustainability Literacy

### 1. Incorporating EL and SL

Does your school incorporate environmental & sustainability literacy (EL and SL) into curricular and instructional practices aligned to CT state standards?

- No. Assess your current curriculum and identify how you would go about incorporating EL and SL practices.

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- Yes!

Where are EL and SL incorporated in your curriculum? Are they across all subjects with interdisciplinary linkages? Are there other connections that could be made?

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Do you utilize the school, schoolyard, outdoor learning, STEM connections, health and wellness, career pathways and/or civic engagement across the curriculum in lessons aligned to the state standards?

- No. Identify spaces or resources you have available.  
How can these spaces be connected in the curriculum? Need help? Check the "School Site Walk" at <http://www1.easternct.edu/sustainenergy/files/2015/10/School-Site-Walk-12.15.pdf>

Try some new ideas for interdisciplinary standards-based learning at <http://www1.easternct.edu/sustainenergy/tqplelessons/>

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- Yes! What do you use already?

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- What other areas could you target or use? (Try "School Site Walk" and the lessons link above)

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**2. The CT Environmental Literacy Plan (CT ELP)**

Do you utilize the elements of the CT ELP to guide your curriculum? View the CT ELP here <http://www1.easternct.edu/sustainenergy/files/2015/04/CTs-ENVIRONMENTAL-LITERACY-PLAN-7-30-10.pdf>

- No. Assess your curriculum and identify elements that could be used. The elements include:
  - *Learning Opportunities for All* (K-12, environmental literacy as part of graduation requirements, instructional opportunities using interdisciplinary connections)
  - *Environmental Leadership Development* for teachers
  - *Use of School Grounds, Green Space and Natural Resources* as opportunities for learning
  - *Awareness, Communication and Collaboration* about environmental issues
  - *Implementation and Funding* using existing funds and programs, or seeking new programs and funding
  - *Assessment* and evaluation of program effectiveness

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- Yes! Which elements are you using?

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- Identify other elements that could be incorporated.

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**3. Professional Development about EL and SL for All Staff**

Do you have professional development about environmental & sustainability literacy for all staff?

Note: there are many environmental organizations, town, regional and state agency experts, and low-cost / no-cost opportunities, including in-person trainings, webinars, etc. Watch the CT Green LEAF list serve for notices, and the CT Green LEAF PD listings at <http://www1.easternct.edu/sustainenergy/gls-pd/>

- No. Identify a plan to incorporate more environmental and sustainability PD for staff (educators, support staff, facilities staff)

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- Yes! Are all sectors addressed (educators, support staff, facilities staff)? How could your PD plan be strengthened?

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- How often is training available? Have you planned for refresher training? Could trained staff extend their knowledge to other sectors or to new staff?

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- Have you participated in a *Best Practices in Sustainability Education* workshop, a CT Outdoor and Environmental Education conference ([www.coeea.org](http://www.coeea.org)), CT Science Education Conference ([www.csta-us.org](http://www.csta-us.org)) or shared your staff's expertise at a similar offering?

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## Measure Programs

### 1. Measure Program Effectiveness

Have you completed an initial assessment, utilizing NAAEE Guidelines, of your environmental and sustainability programs' effectiveness to support EL & SL of all students?

- No. View the NAAEE Guidelines for Excellence at <http://resources.spaces3.com/89c197bf-e630-42b0-ad9a-91f0bc55c72d.pdf>

Identify one or more programs to start evaluating:

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Yes!

- What were the outcomes of the initial assessment?

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- What is your plan to improve program effectiveness across the curriculum and in professional development?

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- Does your plan implement standards-based lessons with a focus on environmental science and place-based education?

No. How could you implement this?

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Yes! How are these incorporated?

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- Do you have a plan to continually assess your program to support ongoing improvement?

No.

Yes! How often do you re-assess?

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**2. Demonstrating EL and SL Throughout the Curriculum**

Do you assess student learning about environmental & Sustainability literacy across the curriculum?

- No. Identify ways in which you could assess EL and SL:

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- Yes! Do you use multiple actions to assess such as portfolios, citizen science and research projects, student led community service learning initiatives and lessons focused on engineering and problem solving environmental issues? If so, explain which are used.

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- What other measures could you implement?

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**Resources**

 **NAAEE- Guidelines for Excellence**  
[https://naaee.org/sites/default/files/eepro/products/files/gl\\_ee\\_materials\\_complete.pdf](https://naaee.org/sites/default/files/eepro/products/files/gl_ee_materials_complete.pdf)

 **COEEA- CT Environmental Literacy Plan**  
<http://coeea.org/about-us/connecticuts-environmental-literacy-plan/>

 **Next Generation Science Standards**  
<http://www.nextgenscience.org/>

 **Common Core State Standards**  
<http://www.corestandards.org/>

 **The Edible Schoolyard Project**  
<http://edibleschoolyard.org/>

 **Green Schoolyard Network**  
<http://greenschoolyardnetwork.org/>



**CT School Garden Resource Center**

<http://commongroundct.org/environmental-center/school-garden-resource-center/>



**Connecticut Project Learning Tree environmental education for students**

<http://www.ctwoodlands.org/environmental-education/project-learning-tree-connecticut>



