



Florida Department of Environmental Protection

Florida *Green School Designation* Program

Environmental Self-Assessment and Planning Checklist



INTRODUCTION

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.

The 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 status 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@FloridaDEP.gov.

If you have any questions, please contact the Program Office by phone at (850) 245-2116 or by email at GreenSchool.Designation@FloridaDEP.gov.

SCHOOL PROFILE

Name of School: _____

Physical Address: _____

City: _____ Zip: _____

Main Phone Number: _____

School Web Address: _____

Total Building Square Feet: _____



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BASELINE ENVIRONMENTAL PERFORMANCE DATA

To improve environmental performance, a facility must first measure its current impact. This information helps the facility 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 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			
SOLID WASTE			
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 ANNUAL totals in TONS			
Volume to Landfill	<input style="width: 90%;" type="text"/>	Estimate <input type="checkbox"/>	N/A <input type="checkbox"/>
Volume Being Reused, Recycled or Composted	<input style="width: 90%;" type="text"/>	Estimate <input type="checkbox"/>	N/A <input type="checkbox"/>
Total Cost ALL Waste Disposal		<input style="width: 90%;" type="text"/>	
WATER			
Measurements must be the ANNUAL totals in GALLONS			
Volume used (for all operations, including irrigation and pool):	<input style="width: 90%;" type="text"/>		
Total Cost ALL Water	<input style="width: 90%;" type="text"/>		
ENERGY			
Measurements must be ANNUAL totals			
	Consumption	Cost	N/A
Electricity Use (kWh)	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="checkbox"/>
Natural Gas (cubic ft)	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="checkbox"/>
Oil (gal)	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="checkbox"/>
LPG (gal)	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="checkbox"/>
Renewable Energy Type _____ Unit _____	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="checkbox"/>
Other Energy Type _____ Unit _____	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input type="checkbox"/>
Total Cost ALL Energy:		<input style="width: 90%;" type="text"/>	



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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, Parents, and Upper Management.

2. Are your environmental efforts visibly communicated to guests, staff, vendors and the public? Yes No

- Environmental Policy is 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? Yes No



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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 Environmental 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 Electronics Ink Cartridges
- Fluorescent Bulbs

If yes, where are your collection bins currently located?

- Lobby Front Office Near Vending Machines Cafeteria Classrooms

If services ***are not*** available in your area, have teachers and students in conjunction with administration officials draft a letter to your local government body pushing for the implementation of this service.

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 pickups 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 Computer and Other Electronics

If yes, on which products?

- Use any refillable containers rather than single use applications?



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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 Environmental 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 follow:

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.
- Faucets flow controller or auto shut off.
- Faucets with photo sensors.
- Low-flow showerheads, 2.0 gallons or less per minute, in locker rooms.
- Low-flow toilets, 1.6 gallons or less per minute, in locker rooms.
- Water conserving retrofit device in toilet.
- Toilets with photo sensors.

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



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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 Environmental 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

If 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?

- | | | |
|--|--|--|
| <input type="checkbox"/> Printers | <input type="checkbox"/> Copiers | <input type="checkbox"/> Televisions |
| <input type="checkbox"/> Computers and/or Monitors | <input type="checkbox"/> Boilers/Water Heaters | <input type="checkbox"/> Central A/C Units |
| <input type="checkbox"/> Programmable Thermostats | <input type="checkbox"/> Refrigerators | <input type="checkbox"/> 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:

- | | | |
|--|--|---|
| <input type="checkbox"/> Classrooms: _____ % | <input type="checkbox"/> Hallways: _____ % | <input type="checkbox"/> Office Areas: _____ % |
| <input type="checkbox"/> Outdoor Lighting: _____ % | <input type="checkbox"/> Outdoor Field Lighting: _____ % | <input type="checkbox"/> 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

If yes, please specify items used:

- _____
- _____



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SECTION V: AIR QUALITY

CURRENT PRACTICES

1. Does your school regularly conduct test for gases such as carbon monoxide and radon, and materials such as lead paint and asbestos? Yes No

If yes, enter Hazardous Materials and Gases Tested:

_____ _____

2. How do you currently ensure that your school is sealed from the environment? Yes No

- 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 HVAC system for the following?

- Mold and Bacteria Obstruction 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? Yes No

- 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



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7. School vehicles, buildings and grounds are 100 percent 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.

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 walking 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.



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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.

WASTE REDUCTION, REUSE AND RECYCLING
WATER CONSERVATION
ENERGY EFFICIENCY
AIR QUALITY
TRANSPORTATION



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SECTION VIII: 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: _____ Title: _____
(Green Team Leader)

Name: _____ Title: _____
(Green Team Member)

Name: _____ Title: _____
(Green Team Member)

Name: _____ Title: _____
(Green Team Member)

Name: _____ Title: _____
(Green Team Member)

Name: _____ Title: _____
(Green Team Member)

Name: _____ Title: _____
(Green Team Member)

Name: _____ Title: _____
(Green Team Member)

Name: _____ Title: _____
(Green Team Member)

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 *Environmental Self-Assessment and Planning Checklist*, please save the form as a .pdf using the ‘Save As’ function. Attach to an email and send to GreenLodging@FloridaDEP.gov.

MAKE SURE TO SAVE A COPY OF THIS APPLICATION BEFORE SUBMITTING