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
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<th>Planting Seeds</th>
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<tbody>
<tr>
<td>1 Green Actions</td>
<td>Identify and fully utilize your school’s green team, networks and partnerships.</td>
<td>Initiate your Green Team.</td>
<td>Utilize and expand the impact of your Green Team in the school community.</td>
<td>Maintain an active Green Team with representation from all sectors of your school community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify your school’s networks and partnerships.</td>
<td>Participate in other green school programs.</td>
<td>Facilitate partnerships and networking in your school and district.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Develop partnerships with community, environmental, and other organizations.</td>
<td>Share your green successes with and mentor other schools.</td>
</tr>
</tbody>
</table>

Your indicators of success and participation in this area.

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**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](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.

  __________________________________________

  __________________________________________

  __________________________________________

- Yes! Great!

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

    __________________________________________

    __________________________________________

    __________________________________________

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

    __________________________________________

    __________________________________________

    __________________________________________

  - How could you share your successes with other schools?

    __________________________________________

    __________________________________________

    __________________________________________

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**Connecticut Green LEAF Schools**

**Step 1 – Education for Environmental and Sustainability Literacy**

[www.ctgreenleaf.org](http://www.ctgreenleaf.org)
School Networks and Partnerships

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

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

☐ 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?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### Education for Environmental and Sustainability Literacy

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<tr>
<td>2A Environmental/Sustainability Literacy</td>
<td>Incorporate environmental &amp; sustainability literacy (EL and SL) into curricular and instructional practices aligned to CT state standards. Utilize the elements of the CT Environmental Literacy Plan (CT ELP) to guide your curriculum. Support professional development about environmental &amp; sustainability literacy for all staff.</td>
<td>Assessment of EL and SL in curricular and instructional practices completed. Assessment of use of CT ELP in the curricular and instructional practices completed. Assessment of EL and SL PD needs of all staff completed.</td>
<td>Incorporate EL and SL into curricular and instructional practices. Utilize the elements of the CT ELP to guide your curriculum. Plan developed and enacted to provide EL and SL PD for all staff to support program innovation and implementation.</td>
<td>Incorporation of EL and SL across subjects with interdisciplinary linkages. Use the school and schoolyard as a learning laboratory. Utilize outdoor learning, STEM connections, health and wellness, career pathways and/or civic engagement across the curriculum in lessons aligned to the state standards. Ongoing PD provided to all staff on environmental and sustainability concepts, including new staff, with refreshers, and ongoing or advanced PD for others.</td>
</tr>
</tbody>
</table>

Your indicators of success and participation in this area.

| 2B Measure Programs | Measure outcomes of program effectiveness, developmental-appropriateness, and assess student learning about environmental & sustainability literacy (EL and SL) across the curriculum. | Initial assessment of program effectiveness to support EL and SL of all students completed. Utilize NAAEE Guidelines for Excellence to evaluate your program. | Plan developed to improve program effectiveness of student EL and SL across curriculum and in professional development. Utilize NAAEE Guidelines for Excellence to improve your program. Implement standards-based lessons with a focus on environmental science and place-based education. | Utilize NAAEE Guidelines for Excellence to maintain and continually improve your program. 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. |

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.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
______________________________________________

- 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?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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/tqplessons/

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

- Yes! What do you use already?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Connecticut Green LEAF Schools
Step 2-Environmental & Sustainability Literacy
www.ctgreenleaf.org
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](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

- **Yes!** Which elements are you using?

  - Identify other elements that could be incorporated.

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

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

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

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:
   ____________________________________________________________________________
   ____________________________________________________________________________
   ____________________________________________________________________________

Connecticut Green LEAF Schools    Step 2-Environmental & Sustainability Literacy
www.ctgreenleaf.org
○ Yes!
  ○ What were the outcomes of the initial assessment?
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

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

○ Does your plan implement standards-based lessons with a focus on environmental science and place-based education?
  □ No. How could you implement this?
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
  □ Yes! How are these incorporated?
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

○ Do you have a plan to continually assess your program to support ongoing improvement?
  □ No.
  □ Yes! How often do you re-assess?
    __________________________________________________________
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:
  
  |__________________________________________________________________________________________|
  |__________________________________________________________________________________________|
  |__________________________________________________________________________________________|

- **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.
  
  |__________________________________________________________________________________________|
  |__________________________________________________________________________________________|
  |__________________________________________________________________________________________|

- What other measures could you implement?
  