**Connecticut Department of Energy and Environmental Protection  
Project WILD, Project Food, Land and People,**

[http://www.ct.gov/deep/cwp/view.asp?a=2691&q=322500&deepNav\\_GID=1627%20](http://www.ct.gov/deep/cwp/view.asp?a=2691&q=322500&deepNav_GID=1627%20)



**Green Thumb Challenge**

<http://www.greeneducationfoundation.org/greenthumbchallengesub.html>



**EcoSchool Design**

<http://www.ecoschools.com/>



**Schoolyard Habitat**

<http://www.fws.gov/chesapeakebay/schoolyd.html>

## Supporting the Health and Wellness of Students and Staff

Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
<b>3A CT Laws</b>	Comply with or exceed all CT school-based environmental health laws (EHLs).	<input type="checkbox"/> Establish baseline of compliance with EHLs by completing Quick Check Sheet	<input type="checkbox"/> Comply with all CT school EHLs and post required documents.	<input type="checkbox"/> Implement actions to exceed CT school EHLs. <input type="checkbox"/> Share methods with other schools about how to exceed the EHLs
	Your indicators of success and participation in this area.			
<b>3B IAQ</b>	Implement and maintain EPA's Indoor Air Quality (IAQ) Tools for Schools (TfS) program.	<input type="checkbox"/> Development of IAQ Team <input type="checkbox"/> Assessment of school's IAQ Program (e.g. TfS) completed	<input type="checkbox"/> Continue to update team training and implementation of your IAQ program <input type="checkbox"/> Incorporate refresher training programs	<input type="checkbox"/> Maintain written comprehensive Integrated Environmental Quality (IEQ) policies <input type="checkbox"/> Implement your management plan throughout school.
	Your indicators of success and participation in this area.			

### Check and Update Environmental Laws Compliance

Have you completed the required Quick Check List for required health laws for schools and is your school/district compliant with all of them? Note that many laws **require postings on your school/district website**. The Quick Check List and a template for those postings can be found at <http://www1.easternct.edu/sustainenergy/gls-documents/>

- No. Acquire Check List (at <http://www1.easternct.edu/sustainenergy/gls-documents/>) and review with team members.
  - Identify laws for which your school /district is not compliant and work on a plan to improve or rectify issues.
  - What steps do you need to take to identify check list issues and who on the team will work to find solutions?
  - What postings need to be added to the school or district website? What is the process for doing this?

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Our School has taken the following actions to improve on required health laws for air quality in the school.

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- Yes. Congratulations!!!!

Do you know the last inspection results for your school (it should be posted on your school / district website), and do you know if required remediation steps have occurred?

No

What was the result of the last report and findings?

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Yes!

### **Indoor Environmental Quality (IAQ)**

Does your school have a Green Team or Indoor Air Quality Team that addresses the school's healthy environment?

No, identify who should be on the team to develop it.

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Yes, identify team members

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Is the team an integrated (faculty, facilities, health staff, parents and/or students) team and how often do you meet to maintain the IAQ program?

No

How can this be implemented?

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Yes, Great!!

Has your team and facility staff been trained for IAQ and Indoor Environmental Quality (IEQ) or received recent update training? (Suggested every 3-5 years or as staffing changes) The suggested program is EPA's Tools for Schools Program.

- No. Contact [Kenny.foscue@ct.gov](mailto:Kenny.foscue@ct.gov) 860-509-7740 for information and help.
- Yes Date of training \_\_\_\_\_ or update training \_\_\_\_\_

If you do have an active IAQ program, have you got a policy for its implementation?

- No, identify who should be on the team to develop that program:

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- Yes, the steps of our program are:

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## Resources



### **Department of Public Health: Healthy Environments in Connecticut Schools**

[http://www.ct.gov/dph/cwp/view.asp?a=3140&q=387420&dphNav\\_GID=1828&dphPNavCtr=|%20-%20basics](http://www.ct.gov/dph/cwp/view.asp?a=3140&q=387420&dphNav_GID=1828&dphPNavCtr=|%20-%20basics)



### **Summary of CT Laws on School IEQ 2012**

<http://pollutionfreeschools.org/docs/summaryofctlawsonschoolieq2012.pdf>



### **EPA's Legislation and Regulation**

<http://www.epa.gov/regulatory-information-sector/educational-services-sector-naics-61>



### **CO Detection in Schools**

[http://www.ct.gov/dcs/lib/dcs/carbon\\_mon\\_detectors\\_in\\_schools.pdf](http://www.ct.gov/dcs/lib/dcs/carbon_mon_detectors_in_schools.pdf)



### **Robust TfS Program Description**

[http://www.csiert.org/images/TfS\\_box/Description\\_of\\_comprehensive\\_TfS.pdf](http://www.csiert.org/images/TfS_box/Description_of_comprehensive_TfS.pdf)



