



Green Education Foundation (GEF) Green Schools Initiative—Green Building Program Audit Checklist

Words like carbon footprint, eco-friendly and e-cycling have been tossed around a lot these days. Being green is as much a part of our culture as apple pie. But what does it mean for schools? Healthy school building environments mean healthy students. And taking care of the health of your building is as important as taking care of the health of students. Why? Students are affected by so many environmental factors in schools including poor indoor air quality, inadequate light, too many chemicals, inappropriate room temperature, and poor water quality.

Children are so much smaller than adults and their bodies may not be well-equipped to handle poor school surroundings which can result in greater health problems. Higher absenteeism, increased respiratory ailments (asthma), lowered test scores, decreased staff and teacher productivity, allergies, flu, sick building syndrome (a combination of illnesses) are often the result of poor building health.

Healthy school buildings that are safe for students to reside in can significantly benefit their ability to perform in schools. For example, improved ventilation can reduce the number of cases of cold and flu. Improved lighting and temperature control can improve a student's mood and temperament, and contribute to less behavioral issues. Improved air quality and reduced chemical use can drastically reduce the number of asthma and allergy cases for both students and staff. Additional benefits of greening schools include reduced teacher sick days, lower operational and maintenance costs, reduced insurance and improved educational quality.

At times, school leaders are happy to just have a building to reside in and will take whatever comes their way. And tight budgets drive a lot of what can be improved in these schools. Many feel in order to create a healthy or green school building they need to have a brand new building, but that's not the case. There are some small changes your school can make on the road to becoming green.



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Here are a few:

- ✓ Schedule regular maintenance on HVAC, kitchen and other school equipment
- ✓ Choose environmentally friendly cleaning products
- ✓ On nice days, hold class outside
- ✓ Recycle
- ✓ Go paperless
- ✓ Check regularly for equipment leaks
- ✓ Keep air ducts clean and change filters regularly
- ✓ Plant a garden with fresh fruits and vegetables for students and staff to share
- ✓ Promote riding your bike or walking-to-school initiatives

Healthy School Environment Goals:

- ✓ Increase the number of physical school environment changes in schools.
- ✓ Implement more “green” programs in schools with effective healthy school building activities that students, staff and family can participate in.
- ✓ Increase the amount of healthy-school environment student education in the classroom and in the community.
- ✓ Provide a safe school environment.



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Desired outcomes:

- ✓ Students and staff will see an improvement in health indicators including fewer illnesses (colds and flu), and less building related health issues (asthma and allergies).
- ✓ Students and staff will become more environmentally conscious, which will contribute to better school pride, student and staff empowerment, respect for others and may create a greater appeal and desire from other students to attend your school.
- ✓ Students, teachers, staff and visitors will feel safe in the building and will know the process to follow if they have safety concerns.

Indicator of success:

- ✓ Less asthma and allergy incidents.
- ✓ A crisis plan is in place and it is practiced at least once a year.
- ✓ Decreased student discipline issues or office referrals.
- ✓ Fewer unintentional injuries.



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Questionnaire

1. Does your school offer environmental awareness instruction and activities? **Y** **N**
If yes, please answer the following questions.

General: Building Attributes & Background Information	Provide Answer Here
1. Is the building freestanding, or part of a larger block?	
2. Is the building on a campus with others? a. Does the building share utilities/services with others?	
3. Is the building used for other purposes? (civic gatherings, polling place, other)	
4. What is the surrounding climate like? (Hot/dry, hot/humid, temperate)	
5. What is the building’s surrounding location like? (Urban, suburban, rural)	



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6. How might the building be different in another location (urban, suburban, rural), or another climate?				
7. Is the building comfortable and healthy? Is it conducive to learning?				
8. When was the building built?				
9. Is the building either too big or too small for current needs?				
General: Environmental Awareness	Fully In Place	Partially In Place	Under Development	Not in Place
1. Are your students instructed on local and global issues and responsibilities for the environment?	3	2	1	0
2. Is your staff aware of local and global issues and responsibilities for the environment?	3	2	1	0
3. Are your students and staff involved in local environmental activities (e.g., tree planting, bicycle paths and clean-ups)?	3	2	1	0
4. Does your school not allow sponsorship from companies with a record of poor environmental practices?	3	2	1	0
5. Do your students or staff participate in any anti-pollution activities?	3	2	1	0
Total Environmental Issues Score:				



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2. Does your school have an energy efficiency plan in place? **Y** **N**

If yes, please answer the following questions.