  |__________________________________________________________________________________________|
  |__________________________________________________________________________________________|
  |__________________________________________________________________________________________|

**Resources**

- **NAAEE- Guidelines for Excellence**

- **COEEA- CT Environmental Literacy Plan**

- **Next Generation Science Standards**

- **Common Core State Standards**

- **The Edible Schoolyard Project**
  [http://edibleschoolyard.org/](http://edibleschoolyard.org/)

- **Green Schoolyard Network**
  [http://greenschoolyardnetwork.org/](http://greenschoolyardnetwork.org/)
Connecticut Green LEAF Schools

CT 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,

Green Thumb Challenge
http://www.greeneducationfoundation.org/greenthumbchallengesub.html

EcoSchool Design
http://www.ecoschools.com/

Schoolyard Habitat
http://www.fws.gov/chesapeakebay/schoolyd.html
## 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/](http://www1.easternct.edu/sustainenergy/gls-documents/)

- **No.** Acquire Check List (at [http://www1.easternct.edu/sustainenergy/gls-documents/](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?

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

- Yes. Congratulations!!!!

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### Connecticut Green LEAF Schools

### Step 3 Healthy School Environment

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

- 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.
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- Yes, identify team members
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

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?
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- Yes, Great!!

Connecticut Green LEAF Schools

Step 3 Healthy School Environment

www.ctgreenleaf.org
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 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:
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________

- Yes, the steps of our program are:
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
Resources

Department of Public Health: Healthy Environments in Connecticut Schools

Summary of CT Laws on School IEQ 2012

EPA’s Legislation and Regulation
http://www.epa.gov/regulated-information-sector/educational-services-sector-naics-61

CO Detection in Schools

Robust TfS Program Description

IEQ Management Overview

EPA Model IAQ Management Plan
http://www.epa.gov/iaq-schools/coordinators-guide-indoor-air-quality

NAEPP Asthma Friendly Schools:
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<tr>
<td>4A Healthy Eating</td>
<td>Support healthy eating practices for staff and students which comply with nutrition standards in National School Breakfast and Lunch Programs.</td>
<td>Establish baseline of compliance with nutrition standards.</td>
<td>Implement nutrition standards in the cafeteria.</td>
<td>Involve school community in healthy eating programs and throughout the curriculum. Involve families in healthy eating programs through outreach.</td>
</tr>
<tr>
<td>4B Teach Nutrition</td>
<td>Teach nutrition, and support professional development from cafeteria to classroom.</td>
<td>Identify opportunities to educate about nutrition for both cafeteria and classroom staff.</td>
<td>Provide PD for foodservice and classroom staff.</td>
<td>Fully meet USDA PD Standards for Nutrition Program Employees. Integrate school grounds and outreach activities to support healthy lifestyles. (e.g. school gardens) Share nutrition outreach successes in your district.</td>
</tr>
<tr>
<td>4C Local Foods and Alternatives</td>
<td>Support use of local foods, farm-to-school sourcing, and alternative eating choices (vegetarian/vegan).</td>
<td>Identify options to participate in local or farm to school food sourcing programs.</td>
<td>Provide and/or increase use of local foods and alternative eating choices. Provide frequent opportunities to try new foods.</td>
<td>Expanded use of local foods, farm-to-school sourcing, and alternative eating choices. Share successes in your district.</td>
</tr>
</tbody>
</table>

**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:

  __________________________________________
  __________________________________________
  __________________________________________
  __________________________________________

Connecticut Green LEAF Schools

Step 4 Healthy Nutrition

www.ctgreenleaf.org
O 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?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

O 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?
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

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

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

Teach Nutrition

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

O No.
Identify grade levels where these topics should be included in the curriculum (see state science and health standards.)
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
○ Yes!
How could you expand the offerings to more students and/or offer additional programs?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

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

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.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

○ 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?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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

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

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

Resources

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

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.

