



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

School _____ District/Town _____
Contact Person _____ Email _____
Telephone _____ Date _____

CT Green LEAF Schools Program Self-Assessment Tool

This self-assessment tool should be completed by the Green Team at your school to track progress in meeting the goals of the CT Green LEAF Schools Program. Be sure to include notes about indicators of your success or activities for each step. This tool will serve as a basis for your school to plan goals and steps that build your program in the three pillars (Education, Health and Wellness, and Resource Management) to reflect a full and sustainable program. See the Roadmaps documents to help you with each step of the Self-Assessment Tool.

Please submit a copy of this tool to ctgreenleaf@ctgreenschools.org within a month of signing on to the program. This will help us track your participation and help you with the resources you need to be successful! Once you complete and submit this document, your school qualifies for a Connecticut Green LEAF Schools banner. We also suggest re-assessing your school yearly.



Level 1: Planting Seeds

School is assessing initial baselines and establishing plans for the pillars and program development. The first step is to determine where your school is now, and how you would like to achieve your goals. Include students, school and district staff, families and members of the community in the planning process to ensure ownership. Establishment of priorities and timelines for implementation of the plans is important to consider to help your school move to the next level.



Level 2: Growing Green

Progress is being made in implementation of your green and healthy school plans in any or all of the pillars. Celebrate small changes and share successes to build support throughout your school community. You should see progress in the growth of your green school, including professional development, curriculum integration, facility management actions, and the like. At the higher end of this level, your school may be ready to be nominated for federal Green Ribbon School recognition!



Level 3: Sustaining Growth

This level takes your school beyond Green Ribbon status and highlights your full implementation of green and healthy school plans. Many actions have been expanded to include community connections and sustained development of Green LEAF culture. Your school, and the leaders in it, will serve as mentors or model specific Effective Practices in your school for others starting their Green LEAF journey. Your school should be ready to be nominated for federal Green Ribbon School recognition if it had not already achieved the status!

As you complete this self-assessment, please indicate 1) goals or action steps needed to create a greener and healthier school this year; 2) areas where you need further information and assistance, and 3) effective practices or programs that could be shared with other schools. For further information about the CT Green LEAF Schools program or if you have questions about the use of this self-assessment tool, please contact Laurel Kohl at KohlL@easternct.edu or ctgreenleaf@ctgreenschools.org

Education for Environmental and Sustainability Literacy

Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
1 Green Actions	<p>Identify and fully utilize your school's green team, networks and partnerships. See Guidelines and Roadmap Step 1: Green Actions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Initiate your Green Team. <input type="checkbox"/> Identify your school's networks and partnerships. 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize and expand the impact of your Green Team in the school community. <input type="checkbox"/> Participate in other green school programs. <input type="checkbox"/> Develop partnerships with community, environmental, and other organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain an active Green Team with representation from all sectors of your school community. <input type="checkbox"/> Facilitate partnerships and networking in your school and district. <input type="checkbox"/> Share your green successes with and mentor other schools.
	Your indicators of success and participation in this area.			
2A Environmental/Sustainability Literacy	<p>Incorporate environmental & sustainability literacy (EL and SL) into curricular and instructional practices aligned to CT state standards.</p> <p>Utilize the elements of the CT Environmental Literacy Plan (CT ELP) to guide your curriculum.</p> <p>Support professional development about environmental & sustainability literacy for all staff.</p> <p>See Guidelines and Roadmap Step 2: Environmental & Sustainability Literacy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment of EL and SL in curricular and instructional practices completed. <input type="checkbox"/> Assessment of use of CT ELP in the curricular and instructional practices completed. <input type="checkbox"/> Assessment of EL and SL PD needs of all staff completed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate EL and SL into curricular and instructional practices <input type="checkbox"/> Utilize the elements of the CT ELP to guide your curriculum. <input type="checkbox"/> Plan developed and enacted to provide EL and SL PD for all staff to support program innovation and implementation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporation of EL and SL across subjects with interdisciplinary linkages. <input type="checkbox"/> Use the school and schoolyard as a learning laboratory. <input type="checkbox"/> Utilize outdoor learning, STEM connections, health and wellness, career pathways and/or civic engagement across the curriculum in lessons aligned to the state standards. <input type="checkbox"/> Ongoing PD provided to all staff on environmental and sustainability concepts, including new staff, with refreshers, and ongoing or advanced PD for others.
	Your indicators of success and participation in this area.			
2B Measure Programs	<p>Measure outcomes of program effectiveness, developmental-appropriateness, and assess student learning about environmental & sustainability literacy (EL and SL) across the curriculum.</p> <p>See Guidelines and Roadmap Step 2: Environmental & Sustainability Literacy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Initial assessment of program effectiveness to support EL and SL of all students completed. <input type="checkbox"/> Utilize NAAEE Guidelines for Excellence to evaluate your program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plan developed to improve program effectiveness of student EL and SL across curriculum and in professional development. <input type="checkbox"/> Utilize NAAEE Guidelines for Excellence to improve your program. <input type="checkbox"/> Implement NGSS/CCSS lessons with a focus on environmental science and place-based education. 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize NAAEE Guidelines for Excellence to maintain and continually improve your program. <input type="checkbox"/> Demonstrate strong EL and SL of students throughout the curriculum through multiple actions such as student portfolios, citizen science and research projects, student-led community service learning initiatives, and lessons with a focus on engineering and problem solving for environmental issues.
	Your indicators of success and participation in this area.			