Energy Efficiency (Green Initiative)	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school have an energy plan in place for students and staff that emphasize energy conservation and efficiency and has it been communicated to them?	3	2	1	0
2. How is your building heated? (Electricity, gas, oil, or other) a. How old is the system? b. Type of system? (hot air or radiators) c. Maintenance schedule?	3	2	1	0
3. How is your building cooled? a. How old is the system? b. Type of system? c. Maintenance schedule?	3	2	1	0
4. Does your school use ceiling fans? a. Where are they located?	3	2	1	0



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5. Does your school have up-to-date heating, ventilation and air conditioning (HVAC) equipment? a. Is it centrally managed or are there local thermostats?	3	2	1	0
6. Does your school have a hot water system? a. Is it a central system or are there local heaters/tanks? b. What type of fuel is used? (Gas, oil, electric) c. Are hot water pipes insulated where visible?	3	2	1	0
7. Does your school follow a schedule for servicing HVAC equipment?	3	2	1	0
8. Building envelope: a. Does your school building have proper insulation in the walls and ceiling? b. Does the roof have a history of leaks?	3	2	1	0
9. Kitchen: a. What is the quality of the refrigeration? b. Is the exhaust hood always running? Is it clean and maintained?	3	2	1	0
10. Does your school have standards or guidelines for thermostat temperature settings?	3	2	1	0
 11. Does your school have a procurement plan in place that favors the purchase of EPA Energy Star products such as compact fluorescent lights,	3	2	1	0



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kitchen equipment and computers?				
12. Does your school use energy saving appliances (e.g., dishwashers or water heaters)?	3	2	1	0
13. What kind of lighting system is used?	3	2	1	0
14. Does your school offer natural or skylight as an alternative to artificial lighting?	3	2	1	0
15. Does your school use any renewable energy systems (solar, wind, geothermal, other)?	3	2	1	0
16. Does your school include energy conservation and renewable energy systems in one or more sections of your curriculum?	3	2	1	0
17. Are utility bills assessed on a monthly basis and studied for seasonal differences and patterns?	3	2	1	0
18. Are areas occupied/partially occupied during summer vacation? Are these spaces ventilated and cooled individually?	3	2	1	0
19. Plug loads: are there appliances that are always plugged in even if not in use?	3	2	1	0
Total Energy Efficiency Score:				



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Where do you rank? Please indicate below where your school ranks on these services.

3. Does your school have a water efficiency plan in place? Y N

If yes, please answer the following questions.

Water (Green Initiative)	Fully In Place	Partially In Place	Under Development	Not in Place
1. Has your school conducted a water audit to determine water usage?	3	2	1	0
2. Is your school’s onsite drinking water storage protected from contamination?	3	2	1	0
3. Have all school building water systems such as plumbing fixtures and boilers been inspected and are they at the top 25% of efficiency?	3	2	1	0
4. Is all water-using equipment in your school building checked regularly for leaks?	3	2	1	0
5. Does your school have a plan for managing and reducing water runoff from school grounds?	3	2	1	0
6. Is water conservation part of your school’s curriculum?	3	2	1	0
7. Water supply: a. Where does the water come from? Municipal water supply	3	2	1	0



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<ul style="list-style-type: none"> or on-site wells? b. Where is the municipal supply from (wells, reservoir), and how close to the site are they? c. Is this water plentiful? 				
8. Are the following plumbing fixtures low-flow? <ul style="list-style-type: none"> a. Water closets flow b. Urinals flow c. Lavatory sinks d. Showers 	3	2	1	0
9. Are certain plumbing fixtures sensor-operated?	3	2	1	0
10. Is rain water harvesting done? For what purpose?	3	2	1	0
11. Is there a greywater (water recycling) system in use?	3	2	1	0
12. Irrigation: What is the water source? How is it controlled?	3	2	1	0
13. How is wastewater treated? (Municipal sewer or private septic) <ul style="list-style-type: none"> a. Where does the wastewater go? How far? 	3	2	1	0
14. Are utility bills assessed on a monthly basis and studied for seasonal differences and patterns?	3	2	1	0
Total Water Score:				



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4. Does your school have an indoor air quality plan in place? **Y** **N**
If yes, please answer the following questions.

