

Missouri Green Schools Assessment and Tracking Tool (September 2019)

Pillar 1: Reduced Environmental Impact and Costs (Sustainability)

A. ENERGY CONSERVATION AND GREENHOUSE GASES

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1. Schools track energy data and earn ENERGY STAR certification.	Does your school have a system to track energy usage? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	What do you use to track energy usage (renewable, electric, natural gas)? <input type="radio"/> ENERGY STAR Portfolio Manager <input type="radio"/> Dude Solutions <input type="radio"/> Another energy tracking software <input type="radio"/> Excel spreadsheet <input type="radio"/> Annual school reports <input type="radio"/> I don't know <input type="radio"/> Other	Has your school earned Energy Star certification? If yes, please describe in X words how your school achieved this goal. (100 words or less) <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> We're in the processing of submitting documentation and earning certification.
2. Schools demonstrate a reduction from initial baseline tracked in ENERGY STAR Portfolio Manager, or a similar tracking tool.	Does your school have an initial baseline in the amount of non-transportation energy used? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know If yes, what is the baseline (USE INDUSTRY STANDARD PER SQ FT)? What year was this baseline established?	What is your current ENERGY STAR or similar standard score?	Since initial baseline was gathered, what is your overall percentage in reduced (non- transportation) energy use?
3. Energy is derived from renewable sources.			Does your school use any of the following renewable fuel sources? Check all that apply. <input type="radio"/> Biofuels <input type="radio"/> Participation in USDA Fuel for Schools <input type="radio"/> Solar <input type="radio"/> Wind <input type="radio"/> Participation in DOE Wind for Schools <input type="radio"/> Hydroelectric <input type="radio"/> Geothermal <input type="radio"/> Purchased Renewable Energy Credit (REC) offsets <input type="radio"/> None <input type="radio"/> I don't know <input type="radio"/> Other: Does your school track the percentage of renewable energy generated on site and/or purchased? <input type="radio"/> Yes, if yes please indicate the % and type of onsite and purchased renewable energy generation. <input type="radio"/> No <input type="radio"/> I don't know

<p>4. Building area that has been constructed or undergone major renovations in the past three years to meet LEED (Leadership in Energy and Environmental Design), Collaborative for High Performance Schools, Green Globes, or comparable standards.</p>	<p>Has your school constructed or renovated building space in the past three years that incorporated any of the following? Check all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> High efficiency HVAC system <input type="checkbox"/> LED lighting <input type="checkbox"/> Low flow plumbing <input type="checkbox"/> Motion sensor lighting <input type="checkbox"/> Onsite renewables <input type="checkbox"/> Sustainable landscaping (water efficient regionally appropriate plant choices) <input type="checkbox"/> Sustainable building materials, such as locally sourced or recycled materials <input type="checkbox"/> 3rd party green building standard, such as LEED <input type="checkbox"/> Specifications for sustainable design/construction standards <input type="checkbox"/> We have built a building but am not aware of any of the above efforts <input type="checkbox"/> I don't know <input type="checkbox"/> Other: 		<p>Has your school constructed or renovated building space in the past three years that meets any of the following green building standards? Check all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> LEED Certification for New Buildings <input type="checkbox"/> LEED Certification for Existing Buildings: Operation & Maintenance <input type="checkbox"/> Collaborative for High Performance Schools Operations <input type="checkbox"/> Living Building Challenge <input type="checkbox"/> Green Globes <input type="checkbox"/> ASHRAE Green Standards <input type="checkbox"/> Other comparable standard:
<p>5. School has implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management or comparable standard.</p>			
<p>6. GHG (Green House Gas) emissions from building energy use have been reduced or offset.</p>	<p>Does your school calculate Greenhouse Gas (GHG) emissions (MtCO₂e) from building use?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes (If using ENERGY STAR Portfolio Manager, this is calculated) <input type="checkbox"/> No <input type="checkbox"/> I don't know 	<p>If yes, has your school established energy use reduction goals?</p>	<p>Can your school demonstrate a reduction in GHG emissions?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes, through offset purchases <input type="checkbox"/> Yes, through onsite practices <input type="checkbox"/> Yes, through our utility provider <input type="checkbox"/> Not yet <p>Please describe your reduction strategy and results. (100 words or less)</p>
<p>7. Energy and water efficient product purchasing and procurement policy is in place.</p>	<p>Does your school purchase products that have the WaterSense label, are Energy STAR Qualified, and/or FEMP designated?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No. <input type="checkbox"/> I don't know</p>	<p>Does your school have an energy and water efficient product purchasing and procurement policy in place?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No. <input type="checkbox"/> I don't know</p>	
<p>8. All furniture purchases are certified by the Business and Institutional Furniture Manufacturers Association or comparable standard.</p>			

