



# Florida Green School Designation Program

## Environmental Self-Assessment and Planning Checklist



The Environmental Self-Assessment and Planning Checklist will help you evaluate your school’s environmental performance, identify opportunities for improvements and enhance your environmental program. The guide includes questions on how your school manages solid waste, hazardous waste, energy, air quality and water. The Florida Green School Designation Program designed the questions to encourage you, your colleagues, and your students, to think about new ways to manage your facility and identify ways to reduce your environmental impact.

This self-assessment guide asks baseline data including annual solid waste disposal, energy use and water consumption. Documenting this data will help you prioritize your environmental action plan. Tracking changes in the data will enable you to document results and report successes. If you have never done a school-wide assessment, completing this assessment should be the first thing you do prior to starting any environmental initiative. This data will be crucial in identifying areas for action, as well as for measuring success.

The assessment form is broken into sections that are designed to help you assess the current state of your school. You may also find that different sections may need to be completed by staff in different departments in your school; this is a great way to get them involved in the process!

NOTE: This application can be completed electronically. Input the required data into the fields as use the check boxes where applicable. When completed, save a copy as a .pdf and submit to [GreenSchool.Designation@dep.state.fl.us](mailto:GreenSchool.Designation@dep.state.fl.us).

If you have any questions, please contact the Program Office by phone at (850) 245-2116 or by email at [greenschool.designation@dep.state.fl.us](mailto:greenschool.designation@dep.state.fl.us).

### SCHOOL PROFILE

Name of School:			
Address:			
City:		Zip:	
Main Phone:		Web Address:	
Total Building Square Feet:			



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### BASELINE ENVIRONMENTAL PERFORMANCE DATA

To improve environmental performance, a school must first measure its current impact. This information helps the schools set goals and measure improvements that can be shared with students, parents, employees and the community. Additionally, it helps the Florida *Green School Designation Program* promote designated schools.

Please report the solid waste, water consumption and energy usage information from invoices for the previous 12 months.

Reporting Period from: _____ to _____			
If an item is not applicable, select N/A			
<b>SOLID WASTE</b>			
If solid waste information is not available, provide an estimate. An estimate can be calculated by weighing or measuring consumption for one week. Average the weekly figure, making sure to correct for seasonal variations in your school. Multiply the weekly average by 52 to get an estimated total for the year.			
Measurements must be the <b>ANNUAL</b> totals in <b>CUBIC FEET</b> .			
Volume to Landfill:		Estimate <input type="checkbox"/> N/A <input type="checkbox"/>	
Volume Being Reused, Recycled or Composted:		Estimate <input type="checkbox"/> N/A <input type="checkbox"/>	
<b>Total Cost ALL Waste Disposal:</b>			
<b>WATER</b>			
Measurements must be the <b>ANNUAL</b> totals in <b>GALLONS</b> .			
Volume Used (for all operations, including irrigation and pool):			
<b>Total Cost ALL Water:</b>			
<b>ENERGY</b>			
Measurements must be the <b>ANNUAL</b> totals.			
	Consumption	Cost	N/A
Electricity Use (kWh)			<input type="checkbox"/>
Natural Gas (cubic feet)			<input type="checkbox"/>
Oil (gal)			<input type="checkbox"/>
LPG (gal)			<input type="checkbox"/>
Renewable Energy Type: _____ Unit: _____			<input type="checkbox"/>
Other Energy Type: _____ Unit: _____			<input type="checkbox"/>
<b>Total Cost ALL Energy:</b>			



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### SECTION I: COMMITMENT TO ENVIRONMENTAL PERFORMANCE

#### CURRENT PRACTICES

1. What kind of help can you expect? List the potential members of your Green Team:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*A "Green Team" is responsible for ensuring that all the environmental practices in which the school is participating, are being performed timely and correctly. A "Green Team" is usually comprised of individuals from each area of the school, namely: Teachers, Administrative Staff, Students, Custodial Staff, Cafeteria Staff and Upper Management.*

2. Are your environmental efforts visibly communicated to guests, staff, students, vendors and the public?

YES  NO

If yes, please specify which communication efforts you are using:

- Environmental Policy available to the public.
- Staff know where the policy is located.
- Convey environmental initiatives to staff, students, and guests through newsletters, TV or placards in the classroom and/or cafeteria.
- Ability to give feedback.
- Staff Meeting
- Other \_\_\_\_\_

*This is to inform the guests and public, which environmentally conscious programs the school is currently following. It also lets students, staff and guests know why certain things are being done or not done. This is usually communicated by: signs in the lobby and cafeteria, classroom collateral, website and annual reports.*