Indoor Environmental Quality: Indoor Air	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school have an indoor air quality management plan and is it reviewed on a regular basis?	3	2	1	0
2. Are your school’s air supply and exhaust vents kept clear? a. Are there operable windows? b. Are there exhaust fans?	3	2	1	0
3. Does your school have records of ventilation system inspections and are they kept up to date?	3	2	1	0
4. Heating and cooling: a. Are building occupants allowed to control their own environment? b. Is “passive cooling” used by allowing outdoor air in? c. Are ceiling fans utilized for cooling?				
5. Have areas containing asbestos been identified and has asbestos been properly removed or contained?	3	2	1	0
6. Does painting, roofing, or maintenance of exterior of building take place	3	2	1	0



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in vicinity of air intakes when your school is unoccupied?				
7. Are your classrooms free of objectionable or unusual odors such as mold, mildew or sewer smells?	3	2	1	0
8. Are occupied classrooms and school facilities isolated from construction areas?	3	2	1	0
9. Are garbage dumpsters located away from air intakes or windows and doors that are frequently open?	3	2	1	0
10. Are sources of vehicle exhaust accumulation (parking, loading docks, bus loading, etc.) located away from upwind of air intakes?	3	2	1	0
11. Do the school buses not idle their engines for longer than 3 minutes while parked outside the school?	3	2	1	0
12. Are other potential sources of air contamination (chimneys, stacks, industry) located far away from the building?	3	2	1	0
13. Does your school's appliances have air ducts (for furnaces, boilers etc.) or exhaust hoods (for kitchen ranges and other kitchen equipment)?	3	2	1	0
14. Are all air duct components free from leaks, disconnections, and deterioration?	3	2	1	0
15. Does your school reduce or eliminate exposure to furred and feathered animals (allergic reactions)?	3	2	1	0
Total Indoor Air Score:				



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5. Does your school have a pest control or management plan in place? **Y** **N**

If yes, please answer the following questions.

Indoor Environmental Quality: Pest Control/Management	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school have a pest management policy?	3	2	1	0
2. Does your school contract with a certified and licensed pesticide applicator?	3	2	1	0
3. Does your school maintain records of pesticides used at your school and are required copies of notices posted?	3	2	1	0
4. Are students prohibited from entering a pesticide applied area for at least 8 hours following application and are notices posted of it for at least 72 hours?	3	2	1	0
5. Does your school consistently use the safest and lowest risk approach to controlling pest problems by implementing the following integrated pest management practices?	3	2	1	0
a. Monitor potential pest infestations with regular and careful inspections				
b. Use sanitation practices (e.g., cover trash cans, place				



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<p>dumpsters away from Buildings) and structural modifications (caulking & screening) to minimize pests</p> <p>c. Use proper food handling, preparation, and storage techniques</p> <p>d. Use non-chemical, humane pest management techniques prior to using chemical-based techniques</p> <p>e. Use pesticides or herbicides as a last resort method when no alternative measures are practical and when students and staff are not in the area</p> <p>f. Refrain from regular pesticide application</p> <p>g. Notify parents, employees and students of all pesticide and herbicide use</p>				
Total Pest Control/Management Score:				



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6. Does your school have a chemical management plan in place? **Y** **N**

If yes, please answer the following questions.