### **IEQ Management Overview**



### **EPA Model IAQ Management Plan**

<http://www.epa.gov/iaq-schools/coordinators-guide-indoor-air-quality>



### **NAEPP Asthma Friendly Schools:**

<http://www.nhlbi.nih.gov/health/public/lung/asthma/friendly.pdf>

## Supporting the Health and Wellness of Students and Staff

Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
<b>4A Healthy Eating</b>	Support healthy eating practices for staff and students which comply with nutrition standards in National School Breakfast and Lunch Programs.	<input type="checkbox"/> Establish baseline of compliance with nutrition standards.	<input type="checkbox"/> Implement nutrition standards in the cafeteria.	<input type="checkbox"/> Involve school community in healthy eating programs and throughout the curriculum <input type="checkbox"/> Involve families in healthy eating programs through outreach
	Your indicators of success and participation in this area.			
<b>4B Teach Nutrition</b>	Teach nutrition, and support professional development from cafeteria to classroom.	<input type="checkbox"/> Identify opportunities to educate about nutrition for both cafeteria and classroom staff.	<input type="checkbox"/> Provide PD for foodservice and classroom staff. <input type="checkbox"/> Integrate nutrition education in the classroom, including nutrition and food science for more than one grade level.	<input type="checkbox"/> Fully meet USDA PD Standards for Nutrition Program Employees. <input type="checkbox"/> Integrate school grounds and outreach activities to support healthy lifestyles. (e.g. school gardens) <input type="checkbox"/> Share nutrition outreach successes in your district
	Your indicators of success and participation in this area.			
<b>4C Local Foods and Alternatives</b>	Support use of local foods, farm-to-school sourcing, and alternative eating choices (vegetarian/vegan).	<input type="checkbox"/> Identify options to participate in local or farm to school food sourcing programs.	<input type="checkbox"/> Provide and/or increase use of local foods and alternative eating choices <input type="checkbox"/> Provide frequent opportunities to try new foods	<input type="checkbox"/> Expanded use of local foods, farm-to-school sourcing, and alternative eating choices <input type="checkbox"/> Share successes in your district
	Your indicators of success and participation in this area.			

### Healthy Eating

#### Establish Baseline of Compliance

Consult with your district or school food service director: Does your school participate in the USDA National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program (ASP), Special Milk Program (SMP) and Seamless Summer Option (SSO) of the NSLP

- No. We are a private school and do not follow standards set by the National School Breakfast and Lunch Program, but have a plan for healthy eating and nutrition education in place. Identify that plan:

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- No. We are a public school.  
Start an assessment of compliance with nutrition standards. Develop and implement a plan to comply with nutrition standards in the National School Breakfast and Lunch Programs. *See resources to help identify qualifications in the National Programs.*

What is your plan?

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- Yes! We participate in the School Breakfast, School Lunch, Special Milk, and or Afterschool Snack.  
What is your plan expand the offerings to more students and/or offer additional programs?

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How have you involved the school community in healthy eating programs and included healthy eating throughout the curriculum?

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How have you involved families in health eating programs through outreach?

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## Teach Nutrition

Does your school provide for student education on nutrition, healthy eating, and food science in the curriculum?

- No.  
Identify grade levels where these topics should be included in the curriculum (see state science and health standards.)

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Yes!

How could you expand the offerings to more students and/or offer additional programs?

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Does your school integrate the school grounds, school gardens, and other outreach activities to support healthy lifestyles?

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Does your school participate and share information with local, regional or statewide garden and food networks and workshops?

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Does your school provide PD for both teaching and cafeteria staff on nutrition and healthy eating?

No: Identify professional development needs for both cafeteria and teachers that increase their nutrition education, and link cafeteria and classroom together. *See resources for support in connecting cafeteria to classroom through educational materials.*

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Yes! *We have linked the cafeteria with the classroom* through curriculum in more than one grade. Explain how and where.

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- Yes! We have *linked cafeteria to classroom and to the community* through school education outreach activities and/or our school garden actions. Describe these programs:

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## Local Foods and Supporting Alternative Eating

Reach out to your food service manager. Does your school participate in the Farm to School program or a local food sourcing action?

- No: Our school does not participate in local sourcing. Identify opportunities to purchase from local sources. *See resources for Farm to School, CT Farm Markets*

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- Yes! We are a Farm to School participant and seek to expand on this option for more local food sourcing. What products are locally sourced? Are there opportunities to add more?

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- Yes! We use school garden or local produce in the cafeteria for tastings or serving. How could this be increased or expanded?

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Does your school offer vegetarian/vegan and other alternative options?

- No: Start an assessment of how options could be presented at your school.

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- Yes! We include healthy eating options and alternative selections in the cafeteria. How could this be expanded in your school?

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- Do you have frequent opportunities for students to try new foods? How could this be implemented or expanded in your school?


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### Resources

 **Connecticut State Department of Education; Child Nutrition Programs** On-Line resources for schools to develop and maintain healthy eating in schools.

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320670>



***Connecticut Healthy Food Certification: Section 10-215f*** of the Connecticut General Statutes requires that each board of education or governing authority for **all public schools participating in the National School Lunch Program** (including the Connecticut Technical High School System, charter schools, interdistrict magnet schools and endowed academies) must **certify annually** to the Connecticut State Department of Education (CSDE) whether the district will follow the Connecticut Nutrition Standards for all foods sold to students separately from reimbursable school meals.

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322420>



***There are also other USDA child nutrition programs available to schools in CT that offer children the opportunity to receive nutritious foods throughout the day and year including the School Breakfast Program, the Afterschool Snack Program, the At-Risk Afterschool Meals Program (suppers), the Seamless Summer Program and the Summer Food Service Program. This school year, in conjunction with other organizations and introduced by Governor Malloy in May, there are two School Breakfast Challenges meant to increase student and school participation in the School Breakfast Program. Monetary awards are available to the winners, which will be announced in the spring of 2013***



***Connecticut School Wellness Policies:*** Local wellness policies are an important tool for parents, local education agencies (LEAs) and school districts in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards. Section 204 of the **Healthy, Hunger-Free Kids Act of 2010**, Public Law 111-296, expands the scope of wellness policies; brings in additional stakeholders in its development, implementation and review; and requires public updates on the content and implementation of the wellness policies.