Supporting the Health and Wellness of Students and Staff

Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
3A CT Laws	Comply with or exceed all CT school-based environmental health laws (EHLs). See Guidelines and Roadmap Step 3- Healthy School Environment	<input type="checkbox"/> Establish baseline of compliance with EHLs by completing Quick Check Sheet	<input type="checkbox"/> Comply with all CT school EHLs and post required documents.	<input type="checkbox"/> Implement actions to exceed CT school EHLs. <input type="checkbox"/> Share methods with other schools about how to exceed the EHLs
	Your indicators of success and participation in this area.			
3B IAQ	Implement and maintain EPA's Indoor Air Quality (IAQ) Tools for Schools (TfS) program. See Guidelines and Roadmap Step 3- Healthy School Environment	<input type="checkbox"/> Development of IAQ Team <input type="checkbox"/> Assessment of school's IAQ Program (e.g. TfS) completed	<input type="checkbox"/> Continue to update team training and implementation of your IAQ program <input type="checkbox"/> Incorporate refresher training programs	<input type="checkbox"/> Maintain written comprehensive Integrated Environmental Quality (IEQ) policies <input type="checkbox"/> Implement your management plan throughout school.
	Your indicators of success and participation in this area.			
4A Healthy Eating	Support healthy eating practices for staff and students which comply with nutrition standards in National School Breakfast and Lunch Programs. See Guidelines and Roadmap Step 4- Healthy Eating & Nutrition	<input type="checkbox"/> Establish baseline of compliance with nutrition standards.	<input type="checkbox"/> Implement nutrition standards in the cafeteria.	<input type="checkbox"/> Involve school community in healthy eating programs and throughout the curriculum <input type="checkbox"/> Involve families in healthy eating programs through outreach
	Your indicators of success and participation in this area.			
4B Teach Nutrition	Teach nutrition, and support professional development from cafeteria to classroom. See Guidelines and Roadmap Step 4- Healthy Eating & Nutrition	<input type="checkbox"/> Identify opportunities to educate about nutrition for both cafeteria and classroom staff.	<input type="checkbox"/> Provide PD for foodservice and classroom staff. <input type="checkbox"/> Integrate nutrition education in the classroom, including nutrition and food science for more than one grade level.	<input type="checkbox"/> Fully meet USDA PD Standards for Nutrition Program Employees. <input type="checkbox"/> Integrate school grounds and outreach activities to support healthy lifestyles. (e.g. school gardens) <input type="checkbox"/> Share nutrition outreach successes in your district
	Your indicators of success and participation in this area.			
4C Local Foods and Alternatives	Support use of local foods, farm-to-school sourcing, and alternative eating choices (vegetarian/vegan). See Guidelines and Roadmap Step 4- Healthy Eating & Nutrition	<input type="checkbox"/> Identify options to participate in local or farm to school food sourcing programs.	<input type="checkbox"/> Provide and/or increase use of local foods and alternative eating choices <input type="checkbox"/> Provide frequent opportunities to try new foods	<input type="checkbox"/> Expanded use of local foods, farm-to-school sourcing, and alternative eating choices <input type="checkbox"/> Share successes in your district
	Your indicators of success and participation in this area.			
5 Access to Open Spaces & Wellness	Access for all to recess, recreation, and academics in open and outdoor spaces. See Guidelines and Roadmap 5: Access to Open Space	<input type="checkbox"/> Establish baseline of use of the outdoors to support physical and mental health, and use in the classroom. <input type="checkbox"/> Meet the required state school health assessment laws.	<input type="checkbox"/> Implement activities supporting physical and mental health for students and staff <input type="checkbox"/> Include open and green space and use the outdoors as part of the classroom	<input type="checkbox"/> Expand measures to include use of green spaces into the curriculum and opportunities in the outdoors year-round <input type="checkbox"/> Share value of outdoors in your school community / district
	Your indicators of success and participation in this area.			