Environmental Quality: Chemical Management	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school have a written plan for handling all chemicals on school grounds, including addressing chemical spills that may travel down floor drains into the public sewerage system? a. Copying/printing materials b. Shop areas c. Pool supplies d. Science labs e. Pesticides f. Other?	3	2	1	0
2. Does your school have readily accessible to teachers, staff and students all Material Safety Data Sheets (MSDS)?	3	2	1	0
3. Are all hazardous materials properly labeled with identity of the material, purchase date, type of hazard (e.g., ignitability) and the words “hazardous materials” on it?	3	2	1	0
4. Does your school have a plan for properly disposing of chemicals, and does someone in your school keep a list of them?	3	2	1	0



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5. Are non-toxic or environmentally friendly chemical substitutions considered when purchasing chemicals for your school?	3	2	1	0
6. Does the local fire department know the location of all chemical storage areas in the building?	3	2	1	0
7. Is chemical safety/handling included in the curriculum?	3	2	1	0
8. Does your school have a written plan for chemicals used in the classroom?	3	2	1	0
9. Have your students and staff been instructed on wearing appropriate personal protection equipment when handling chemicals, and is this being monitored on a regular basis?	3	2	1	0
10. Is your school’s drinking water tested for chemical contaminants and bacteria on a regular basis?	3	2	1	0
11. Are entry mats used to reduce pollutants and reduce floor cleaning/maintenance requirements?	3	2	1	0
Total Chemical Management Score:				



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7. Does your school have a facility and grounds management plan in place? **Y** **N**
If yes, please answer the following questions.

Sustainable Sites: Healthful/Safe Facilities and Grounds	Fully In Place	Partially In Place	Under Development	Not in Place
1. Description of site: what is the general percentage of developed (building and hardscape) site versus open, undisturbed space?	3	2	1	0
2. What is the building’s location and orientation with respect to the sun, wind, and views?	3	2	1	0
3. Are there wetlands (swamp, marsh, pool, pond, others)? Are they natural or manmade?	3	2	1	0
4. Parking: a. Is it on-site? b. Is it covered or open? c. Is there too much or too little?	3	2	1	0
5. Does your school’s facility team participate in the creation of your facility and grounds management plan?	3	2	1	0
6. Does your school have enough custodial and facility staff support in place to support a healthful and safe environment?	3	2	1	0



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7. Does your school’s facility and grounds plan include healthful ways to improve the inside of your building (e.g., regularly checking and maintaining restrooms)?	3	2	1	0
8. Do students participate in keeping grounds clean and safe?	3	2	1	0
9. Is care taken to reduce unnecessary sounds/noise in your school building?	3	2	1	0
10. Does your school have a natural resources management plan for the school grounds?	3	2	1	0
11. Does your school provide green spaces for students to use (e.g., lawns or wooded areas)?	3	2	1	0
12. What kind of plants are on site? Are they native, Turf grass, or other?	3	2	1	0
13. Are school grounds conducive for teachers to hold outdoor classes?	3	2	1	0
14. Maintenance of grounds: a. What kind of equipment is used? (moving, leaf removal, snow removal) b. Is equipment well-maintained? c. Do workers have eye and hearing protection?	3	2	1	0
15. Does your school have a policy that prohibits the dumping of gasoline, oil, chemicals, and lawn and garden pesticides down the drain, into surface water, onto the ground or in the trash?	3	2	1	0



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16. Is playground equipment structurally sound and in good overall condition? Including: a. Equipment that is free of protrusions, sharp points, edges and splinters b. Guardrails on platforms and ramps c. Swings free of protruding mounting bracket bolts or other components	3	2	1	0
17. Is your school’s gym equipment safe and in proper working order?	3	2	1	0
18. Are your school’s stadiums, bleachers and grandstands guardrail components structurally sound and operational?	3	2	1	0
19. What is the outdoor lighting like? Is there glare? Is it operated on a schedule?	3	2	1	0
20. What color is the roof and how does this affect heating and cooling costs?	3	2	1	0
Total Healthful/Safe Facilities and Grounds Score:				



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8. Does your school have a school garden? **Y** **N**
If yes, please answer the following questions.