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322438>



**USDA Fresh Fruit and Vegetable Program:** *The Fresh Fruit and Vegetable Program (FFVP) provides all children in participating schools with a variety of free fresh fruits and vegetables throughout the school day. It is an effective and creative way of introducing fresh fruits and vegetables as healthy snack options. The FFVP also encourages community partnerships to support the schools when they offer free fruit and vegetables to children during the school day.*

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322546>



**USDA Information about school meals** <http://www.fns.usda.gov/cnd/>

## Nutrition



**The Farm-to-School Program** is a statewide program designed to encourage the use of Connecticut Grown fresh fruits and vegetables in your schools' cafeteria meals and snacks. This project is twofold: to develop new markets for local farms; and, to offer fresher, local produce for your school's lunch program. <http://www.ct.gov/doag/cwp/view.asp?a=2225&q=299424>



**The HealthierUS School Challenge (HUSC)** is a voluntary certification initiative established in 2004 to recognize those schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity. Connecticut has had 48 schools achieving the bronze level award, and six New London schools that have received the silver level. Approximately 200 additional CT schools have applications in the process of being approved! <http://teamnutrition.usda.gov/HealthierUS/index.html>



**NSTA' Learning Center Custom Collection of resources related to Healthy Living**

<http://learningcenter.nsta.org/share.aspx?id=LuAVyHwPpA>



**USDA Food and Nutrition Service information for educators**

<http://teamnutrition.usda.gov/educators.html>



**Project Food, Land & People** – Resources for Learning. Educational curriculum for grades PreK -12 that provides classroom activities for understanding to food systems, nutrition, environmental impacts and natural resources involved in providing food and fiber.

<http://www.foodlandpeople.org/>

## School Gardens



**Connecticut Project Food, Land and People, Garden Wise; Teaching with a Garden and Eat Well Be Well Nutrition Lessons**

**State Coordinator- Susan Quincy, [susan.quincy@ct.gov](mailto:susan.quincy@ct.gov)**



**CT NOFA**- **Connecticut Northeast Organic Farming Association**. Site provides a list of resources and contacts to help provide guidance on establishing and using the school garden.

<http://www.ctnofa.org/School%20resources.html>



**Green Thumb Challenge**

<http://www.greeneducationfoundation.org/greenthumbchallengesub.html>



**EcoSchool Design**

<http://www.ecoschools.com/>



**The Edible Schoolyard Project**

<http://edibleschoolyard.org/>



**Green Schoolyard Network**

<http://greenschoolyardnetwork.org/>



**School Garden Wizard**

<http://www.schoolgardenwizard.org/>

Supporting the Health and Wellness of Students and Staff				
Goal		Planting Seeds	Growing Green	Sustaining Growth
5 Access to Open Spaces & Wellness	Access for all to recess, recreation, and academics in open and outdoor spaces.	<input type="checkbox"/> Establish baseline of use of the outdoors to support physical and mental health, and use in the classroom. <input type="checkbox"/> Meet the required state school health assessment laws.	<input type="checkbox"/> Implement activities supporting physical and mental health for students and staff <input type="checkbox"/> Include open and green space and use the outdoors as part of the classroom	<input type="checkbox"/> Expand measures to include use of green spaces into the curriculum and opportunities in the outdoors year-round <input type="checkbox"/> Share value of outdoors in your school community / district
	Your indicators of success and participation in this area.			

## Access to Open Spaces

Has your school established your baseline of use of the outdoors to support physical and mental health, and use in the classroom?

No: Establish your baseline in the space below. (How much outdoor recess, and is it year-round? Are other classes conducted outdoors? Are outdoor areas used as stress-reduction venues for students?)

Yes: Inventory your baseline and think about ways to expand on these uses.

Outdoors used for recess

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Outdoors used for recreation

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Outdoors used for academics

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Outdoors used for mental health/relaxation

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## Health and Wellbeing

- We adhere to the Connecticut School Health and Sanitation laws (see <https://www.cga.ct.gov/2011/pub/Chap169.htm> for information)

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## Resources

### Wellness



**CT Chapter 169 School Health and Sanitation laws and requirements**

<https://www.cga.ct.gov/2011/pub/Chap169.htm>



**CT State Department of Education Healthy Connections, Coordinated Approach to School Health**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320726>



**CT State Department of Education Physical Education**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320886>



**Creating a Healthy School Using the Healthy School Report Card**

<http://www.healthyschoolcommunities.org/hsrc/pages/reportcard/index.aspx>



**Health Education Curriculum Analysis Tool (CDC)**

<http://www.cdc.gov/HealthyYouth/HECAT/index.htm>



**Physical Education Curriculum Analysis Tool (CDC)**

<http://www.cdc.gov/healthyyouth/PECAT/>



**Youth Physical Activity Guidelines (CDC)**

<http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm>



**School Health Index: A Self-Assessment and Planning Guide (CDC)**

<http://www.cdc.gov/healthyschools/shi/index.htm>

## Mental and Cognitive Health



**Vegetation and outdoor recess time at elementary schools: What are the connections?** Kelley L. Arbogast et. al, 2009.  
[http://www.researchgate.net/publication/222130761\\_Vegetation\\_and\\_outdoor\\_recess\\_time\\_at\\_elementary\\_schools\\_What\\_are\\_the\\_connections](http://www.researchgate.net/publication/222130761_Vegetation_and_outdoor_recess_time_at_elementary_schools_What_are_the_connections)



**Outdoor environmental assessment of attention promoting settings for preschool children.** F. Mårtensson et. al, 2009.  
<http://www.ncbi.nlm.nih.gov/pubmed/19643655>.