3. Is your school currently certified by any of the following programs?  ENERGY STAR®  LEED

4. Are Environmental and Sustainable concepts integrated across the content areas, curricula and assessments?

YES  NO

5. Are Environmental and Sustainable concepts integrated into Professional Development for faculty and staff?

YES  NO



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### SECTION II: WASTE REDUCTION, REUSE AND RECYCLING

#### CURRENT PRACTICES

1. Do you currently track your waste usage? YES  NO

*If yes, data must be entered in Baseline Performance Data section of this assessment.*

2. Do you currently have a Recycling Program in place for any of the following materials?

- Plastic  Aluminum Cans  Steel Cans  Glass  Cardboard  Office Paper  
 Newspapers/Magazines  Batteries  Ink Cartridges  Fluorescent Bulbs  Electronics

If yes, where are your collection bins currently located?

- Lobby Front  Office  Near Vending Machines  Cafeteria  Classrooms

*This is to inform the guests and public, which environmentally conscious programs the school is currently following. It also lets students, staff and guests know why certain things are being done or not done. This is usually communicated by: signs in the lobby and cafeteria, classroom collateral, website and annual reports.*

3. Do you currently use a trash compactor? YES  NO

*Garbage Compactors will reduce the overall volume of waste, therefore decreasing the number of pick-ups per month; thus, decreasing the cost for service.*

4. Do you currently compost any of the following materials on site?

- Yard Trash  Food Waste  Other \_\_\_\_\_

5. Are you currently practicing any of the following Waste Reduction Techniques?

- Exercising any Lease vs. Buy options on Computers and other Electronics

If yes, on which products? \_\_\_\_\_

- Use any refillable containers rather than single use applications.

If yes, on which products? \_\_\_\_\_

- Practicing "Just-In-Time Buying"  
 Utilizing reusable vs. disposable goods  
 Recycle used office paper for note pads or use in classrooms

*"Just-In-Time Buying" is the practice of buying products just before they run out. The theory is that employees use more of a product just because there is plenty more on the shelf.*



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## SECTION III: WATER CONSERVATION CURRENT PRACTICES

1. Do you currently track your water usage? YES  NO

*If yes, data must be entered in Baseline Performance Data section of this assessment.*

2. Have you had a Water Assessment conducted by a local utility company, local water management district or other appropriate organization? YES  NO

If yes, please specify the following:

Assessment Date: \_\_\_\_\_ Conducted By: \_\_\_\_\_

*Refer to BMPs for further information.*

3. Do you inspect, clean and adjust cooling towers, ice machines, boilers/hot water heaters to maximize efficiency?  
YES  NO

Current Year Inspection Dates: \_\_\_\_\_

4. Are you currently using any of the following Water Conservation techniques?

- Low-flow faucets, 1.5 gallons or less per minute, in restrooms.  
 Low-flow showerheads, 2.0 gallons or less per minute, in locker rooms.  
 Low-flow toilets, 1.6 gallons or less per flush, in restrooms.

5. Are you currently practicing Xeriscaping on the school grounds, rain gauges and/or moisture sensors and efficient irrigation? YES  NO

*Xeriscaping is the practice of using Florida-native plants and the removal of exotics. The theory is that plants native to Florida are drought resistant and therefore need less water.*

6. Does your school currently have a garden that is in use? YES  NO

7. Does your school currently have a schoolyard habitat or outdoor classroom? YES  NO

8. Does your school currently have any of the following on its grounds to attract wildlife?

- Houses (i.e., for bats, birds, etc.)  Water Fountains  Feeders  Butterfly Garden



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### SECTION IV: ENERGY EFFICIENCY

#### CURRENT PRACTICES

1. Do you currently track your energy usage? YES  NO

*If yes, data must be entered in Baseline Performance Data section of this assessment.*

2. Does your school currently utilize an Energy Management System (EMS)? YES  NO

*An EMS system is a PC-based program that helps collect, analyze and display data collected from your school's major energy consuming appliances. It will help you make choices of when and how long to run certain equipment.*

3. Does your school currently have a Preventative Maintenance Plan in place for all the school's major appliances? YES  NO

*It is cost effective to set up and follow a Preventative Maintenance Plan (PMP) for all the school's costly appliances. A PMP should contain things from annual tune-ups to replacing air filters.*

4. Are you currently using any of the following ENERGY STAR® rated products?

- Printers  Copiers  Televisions  Computers and/or Monitors  
 Boilers/Water Heaters  Central A/C Units  Programmable Thermostats  Refrigerators  
 Other \_\_\_\_\_

5. Are you currently using High Efficiency Lighting? YES  NO

If yes, please specify the percentage of high efficiency lighting in each of the following areas:

Classrooms: \_\_\_\_\_ Hallways: \_\_\_\_\_ Office Areas: \_\_\_\_\_

Outdoor Lighting: \_\_\_\_\_ Outdoor Lighting: \_\_\_\_\_ 24/7 Lighting: \_\_\_\_\_

6. Use of natural ambient light or sky lighting **IS** used as an alternative to artificial lighting during the school day, whenever possible? YES  NO

7. Use on-site renewable energy power source (solar panels, solar hot water heater, other)? YES  NO

Items Used: \_\_\_\_\_



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### SECTION V: AIR QUALITY

#### CURRENT PRACTICES

1. Does your school regularly conduct tests for gases such as carbon monoxide and radon, and materials such as lead paint and asbestos?      YES  NO

Enter Hazardous Materials and Gases Tested: \_\_\_\_\_

2. How do you currently ensure that your school is sealed from the environment?  
 Properly installing weather stripping    Use of pressure stabilization.

*By maintaining positive pressure inside the building, water and moisture can be kept out.*

3. Do you currently check the HVAC system for the following?  
 Mold and Bacteria    Obstructions to Air Flow    Clean Drip Pans    Other \_\_\_\_\_

4. Are you currently using any of the following to help increase the quality of your indoor air?  
 Exhaust fans vented to outside not attic.  
 Dehumidifiers  
 High Efficiency filters other than HVAC filters.  
 HVAC filters with a Minimum Efficiency Reporting Value (MERV) of 8 or better.

5. Do you use environmentally preferable cleaners that are biodegradable **and** do not contain NTA (nitrilotriacetic acid), chlorine bleach or phosphates **or** cleaners that have a third party green cleaning certification?      YES  NO

If yes, which products and brands: \_\_\_\_\_

*Preferable cleaners are cleaners that are not toxic to humans, biodegradable, non-corrosive and low in VOCs.*

6. Does your school currently clean air handler units and coils, at minimum, annually? Keep and follow a preventative maintenance schedule and record activities.      YES  NO
7. School vehicles, buildings and grounds are 100% smoke-free.      YES  NO
8. Does your school do the following regarding asthma and/or allergies:  
 School medical emergency plan include information about asthma/allergies.  
 Provide information to staff for dealing with asthma/allergy-related problems.



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### SECTION VI: TRANSPORTATION

#### CURRENT PRACTICES

1. Does your school have adequate sidewalks for students to walk to school?      YES  NO
2. Does your school currently provide bike racks for students and staff?      YES  NO
3. Are crossing guards provided before and after school for students who walk or bike to school?      YES  NO
4. Does your school promote or biking to school for students who live in the area?      YES  NO
5. Does your school do the following regarding idling?
  - School buses follow a 'No Idling' Policy in the morning and afternoon.
  - Cars waiting for students follow a 'No Idling' Policy in the morning and afternoon.

### SECTION VII: ENVIRONMENTAL IMPROVEMENT PROJECTS

After your Green Team has completed the Environmental Self-Assessment and Planning Checklist (Sections I-VI), review your findings.

*In what ways, would you like to improve your school's environmental performance?*

Review the list of Best Management Practices provided for ideas. Then write in the spaces provided below the specific improvement projects that your team plan to implement.

<b>WASTE REDUCTION, REUSE AND RECYCLING</b>
<b>WATER CONSERVATION</b>
<b>ENERGY EFFICIENCY</b>
<b>AIR QUALITY</b>
<b>TRANSPORTATION</b>





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### SECTION VII: GREEN TEAM RECOGNITION

Please have all team members of the Green Team sign below indicating their participation in the Program. Attach additional pages if necessary.

Name: \_\_\_\_\_  
(Green Team Leader)

Title: \_\_\_\_\_

Name: \_\_\_\_\_  
(Green Team Member)

Title: \_\_\_\_\_

Name: \_\_\_\_\_  
(Green Team Member)

Title: \_\_\_\_\_

Name: \_\_\_\_\_  
(Green Team Member)

Title: \_\_\_\_\_

Name: \_\_\_\_\_  
(Green Team Leader)

Title: \_\_\_\_\_

Name: \_\_\_\_\_  
(Green Team Leader)

Title: \_\_\_\_\_

Name: \_\_\_\_\_  
(Green Team Leader)

Title: \_\_\_\_\_

Thank you for your commitment to conserve Florida’s natural resources through your participation in the Florida *Green School Designation Program*.

**IMPORTANT NOTE:** Once you have completed the Bronze Apple Air Quality Self-Assessment, please save the form as a .pdf using the ‘Save As’ function. Attach to an email and send to [greenschool.designation@dep.state.fl.us](mailto:greenschool.designation@dep.state.fl.us).

**MAKE SURE TO SAVE A COPY OF THIS SELF-ASSESSMENT BEFORE SUBMITTING**