Sustainable Sites: School Gardens	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school have a garden that contains fruits and vegetables, herbs, flowers, butterflies or specialty items (i.e., all the fixings to make a healthy pizza)?	3	2	1	0
2. Are foods from your school garden used in?	3	2	1	0
a. Cafeteria lunches				
b. Youth farmers markets (sold to school and community members)				
c. Family cooking classes				
d. Donated to local food pantries				
e. Left in the garden for all to enjoy and share				
f. Learning lab kitchens				



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3. Is your school garden used in science or other classes for students to learn about how a garden is grown?	3	2	1	0
4. Are students, staff, families and community members invited to participate in your school's garden?	3	2	1	0
5. Is information about your school garden (including recipes) included in school newsletters, school announcements or talked about at school meetings?	3	2	1	0
Total School Gardens Score:				

9. Does your school have an effective transportation plan? **Y** **N**

If yes, please answer the following questions.

Sustainable Sites: Transportation	Fully In Place	Partially In Place	Under Development	Not in Place
1. Do your students and staff carpool to school?	3	2	1	0
2. Does your school sponsor or promote any programs encouraging carpooling, use of public transportation, or non-vehicular transportation	3	2	1	0



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to and from school (e.g., ride-share, bike to school week, bike safety classes, etc.)?				
3. Are the school bus and personal vehicle drop-off points supervised during heavy traffic times for student safety?	3	2	1	0
4. Have “Safe Pedestrian Routes” to school been designated and mapped, distributed to parents and posted in your school’s main office?	3	2	1	0
5. Does your school offer bike racks for students and staff who bike to school?	3	2	1	0
6. Are sidewalks and bike paths safe and accessible for all?	3	2	1	0
7. Do sidewalks and bike paths near school have adequate lighting, curb cuts (ramps leading smoothly down from a sidewalk to a street) and smooth paved surfaces?	3	2	1	0
8. Are crossing guards provided before and after school for students who walk or bike, and do they wear reflective safety clothing?	3	2	1	0
9. Does your school curriculum include transportation-related topics covering health, safety and environmental impacts of transportation choices as part of the curriculum?	3	2	1	0
10. Does your school curriculum include transportation safety (use of seat belts and bike helmets, pedestrian and bike safety, etc.)?	3	2	1	0
Total Transportation Score:				



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10. Does your school give thought to where its buildings materials came from and where they may go after they have been used?

Y N

If yes, please answer the following questions.

Materials	Fully In Place	Partially In Place	Under Development	Not in Place
1. Building Materials: a. Are they natural or synthetic? b. Are they recycled or from renewable sources?	3	2	1	0
2. Furniture and fixtures: a. Are they natural or synthetic? b. Are they recycled or from renewable sources?	3	2	1	0
3. Finishes (carpet, flooring): a. Are they natural or synthetic? b. Are they recycled or from renewable sources?	3	2	1	0
4. Are the following sustainable purchases? a. Consumables b. Durable goods c. Food	3	2	1	0
Total Materials Score:				



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11. Does your school have a waste plan and recycling program in place? **Y** **N**

If yes, please answer the following questions.

Waste and Recycling (Green Initiative)	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school have a waste reduction education program such as the EPA's Waste Wise program?	3	2	1	0
2. Do you have recycling containers? If so are they clearly and properly labeled and conveniently located?	3	2	1	0
3. Does your school have the following recycling bins? a. Plastic b. Paper (office paper, newspaper and cardboard) c. Aluminum/tin d. Glass	3	2	1	0
4. Does your school purchase supplies and equipment that are made from recycled materials (e.g., paper products or paint)?	3	2	1	0
5. Does your school have a plan for picking up recyclables and taking them to a recycling center?	3	2	1	0



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6. Is any of your school’s playground equipment made from recycled materials?	3	2	1	0
7. Does your school receive any income from recyclables?	3	2	1	0
8. Does your school have a program in place to minimize food waste from cafeteria food production?	3	2	1	0
9. Does your school cafeteria serve food on reusable trays?	3	2	1	0
10. Does your school cafeteria use metal silverware instead of disposable eating utensils?	3	2	1	0
11. Does your school have a composting program for yard waste (leaves, grass or weeds) or food waste?	3	2	1	0
12. Does your school save paper by storing more information on computers or by going paperless?	3	2	1	0
13. Is waste reduction and recycling part of your school’s curriculum?	3	2	1	0
14. Do students participate in picking up trash or recyclable materials on school grounds, and are they responsible for placing them in the appropriate bins/containers?	3	2	1	0
15. Are there audits of the solid waste stream?	3	2	1	0
Total Waste and Recycling Score:				



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12. Does your school offer a safe physical environment? **Y** **N**
If yes, please answer the following questions.