Reducing the Environmental Impact of Resources Used				
Step	Goal	Planting Seeds	Growing Green	Sustaining Growth
6A Impact of Resources Used	Reduce impact and use of resources (energy, water, waste and transportation) in the school. See Guidelines and Roadmap 6: Reducing Impact	<ul style="list-style-type: none"> <input type="checkbox"/> Establish baseline of school use of energy, water, transportation, and waste. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement plan to reduce the environmental impact of school energy, water, waste, and transportation use. <input type="checkbox"/> Compliant with CT laws for recycling <input type="checkbox"/> Compliant with CT DEEP Air Quality Amnesty Filing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Up to date (within 1 year) Energy Star benchmarking. <input type="checkbox"/> Active energy, water and transportation management. <input type="checkbox"/> Exceed the CT laws for recycling and include student-led initiatives. <input type="checkbox"/> Share successes in resource use with peers in district or other schools
	Your indicators of success and participation in this area.			
6B Teaching About Resources	Use the school facility and grounds as a learning laboratory to understand resource use. See Guidelines and Roadmap 7: Learning About Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Student-led establishment of baseline of resource use, such as waste, recycling, water, or energy use. <input type="checkbox"/> Evaluate opportunities to use these topics in classroom learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Student-led plan developed to reduce resource use, and to use renewable energy. <input type="checkbox"/> Incorporation of resource use concepts in the curriculum in more than one grade. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing student-led activities to reduce resource use, use renewable energy. <input type="checkbox"/> Incorporation of resource use concepts across the curriculum. <input type="checkbox"/> Share successes in teaching about resource use with peers in district or other schools
	Your indicators of success and participation in this area.			
7 Green Policies	Develop and implement green policies for purchasing and materials use.	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment of school's purchasing policies and opportunities for green purchasing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement green purchasing policy <input type="checkbox"/> Implement actions to reduce materials waste. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing use of green purchasing with continuous improvement focus on reducing materials waste. <input type="checkbox"/> Share value of green purchasing in your school community/ district.
	Your indicators of success and participation in this area.			

Taking Stock of Where You Are Now			
	Planting Seeds	Growing Green	Sustaining Growth
Weighing your Green Actions: Where are most of your school activities?			

** Our school expects to complete a narrative application for nomination for federal Green Ribbon recognition. ___ Yes ___ No

Please complete the following as part of the self-assessment at your school.

Step	Goals or action steps to create a greener and healthier school this year.	Areas where further information or assistance are needed.	Best practices or programs we can share with other schools.
1			
2			
3			
4			
5			
6			
7			

The completed self-assessment tool should be returned via email to Laurel Kohl at KohlL@easternct.edu.