**Green spaces and cognitive development in primary school children.** Pyam Dadvand et. al. 2015.  
<http://www.pnas.org/content/112/26/7937>.



**New research suggests nature walks are good for your brain.**  
<http://www.washingtonpost.com/news/energy-environment/wp/2015/06/29/fixating-or-brooding-on-things-take-a-walk-in-the-woods-for-real/>



**40-second green roof views sustain attention: The role of microbreaks in attention restoration.** Kate E. Lee, 2015.  
<http://www.sciencedirect.com/science/article/pii/S0272494415000328>

## Physical Health



**Using Nature and Outdoor Activity to Improve Children's Health.** Leyla E. McCurdy et. al, 2010.  
<http://www.ncbi.nlm.nih.gov/pubmed/20381783>



**CT State Department of Education Physical Education**  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320886>



**CT State Department of Education Action Guide for School Nutrition and Physical Activity Policies**  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=322436>



**National Association for Sport and Physical Education**  
<http://www.shapeamerica.org/standards/pe/>



## Grants to Help Establish/Expand Wellness Programs at Your School



### Carol M. White Physical Education Program

<http://www2.ed.gov/programs/whitephysed/index.html>



### SPARK

<http://www.sparkpe.org/coordinated-school-health/>



### Action for Healthy Kids

<http://www.actionforhealthykids.org/tools-for-schools>

## Classroom Fitness Activities



### ABC for Fitness

<http://www.davidkatzmd.com/abcforfitness.aspx>



### ACTIVE

<http://www.ncpe4me.com/#id>



### SPARK

<http://www.sparkpe.org/coordinated-school-health/>



### Take 10

<http://www.take10.net/>



### The First Lady's Let's Move!

<http://www.letsmove.gov/>



### The President's Challenge

<https://www.presidentschallenge.org/>



### Healthy Schools Campaign, School Food and Fitness

<http://www.healthyschoolscampaign.org/programs/foodandfit/>



### HealthierUS School Challenge

<http://www.fns.usda.gov/tn/healthierus/index.html>



### GoNoodle

<https://www.gonoodle.com/>

## Outdoors and School Gardens



**Connecticut Project Learning Tree environmental education for students**

<http://www.ctwoodlands.org/environmental-education/project-learning-tree-connecticut>



**Connecticut Department of Energy and Environmental Protection  
Project WILD, Project Food, Land and People,**

[http://www.ct.gov/deep/cwp/view.asp?a=2691&q=322500&deepNav\\_GID=1627%20](http://www.ct.gov/deep/cwp/view.asp?a=2691&q=322500&deepNav_GID=1627%20)



**Green Thumb Challenge**

<http://www.greeneducationfoundation.org/greenthumbchallengesub.html>



**EcoSchool Design**

<http://www.ecoschools.com/>



**The Edible Schoolyard Project**

<http://edibleschoolyard.org/>



**Green Schoolyard Network**

<http://greenschoolyardnetwork.org/>



**School Garden Wizard**

<http://www.schoolgardenwizard.org/>



**Schoolyard Habitat**

<http://www.fws.gov/chesapeakebay/schoolyd.html>



**North American Association for Environmental Education**

<https://naaee.org/>

Reducing the Environmental Impact of Resources Used				
Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
6A Impact of Resources Used	Reduce impact and use of resources (energy, water, waste and transportation) in the school. <b>See Guidelines and Roadmap 6: Reducing Impact</b>	<input type="checkbox"/> Establish baseline of school use of energy, water, transportation, and waste.	<input type="checkbox"/> Implement plan to reduce the environmental impact of school energy, water, waste, and transportation use. <input type="checkbox"/> Compliant with CT laws for recycling <input type="checkbox"/> Compliant with CT DEEP Air Quality Amnesty Filing.	<input type="checkbox"/> Up to date (within 1 year) Energy Star benchmarking. <input type="checkbox"/> Active energy, water and transportation management. <input type="checkbox"/> Exceed the CT laws for recycling and include student-led initiatives. <input type="checkbox"/> Share successes in resource use with peers in district or other schools
	Your indicators of success and participation in this area.			
6B Teaching About Resources	Use the school facility and grounds as a learning laboratory to understand resource use. <b>See Guidelines and Roadmap 7: Learning About Resources</b>	<input type="checkbox"/> Student-led establishment of baseline of resource use, such as waste, recycling, water, or energy use. <input type="checkbox"/> Evaluate opportunities to use these topics in classroom learning.	<input type="checkbox"/> Student-led plan developed to reduce resource use, and to use renewable energy. <input type="checkbox"/> Incorporation of resource use concepts in the curriculum in more than one grade.	<input type="checkbox"/> Ongoing student-led activities to reduce resource use, use renewable energy. <input type="checkbox"/> Incorporation of resource use concepts across the curriculum. <input type="checkbox"/> Share successes in teaching about resource use with peers in district or other schools
	Your indicators of success and participation in this area.			