Appendix: Safe Physical Environment	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school have a critical incident management plan or a plan for handling potentially severe traumatic events in your school and is it practiced regularly?	3	2	1	0
2. Does your critical incident management plan address preparedness, prevention, mitigation, response and recovery?	3	2	1	0
3. Does your school have a policy or plan for the following and is it reviewed periodically?	3	2	1	0
a. Safety plan that includes staff, students and visitors				
b. School security plan				
c. Terrorism plan				
d. Emergency/disaster plan				



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<ul style="list-style-type: none"> e. Playground safety plan f. Lock-out/tag-out policy g. Policy for reporting accidents/injuries h. Policy for limiting outdoor activities due to temperature extremes i. Policy for limiting outdoor activities due to high ozone levels 				
<p>4. Does your school provide training for appropriate staff in the following areas?</p> <ul style="list-style-type: none"> a. Safe handling of chemicals b. Equipment safety c. Personal protective equipment d. Managing chemical spills 	3	2	1	0



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<ul style="list-style-type: none"> e. Managing biological spills f. Dealing with blood-borne pathogens g. Handling emergencies or disasters h. Medication administration i. Reducing allergy and asthma triggers j. Ergonomics 				
<p>5. Does your school provide a safe physical environment, inside and outside school buildings, by following all of these practices?</p> <ul style="list-style-type: none"> a. Flooring surfaces are slip-resistant and stairways have sturdy guardrails b. Poisons and chemical hazards are labeled and are stored in locked cabinets c. Shop and vocational equipment is maintained, functioning, and stored properly 	3	2	1	0



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<ul style="list-style-type: none"> d. All areas of the school have sufficient lighting, and secluded areas are sealed off or supervised e. Smoke alarms, sprinklers, and fire extinguishers are installed and operational f. A variety of methods are used to keep weapons out of the school environment g. The campus and buildings are pleasant and welcoming (e.g., uncluttered, not crowded, well-lit, graffiti-free) 				
<p>6. Does the school maintain a safe physical environment by following all of these practices?</p> <ul style="list-style-type: none"> a. Conduct annual comprehensive safety assessment and monthly assessment of playgrounds and sports fields b. Each day players and coaches walk the sports field to ensure that it is free of potholes, glass and other safety hazards c. Designate one person with the responsibility for addressing hazards 	3	2	1	0



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<ul style="list-style-type: none"> d. Designate a clear procedure for reporting hazards to the responsible person e. Make repairs immediately after hazards have been identified 				
<p>7. Has the school established a safe climate including a no-tolerance policy for harassment or bullying?</p> <p>Including:</p> <ul style="list-style-type: none"> a. Staff and students treating each other with respect and courtesy b. Fairly and consistently implementing disciplinary policies among all student groups c. Emphasizing fair play and nonviolence on school grounds, on the school bus, and at school sporting events d. Encouraging students to report harassment or bullying 	3	2	1	0



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<p>e. Providing school support for victims</p>				
<p>8. Are students actively supervised by faculty and staff in each of the following ways to promote safety and prevent unintentional injuries and violence, everywhere on campus (e.g., classroom, lunchroom, athletic fields, locker room, hallways, bathroom, school bus and playgrounds)?</p> <p>a. Observing and listening to students before, during and after school</p> <p>b. Anticipating and effectively responding to unsafe situations</p> <p>c. Discouraging pushing and bullying</p> <p>d. Promoting pro-social behaviors including cooperation,</p>	3	2	1	0



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conflict resolution and helping others				
9. Are placards posted around the school indicating the location of all safety and emergency equipment?	3	2	1	0
10. Does your school have a fire prevention, detection and emergency response plan in place?	3	2	1	0
Total Safe Physical Environment Score:				

13. Does your school have a plan for handling mercury in your school? **Y** **N**

If yes, please answer the following questions.