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.
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](http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322546)


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](http://www.ct.gov/doag/cwp/view.asp?a=2225&q=299424)

The HealthierUS School Challenge (HUSSC) 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](http://teamnutrition.usda.gov/HealthierUS/index.html)


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

Connecticut Green LEAF Schools

Step 4 Healthy Nutrition [www.ctgreenleaf.org](http://www.ctgreenleaf.org)
**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](http://www.ctnofa.org/School%20resources.html)

Green Thumb Challenge
[http://www.greeneducationfoundation.org/greenthumbchallengesub.html](http://www.greeneducationfoundation.org/greenthumbchallengesub.html)

EcoSchool Design

The Edible Schoolyard Project
[http://edibleschoolyard.org/](http://edibleschoolyard.org/)

Green Schoolyard Network
[http://greenschoolyardnetwork.org/](http://greenschoolyardnetwork.org/)

School Garden Wizard
## 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**
  
  ________________________________________________________________
  
  ________________________________________________________________
  
  ________________________________________________________________
  
  **Outdoors used for recreation**
  
  ________________________________________________________________
  
  ________________________________________________________________
  
  ________________________________________________________________
  
  **Outdoors used for academics**
  
  ________________________________________________________________
  
  ________________________________________________________________
  
  ________________________________________________________________
  
  **Outdoors used for mental health/relaxation**
  
  ________________________________________________________________
  
  ________________________________________________________________
  
  ________________________________________________________________
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)

Resources

Wellness

- CT Chapter 169 School Health and Sanitation laws and requirements

- CT State Department of Education Healthy ConneCTions, Coordinated Approach to School Health

- CT State Department of Education Physical Education

- Creating a Healthy School Using the Healthy School Report Card

- 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)

  

- Green spaces and cognitive development in primary school children. Pyam Dadvand et. al. 2015.
  
  [http://www.pnas.org/content/112/26/7937](http://www.pnas.org/content/112/26/7937)

- New research suggests nature walks are good for your brain.
  

  

**Physical Health**

  

- CT State Department of Education Physical Education
  

- CT State Department of Education Action Guide for School Nutrition and Physical Activity Policies
  

- National Association for Sport and Physical Education
  
  [http://www.shapeamerica.org/standards/pe/](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

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%

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

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

#### 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 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 (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:


  ○ Connect with RecycleCT to learn more about recycling in the state, and to access school grants [http://recyclect.org/](http://recyclect.org/)


School Bus Anti-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](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](http://www.ct.gov/deep/lib/deep/air/regulations/mainregs/sec18.pdf)

○ Yes!


  ○ Connect with RecycleCT to learn more about recycling in the state, and to access school grants [http://recyclect.org/](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?

_____________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________________

Connecticut Green LEAF Schools  Step 6 Reducing Environmental Impact of Resources Used [www.ctgreenleaf.org](http://www.ctgreenleaf.org)
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.
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
- 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?
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
  - 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?
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________

Does your school use renewable energy sources?

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

Connecticut Green LEAF Schools  Step 6 Reducing Environmental Impact of Resources Used
www.ctgreenleaf.org
Have you included learning about this renewable energy source in your curriculum? How do you, how could you expand it, or how could you?

Resources

**Energy Star Portfolio Manager Overview**

**Connecticut Resources for Energy Performance Contracting**

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

**West Hartford’s Comprehensive Energy Plan**

**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
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

**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_schoolors.bus_schoolsk12

DOE Purchasing for Energy Efficient Products
http://www1.eere.energy.gov/femp/technologies/eeep_purchasingspecs.html

EPA Guidelines for Energy Management Overview
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

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
http://www.plt.org/greenschools

Connecticut Green LEAF Schools

Step 6 Reducing Environmental Impact of Resources Used
www.ctgreenleaf.org
Transportation

DOT Pedestrian & Bicycle Safety
http://www.fhwa.dot.gov/environment/bicycle_pedestrian/

Connecticut legislation about school bus idling

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

Walking and Biking Safety Toolkit

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/

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  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

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

**Cleaning & Purchasing Products**

**Connecticut Department of Administrative Services Environmentally Preferable Purchasing Contract**

**Green Cleaning Products**

**DOE Purchasing for Energy Efficient Products**

**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**

**Recycling**

**Connecticut’s Designated Recyclable Items**

**CT Department of Energy and Environmental Protection Recycling Resources**

**CT Department of Energy and Environmental Protection Recycling** index of brochures, fact sheets, games, books, videos and more

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

**Connecticut Green LEAF Schools**

**Step 6 Reducing Environmental Impact of Resources Used**
[www.ctgreenleaf.org](http://www.ctgreenleaf.org)
Connecticut School Composting Guide

Keep America Beautiful - Waste Reduction and Trash Programs
http://www.kab.org/site/PageServer?pagename=programs_home

Keep America Beautiful – Teacher Guide

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
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.)
  - Recycling, Trash removal and favoring reuse practices
  - Green Cleaners and limiting aerosols/asthma triggers in schools

- 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](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.

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**Connecticut Green LEAF Schools**

**Step 7 Green Policies**

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