### Reducing Impact and Use of Resources

Have you established a baseline of use of energy, and water?

- No. Complete the EnergyStar Portfolio Manage Benchmarking with at least 14 recent consecutive months of energy use data. The process is free, or you can contact the Institute for Sustainable Energy at Eastern CT State University for assistance. Email [KOHLL@easternct.edu](mailto:KOHLL@easternct.edu) or call 860-465-0256.
- Yes! What is the most recent energy data update month? \_\_\_\_\_
  - If the data is more than 6 months old, update it.
  - Have you considered connecting to the Small Business Energy Advantage program from EnergizeCT? Get help with energy upgrades in your school or district.  
<http://www.energizect.com/businesses/programs/Small-Business-Energy-Advantage>

Have you (and your students!) established a baseline for transportation and waste services and impacts for your school?

No. Check out the following resources to help you:

**Recycling** All CT schools, colleges and universities are required by law to recycle. CT DEEP resources at [http://www.ct.gov/deep/cwp/view.asp?a=2714&q=443766&deepNav\\_GID=1645](http://www.ct.gov/deep/cwp/view.asp?a=2714&q=443766&deepNav_GID=1645) and Guidebooks at <http://www.ct.gov/deep/cwp/view.asp?a=2714&q=443846#Guidebooks> including

- “Getting Started: Setting up a school recycling program at your school”  
<http://www.ct.gov/deep/cwp/view.asp?A=2714&Q=443846>
- Connect with RecycleCT to learn more about recycling in the state, and to access school grants <http://recyclect.org/>

**Walking and Biking To School** Reduce traffic congestion, get healthy and improve air quality! Check out The CT Safe Routes to Schools Program at [http://www.ctsaferoutes.ct.gov/School Bus Anti-Idling](http://www.ctsaferoutes.ct.gov/School_Bus_Anti-Idling)

**School Bus and Vehicle Idling** School busses and other vehicle are prohibited from idling for more than 3 minutes, with some exceptions (e.g. temperatures below 20F or for special needs students) see the law at <https://www.cga.ct.gov/2002/act/Pa/2002PA-00056-R00HB-05663-PA.htm> or <http://www.ct.gov/deep/lib/deep/air/regulations/mainregs/sec18.pdf>

Yes!

- **Check to make sure you are fully compliant with the CT Recycling Laws**  
<http://www.ct.gov/deep/cwp/view.asp?a=2714&q=324896>
- **Think about going beyond Recycling with many ideas from CT DEEP** here  
<http://www.ct.gov/deep/cwp/view.asp?A=2714&Q=444428>
- Connect with RecycleCT to learn more about recycling in the state, and to access school grants <http://recyclect.org/>
- **What is your ongoing management plan to make your resources use programs more successful and to share your achievements with other schools in your district or region?**

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Has your school or district filed with the CT DEEP Air Amnesty Program?

- No Check on the status of this with your district or school facilities management team.
  
- Yes!

### **Use of the school facility and grounds as a learning laboratory**

Does your school allow for student-led assessments of resources use and reduction efforts?

- No. Assess for opportunities in energy, water, transportation and waste management in the school.

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- Yes! Congratulations!!

- Does your school curriculum include regular lessons to learn more about how energy, water, transportation, and waste impact the environment, the school, and how student behaviors in these areas might be modified to decrease environmental impact? How can you do this or increase this?

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- Have you shared your success in using the school as a learning laboratory with other schools in your district, region or state? How do you or how could you?

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**Does your school use renewable energy sources?**

- No Work with your energy team on your renewable energy plan.
- Yes! What type(s)?

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- Have you included learning about this renewable energy source in your curriculum? How do you, how could you expand it, or how could you?

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**Resources**



**Energy Star Portfolio Manager Overview**

[http://www.energystar.gov/index.cfm?c=evaluate\\_performance.bus\\_portfoliomanager](http://www.energystar.gov/index.cfm?c=evaluate_performance.bus_portfoliomanager)



**Connecticut Resources for Energy Performance Contracting**

[http://www.ct.gov/deep/lib/deep/energy/lbe/ctstandardized\\_performance\\_contracting\\_program\\_overview.pdf](http://www.ct.gov/deep/lib/deep/energy/lbe/ctstandardized_performance_contracting_program_overview.pdf)



**US EPA’s Guide “Energy Efficiency Programs in K-12 Schools”**

[http://epa.gov/statelocalclimate/documents/pdf/k-12\\_guide.pdf](http://epa.gov/statelocalclimate/documents/pdf/k-12_guide.pdf)



**West Hartford’s Comprehensive Energy Plan**

<https://www.westhartfordct.gov/civicax/filebank/blobdload.aspx?BlobID=28305>



**NE-CHPS (Collaborative for High Performance Schools) Operations and Maintenance Guide**

[http://www.neep.org/sites/default/files/resources/O%26M%20Guide%20Revision%20v2.5\\_FINAL.pdf](http://www.neep.org/sites/default/files/resources/O%26M%20Guide%20Revision%20v2.5_FINAL.pdf)  
Comprehensive guide to green, energy efficient operations and maintenance with a focus on Northeast schools, includes guidance on:

- Benchmarking
- Reduce building energy use
- Alternative transportation
- Water efficiency
- Green Purchasing policies
- Waste Management
- And more...