Appendix: Mercury	Fully In Place	Partially In Place	Under Development	Not in Place
1. Has your school conducted and maintained an up-to-date inventory list of all devices containing elemental mercury, mercury compounds and mercury solutions?	3	2	1	0
2. Does your school have a written procedure for handling mercury spills?	3	2	1	0



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3. Does your school follow state and local regulations for disposing of mercury?	3	2	1	0
4. Has staff been trained on the dangers of mercury and how to handle spills?	3	2	1	0
5. Does your school follow state and local regulations for disposing of mercury?	3	2	1	0
6. Does your school have a mercury spill recovery kit?	3	2	1	0
7. Does your school have a policy for replacing all unnecessary mercury-containing devices with non-mercury devices?	3	2	1	0
8. Does your school use mercury-free thermometers and prohibit the purchase of mercury products?	3	2	1	0
9. Does your school teach the environmental and health effects of mercury pollution as part of the curriculum?	3	2	1	0
Total Mercury Score:				



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14. Has your school plumbing service been tested for high risk of lead? **Y** **N**

If yes, please answer the following questions.

Appendix: Lead	Fully In Place	Partially In Place	Under Development	Not in Place
1. Has your school had all drinking water taps and fountains tested for lead content in the past year?	3	2	1	0
2. Are lead concentrations of all drinking water taps and fountains below the EPA action level?	3	2	1	0
3. Does your school have a process for flushing out drinking and cooking water outlets every day?	3	2	1	0
4. Are paints, glazes or other finishes used in your school building and on school grounds free of lead, cadmium or other heavy metals?	3	2	1	0
5. Does your school maintain a file of lead paint inspection reports for all schools built prior to 1992?	3	2	1	0
6. Does your school have a policy in place to manage any activity (e.g., renovation work) that may disturb areas containing lead paint hazards and has staff been trained on it?	3	2	1	0
Total Lead Score:				



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15. Does your school involve your community in healthy and safe building initiatives? **Y** **N**

If yes, please answer the following questions.

Appendix: Community Involvement	Fully In Place	Partially In Place	Under Development	Not in Place
1. Does your school bring in non-school community members to actively help plan and implement safety, health and environmental learning projects?	3	2	1	0
2. Do community members donate time and materials to school activities related to safety, health or the environment?	3	2	1	0
3. Do one or more decision-making committees exist for safety, health or environmental projects that include community and school staff that regularly advocate for school needs in civic forums?	3	2	1	0
4. Are long-term collaborative relationships built with businesses, government agencies, environmental/nature centers, local hospitals/clinics, other schools and other civic/community groups that actively and regularly support students and teachers on safety, health or environmental learning projects?	3	2	1	0
5. Does your school participate in any water projects that benefit the community?	3	2	1	0



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6. Does your school participate in any problem-solving waste reduction and recycling projects that benefit the community?	3	2	1	0
7. Does your community have a chemical collection program to encourage the proper disposal of chemicals, and is your school allowed to participate in it?	3	2	1	0
8. Does your community have a mercury collection program to encourage the proper disposal and handling of mercury-containing items?	3	2	1	0
9. Do students in your school meet curriculum-learning goals by initiating and participating in real-life safety, health or environmental problem-solving projects that directly benefit the community outside the school?	3	2	1	0
10. Does every grade level in your school readily use community sites and community surveys in their curriculum and can most students accurately describe the major health, safety and environmental features in their home, school, community and region?	3	2	1	0
11. Do your school's students and staff model and practice successful school-community relations dealing with safety, health or the environment?	3	2	1	0
12. Does your school have regular classroom and community-wide events focused on publicly recognizing progress toward <i>Green & Healthy School</i> goals?	3	2	1	0
Total Community Involvement Score:				