B.WATER CONSERVATION

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
<p>1.Reduction of total water use intensity from an initial baseline measured in gal/square foot/year.</p>	<p>Have you taken an initial baseline of your water usage? If yes, check all that have been used.</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know <input type="radio"/> Student water consumption audit <input type="radio"/> Professional water utility audit <input type="radio"/> Monthly water bills <input type="radio"/> Other: 	<p>Have you achieved a reduction in water consumption?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes, in our domestic water use <input type="radio"/> Yes, in our irrigation water use <input type="radio"/> Yes, in both domestic & irrigation use <input type="radio"/> No <input type="radio"/> I don't know <p>Since the initial baseline was gathered, what is your overall % reduction in water use as well as your reduction in gallons of water per square foot per year</p>	<p>Please describe how your reduction in water usage has been documented at your school. If possible, can you identify irrigation water use vs. domestic water use for your school? (100 words or less)</p>
<p>2.School conducts regular audits of facilities and irrigation systems to ensure the campus is free of significant water leaks and to identify opportunities for savings.</p>	<p>Does your school conduct regular audits of facilities and irrigation systems to ensure the campus is free of significant water leaks and to identify opportunities for savings?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know 	<p>Please describe the schedule and frequency for carrying out audits for facilities and irrigation systems.</p>	<p>Please describe any changes your school has made as a result of audits for facilities and irrigation systems and any cost-savings realized as a result of these changes. (100 words or less)</p>
<p>3.Irrigation system and schedule are appropriate for climate, soil conditions, plant materials, grading, and season.</p>	<p>Does your school consider seasonal changes, plant materials, or other factors when implementing an irrigation schedule?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know 	<p>What factors does your school consider when implementing an irrigation schedule? Please check all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Climate <input type="radio"/> Soil conditions <input type="radio"/> Plant materials <input type="radio"/> Grading <input type="radio"/> Seasons 	<p>Please describe how climate, soil conditions, plant materials, grading, and seasons are taken into consideration regarding irrigation systems. (100 words or less)</p>
<p>4.Alternative water sources are used before potable water for irrigation whenever possible.</p>	<p>Does your school use any of the following alternative water sources for irrigation? Check all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Rain barrels <input type="radio"/> Cisterns <input type="radio"/> Rain gardens <input type="radio"/> Detention basins <input type="radio"/> Grey water <input type="radio"/> On-site storm water <input type="radio"/> Harvested rainwater from roofs <input type="radio"/> Disharged water from purification process <input type="radio"/> On-site reclaimed waste water <input type="radio"/> Captured condensate from air handling units <input type="radio"/> No <input type="radio"/> I don't know <input type="radio"/> Other: 	<p>Please describe alternative water sources used on your campus.</p>	<p>What is the approximate amount of non-potable water collected and used for irrigation?</p>

C. GROUNDS

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1.School grounds devoted to ecologically or socially beneficial uses.	Does your school have any areas of the grounds devoted to ecologically or socially beneficial uses, such as habitat development, data collection, or local community involvement? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know	Which of the following socially or ecologically beneficial uses does your school devote a portion of its grounds to? Please check all that apply. <input type="radio"/> Wildlife habitat <input type="radio"/> Vegetation to buffer a nearby stream <input type="radio"/> Stormwater retention and water quality improvement <input type="radio"/> Citizen science data collection <input type="radio"/> Growing food for a food pantry <input type="radio"/> Community gathering space that is actively used <input type="radio"/> Peer conflict resolution <input type="radio"/> Student-directed scientific inquiry <input type="radio"/> Other:	Please describe how your school grounds are devoted to socially or ecologically beneficial uses? What is the scope of the impact? (100 words or less)
2.All outdoor landscapes consist of water- efficient or regionally appropriate plant choices.	Does your school's lanscape include water efficient or regionally appropriate plants? Check all that apply. <input type="radio"/> Yes, water efficient plants <input type="radio"/> Yes, regionally appropriate plants <input type="radio"/> No <input type="radio"/> I don't know	Please list the water-efficient or regionally appropriate plants, or areas with that emphasis, on your campus.	What percentage of your campus grounds are covered with water-efficient or regionally appropriate plants? Please describe the water-efficient or regionally appropriate landscape features. (100 words or less)