Contact: Susy Jones, [sjones@neep.org](mailto:sjones@neep.org)



**Connecticut Energy Efficiency Fund**

<http://www.energizect.com/> Programs offer rebates, financing, education, and more for residential and business customers.

**DOE/EPA ENERGY STAR for K-12 School Districts**

[http://www.energystar.gov/index.cfm?c=k12\\_schools.bus\\_schoolsk12](http://www.energystar.gov/index.cfm?c=k12_schools.bus_schoolsk12)

**DOE Purchasing for Energy Efficient Products**

[http://www1.eere.energy.gov/femp/technologies/eep\\_purchasingspecs.html](http://www1.eere.energy.gov/femp/technologies/eep_purchasingspecs.html)

**EPA Guidelines for Energy Management Overview**

[http://www.energystar.gov/index.cfm?c=guidelines.guidelines\\_index](http://www.energystar.gov/index.cfm?c=guidelines.guidelines_index)



**DOE Facility Energy Decision System** The Facility Energy Decision System (FEDS) is an easy-to-use building energy efficiency software tool that quickly and objectively identifies energy efficiency improvements that maximize life-cycle savings.

<http://www.pnl.gov/feds/>

**DSIRE - Database of State Incentives for Renewables and Efficiency**

A comprehensive source of information on state, local, utility and federal incentives and policies that promote renewable energy and energy efficiency.

<http://www.dsireusa.org/>



**eeSmarts Energy Efficiency Learning Initiative** from the Connecticut Energy Efficiency Fund

<http://www.eesmarts.com>



**CT Energy Education** High School level lessons from the Connecticut Energy Efficiency Fund

<http://www.ctenergyeducation.com>



**CT Green LEAF** lessons an ideas about using the schoolyard, school garden, and school resources as part of the curriculum.

[www.ctgreenleaf.org](http://www.ctgreenleaf.org)

**DOE K-12 Energy Curriculum**

<http://www1.eere.energy.gov/education/lessonplans/default.aspx>

**Project Learning Tree's GreenSchools!**

A nationwide environmental service-learning program that inspires students to take personal responsibility for improving the environment at their school, at home, and in their community. For Connecticut information, contact Lori Paradis Brant at [lbrant@ctwoodlands.org](mailto:lbrant@ctwoodlands.org)

<http://www.plt.org/greenschools>

## Transportation



### DOT Pedestrian & Bicycle Safety

[http://www.fhwa.dot.gov/environment/bicycle\\_pedestrian/](http://www.fhwa.dot.gov/environment/bicycle_pedestrian/)



### Connecticut legislation about school bus idling

<http://www.cga.ct.gov/2002/act/Pa/2002PA-00056-R00HB-05663-PA.htm>



### CT Safe Routes to Schools

An international movement promoting walking and bicycling to school by supporting efforts to make it safe, convenient and fun for children to do so.

Connecticut Program Contact Sharon Okoye, [sharon.okoye@ct.gov](mailto:sharon.okoye@ct.gov)

<http://www.ctsaferoutes.ct.gov/>



### Walking and Biking Safety Toolkit

<http://www.ctsaferoutes.ct.gov/Article.aspx?s=2>



### International Walk to School Month is October!

<http://www.iwalktoschool.org/>



### Walking School Bus

A walking school bus is a group of children walking to school with one or more adults. The website includes a simple how-to guide [http://www.walkingschoolbus.org/Walking\\_School\\_Bus\\_Basics.pdf](http://www.walkingschoolbus.org/Walking_School_Bus_Basics.pdf)

<http://www.walkingschoolbus.org/>



### Green Education Foundation “I Ride Green Program”

<http://www.greeneducationfoundation.org/i-ride-green-sub.html>

Includes curriculum, activities, recommended reading

## Water




**EPA’s WaterSense** <http://www.epa.gov/WaterSense/>. Program has information, activities, and worksheets. The site includes materials in English and Spanish.

[http://www3.epa.gov/watersense/our\\_water/learn\\_more.html#tabs-6](http://www3.epa.gov/watersense/our_water/learn_more.html#tabs-6) The program includes “Fix a Leak Week”, a family outreach program, and “A Day in the Life of a Drop,” a watershed protection program for grades 3-5. Check out the **WaterSense for Kids** section at


<http://www.epa.gov/WaterSense/kids/index.html> for lessons and information.




 **Project WET** [http://www.ct.gov/dep/cwp/view.asp?a=2691&q=322498&depNav\\_GID=1627](http://www.ct.gov/dep/cwp/view.asp?a=2691&q=322498&depNav_GID=1627) **Educate. Empower. Act.** The mission of Project WET is to reach children, parents, educators and communities of the world with water education. We invite you to join us in educating children about the most precious resource on the planet — water. A K-12 Curriculum supplies classroom materials to help students understand the science of water, conservation, health, and management

 **Be Water Wise Links**, from National Environmental Education Week  
Check their water resources page at <http://www.eeweek.org/toolkits/water-resources>


### Cleaning & Purchasing Products

 **Connecticut Department of Administrative Services Environmentally Preferable Purchasing Contract**  
<http://das.ct.gov/cr1.aspx?page=132>

 **Green Cleaning Products**  
[http://das.ct.gov/images/1090/EPP\\_Cleaning\\_Policy\\_072011.pdf](http://das.ct.gov/images/1090/EPP_Cleaning_Policy_072011.pdf)

 **DOE Purchasing for Energy Efficient Products**  
[http://www1.eere.energy.gov/femp/technologies/eep\\_purchasingspecs.html](http://www1.eere.energy.gov/femp/technologies/eep_purchasingspecs.html)


 **Connecticut Department of Energy and Environmental Protection- How to Green Your Agency**  
[Links to plans and suggestions to green any business or organization](#)


 **DEEP Environmentally Preferable Purchasing information**  
[http://www.ct.gov/deep/lib/deep/p2/goinggreen/going\\_green\\_makes\\_sense\\_epp.pdf](http://www.ct.gov/deep/lib/deep/p2/goinggreen/going_green_makes_sense_epp.pdf)

### Recycling

 **Connecticut's Designated Recyclable Items**  
[http://www.ct.gov/dep/cwp/view.asp?a=2714&q=324896&depNav\\_GID=1645](http://www.ct.gov/dep/cwp/view.asp?a=2714&q=324896&depNav_GID=1645)

 **CT Department of Energy and Environmental Protection Recycling Resources**  
<http://www.ct.gov/dep/cwp/view.asp?A=2714&Q=443766>

 **CT Department of Energy and Environmental Protection Recycling** index of brochures, fact sheets, games, books, videos and more  
[http://www.ct.gov/dep/cwp/view.asp?a=2714&q=324890&depNav\\_GID=1645](http://www.ct.gov/dep/cwp/view.asp?a=2714&q=324890&depNav_GID=1645)

 **Materials Innovation and Recycling Authority**  
Education resources, Trash Museum link, activity kits  
[www.ctmira.org](http://www.ctmira.org)



**Connecticut School Composting Guide**

[http://www.ct.gov/deep/lib/deep/compost/compost\\_pdf/schmanual.pdf](http://www.ct.gov/deep/lib/deep/compost/compost_pdf/schmanual.pdf)



**Keep America Beautiful - Waste Reduction and Trash Programs**

[http://www.kab.org/site/PageServer?pagename=programs\\_home](http://www.kab.org/site/PageServer?pagename=programs_home)



**Keep America Beautiful – Teacher Guide**

<http://www.kab.org/site/DocServer/curriculumSupplements - Lessons - 2015.pdf>



**Keep America Beautiful - America Recycles Day** (November 15th holiday to celebrate and promote recycling)

<http://americarecyclesday.org/>



**Keep America Beautiful - Recycle-Bowl** (annual competition btwn K-12 schools to improve recycling)

<http://recycle-bowl.org/>



**Recycling & Beyond: A Guide to College Campus Recycling** (not aimed at K-12 but it is a good guide nevertheless)

<http://pages.uoregon.edu/recycle/Book/index.htm>



**Green Cup Challenge** (October) contest for K-12 schools

<http://www.greencupchallenge.net/recyclechallenge/index.html>

Reducing the Environmental Impact of Resources Used				
Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
7 Green Policies	Develop and implement green policies for purchasing and materials use.	<input type="checkbox"/> Assessment of school's purchasing policies and opportunities for green purchasing.	<input type="checkbox"/> Implement green purchasing policy <input type="checkbox"/> Implement actions to reduce materials waste.	<input type="checkbox"/> Ongoing use of green purchasing with continuous improvement focus on reducing materials waste. <input type="checkbox"/> Share value of green purchasing in your school community/ district.
	Your indicators of success and participation in this area.			

Has your school assessed for sustainability practices in its policies for purchasing and materials use?

- Start your assessment by reviewing your policies and discussing possible improvements in: **Green purchasing** (e.g. recycled content, local suppliers, EnergyStar or Water Sense ratings, highest miles per gallon rated vehicles, hybrid vehicles, etc.)

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**Recycling, Trash removal and favoring reuse practices**

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**Green Cleaners and limiting aerosols/asthma triggers in schools**

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- Has your school posted all required policies online? See the suggested district template page at <http://www1.easternct.edu/sustainenergy/files/2015/04/District-Enviro-Law-Website-Template.docx>
- Consider including lessons about green purchasing in your curriculum and outreach with your school community about successes in green purchasing.


## Resources

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-  **Green Cleaning Products**  
[http://das.ct.gov/images/1090/EPP\\_Cleaning\\_Policy\\_072011.pdf](http://das.ct.gov/images/1090/EPP_Cleaning_Policy_072011.pdf)
-  **DOE Purchasing for Energy Efficient Products**  
[http://www1.eere.energy.gov/femp/technologies/eep\\_purchasingspecs.html](http://www1.eere.energy.gov/femp/technologies/eep_purchasingspecs.html)
-  **Connecticut Department of Energy and Environmental Protection- How to Green Your Agency**  
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-  **Keep America Beautiful - Waste Reduction and Trash Programs**  
[http://www.kab.org/site/PageServer?pagename=programs\\_home](http://www.kab.org/site/PageServer?pagename=programs_home)
-  **Keep America Beautiful – Teacher Guide**  
[http://www.kab.org/site/DocServer/curriculumSupplements\\_-\\_Lessons\\_-\\_2015.pdf](http://www.kab.org/site/DocServer/curriculumSupplements_-_Lessons_-_2015.pdf)

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