D. SOLID WASTE AND RECYCLING

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1.Percentage of waste that is diverted from the landfill or incinerator by recycling or composting, as well as waste reduced and reused.	Is your school following state guidelines for electronic and universal waste? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know	What diversion programs does your school have? <input type="radio"/> Paper-only recycling <input type="radio"/> Single Stream recycling <input type="radio"/> Terracycle program brigades <input type="radio"/> Compost (organics) <input type="radio"/> Electronics recycling program <input type="radio"/> Surplus program for extra office supplies <input type="radio"/> Reuse program for school supplies etc., <input type="radio"/> Construction and demolition (C&D) materials <input type="radio"/> Electronic and universal waste What percentage of the waste at your school is diverted from landfills?	How does your school integrate waste diversion (recycling programs, etc..) into the classroom? What activities does your school do to engage students, staff, and families in learning about the school's waste programs and impact on the environment? (100 words or less)
2.Office paper is composed of recycled content in accordance with EPA's Comprehensive Procurement Guide, or the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or comparable certification standard. Paper content is chlorine-free.	Does your school use office paper that is composed of recycled content? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know	Does your school use office paper that is composed of recycled content and is chlorine-free? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know	What percentage of office paper is used that is composed of recycled content? What percentage of office paper is used that is chlorine-free?

E. HAZARDOUS WASTE AND ELECTRONICS

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
<p>1. Hazardous waste has safely been reduced or eliminated from campus in accordance to Federal and State regulations.</p>	<p>Does your school manage hazardous waste according to Federal and State regulations? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know</p> <p>Does your school use an industry standard for monitoring and managing hazardous waste? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know</p> <p>Who within your school is in charge of monitoring and managing hazardous waste?</p>	<p>Does your school have a policy to reduce hazardous waste? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know</p> <p>Is data on hazardous waste available and easily accessible? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know</p>	<p>Is your school actively reducing and eliminating hazardous waste from your campus in accordance to Federal and State regulations? Provide documentation of reduction. (100 words or less)</p>
<p>2. Green cleaning practices and products are implemented with fidelity following environmental standards.</p>	<p>Does your school/custodial department utilize green cleaning standards and/or products? <input type="radio"/> Yes - Check all that apply. <input type="checkbox"/> Green Seal Certified Products or ECOLOGO Products <input type="checkbox"/> Cleaning Industry Management Standard (CIMS) <input type="checkbox"/> Usage of 'Green Equipment' and Supplies <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Indicate which green cleaning best practices are being used by your school: <input type="checkbox"/> Green Cleaning Policy in place <input type="checkbox"/> Participation annually in green cleaning training and procedures <input type="checkbox"/> On-going monitoring of efficacy of cleaning practices</p>	<p>Identify what third party Green Cleaning certification standard is fully implemented upon your campus: <input type="checkbox"/> ISSA Cleaning and Industry Management Standard <input type="checkbox"/> Green Seal Standard for Commercial and Institutional Cleaning Services <input type="checkbox"/> GS-42 or equivalent standard <input type="checkbox"/> APPA Standard (Association of Physical Plant Administrators) <input type="checkbox"/> Other:</p>
<p>3. All computer/electronics purchases and recycling of broken materials are completed abiding by environmental standards.</p>	<p>Does your school purchase electronics in an environmentally responsible way? <input type="radio"/> Yes - Check all that apply. <input type="checkbox"/> ENERGY STAR <input type="checkbox"/> EPEAT (Electronic Product Environmental Assessment Tool) <input type="checkbox"/> Green Electronics Council <input type="checkbox"/> Consumer Electronics Association Greener Gadgeto <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Does your school have a sustainable purchasing policy for electronic equipment? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, what is the policy?</p>	<p>Provide evidence of policy and outcomes of environmentally preferable purchasing of electronics. (100 words or less)</p>
<p>4. All computer/electronics purchases and recycling of broken materials are completed abiding by environmental standards.</p>	<p>Does your school follow Federal and State regulations for disposing of electronics? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Is your electronic waste being recycled by a certified hauler that meets requirements for safer recycling and disposal of electronic waste? <input type="radio"/> Yes - Check all that apply <input type="checkbox"/> Responsible Recycling (R2) <input type="checkbox"/> e-Stewards <input type="checkbox"/> Recycling Industry Operating Standard (RIOS) <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Describe any electronics waste reduction via innovative reuse, repurposing, donations, and/or on-site repair to extend life. (100 words or less)</p>

F. TRANSPORTATION

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
<p>1.Expanded use of alternative transportation to, during and from school, promoting locally-available options.</p>	<p>Which of the following infrastructure are in place to support alternatives to single passenger vehicles getting to and going from school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> School busses <input type="checkbox"/> Bike racks <input type="checkbox"/> Carpool parking <input type="checkbox"/> Safe pathways (pedestrians, bicyclists) <input type="checkbox"/> Crossing guards at intersections <input type="checkbox"/> Other: 	<p>How is alternative transportaion supported through the culture and curriculum at your school?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Walking School Bus Program <input type="checkbox"/> Safe Routes to School <input type="checkbox"/> Signage <input type="checkbox"/> Communication campaigns <input type="checkbox"/> Other: 	<p>Describe how you document the increase in use of alternative transportation. (100 words or less)</p>
<p>2.School transportation use is more efficient and ecologically friendly for the community.</p>	<p>Is your school actively working to provide vehicle transportation that is environmentally responsible and efficient (busses, fleet vehicles)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes - Check all that apply. <ul style="list-style-type: none"> <input type="checkbox"/> Compressed Natural Gas <input type="checkbox"/> Biodiesel <input type="checkbox"/> Hybrid <input type="checkbox"/> Electric <input type="checkbox"/> Yes, we plan for any new vehicles purchased to be environmentally responsible and efficient <input type="checkbox"/> No <input type="checkbox"/> I don't know 		<p>Provide narrative of ecologically friendly vehicle usage by school staff, bus drivers, etc. (100 words or less)</p>

Pillar 2: Health and Wellness (Health)

A. WATER QUALITY (FROM GROUNDS)

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1. All potable water meets federal, state, and local water quality standards, and drinking water sources are protected if drinking water is acquired from school's own well.	Do you acquire potable water from your own well for your school? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know	Do you know the federal, state, and local water quality standards applicable to your campus if your water is acquired from a well? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know	
2. The school has a program to control lead in drinking water including voluntary testing and implementation of measures to reduce lead exposure in drinking water is in place.	Does your school voluntarily test for lead in potable water sources? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know	When was your most recent test for lead in the school's drinking water? What were the results?	Please describe any measures taken to reduce lead exposure in school drinking water. (100 words or less)
3. All taps, faucets and fountains used for drinking and cooking are cleaned on a regular basis to reduce possible bacterial contamination; faucet screens and aerators are cleaned regularly to remove particulate lead deposits.	Does your school have a schedule for the regular cleaning of taps, faucets, and fountains used for drinking and cooking to reduce possible bacteria contamination and particulate lead deposits? <input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know		Please describe how often cleaning of taps, faucets, and fountains used for drinking and cooking are conducted. (100 words or less)

B. INTEGRATED PEST MANAGEMENT

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1. The school is implementing an integrated pest management plan.	Does your school have a system for inspecting, identifying, and monitoring pests in the building and on the grounds? <input type="radio"/> Yes - Check all that apply <input type="radio"/> Inspecting for pest evidence, entry points, food, water, and harborage sites <input type="radio"/> Identifying potential pest habitats <input type="radio"/> Pinpointing source of any current pest problems <input type="radio"/> Monitoring programs in place that consists of routine inspections to estimate pest population levels and identify evidence of pests and potential habitat <input type="radio"/> No <input type="radio"/> I don't know	Which of the following Integrated Pest Management (IPM) best practices does your school have in place? Check all that apply. <input type="radio"/> Official policy statement for IPM <input type="radio"/> Language about IPM is included in contracts with pest management <input type="radio"/> IPM training conducted at regular intervals <input type="radio"/> Qualified person is assigned and trained to be the pest manager <input type="radio"/> Routine inspection, identification, and monitoring of pests (building and grounds) <input type="radio"/> Preventative strategies to prevent pests from inhabiting the school building (repair, sanitation efforts, etc.) <input type="radio"/> grounds (removing rotting wood, standing water, etc.) <input type="radio"/> IPM best practices for pesticide use and storage as outlined in IAQ Tools for Schools are implemented <input type="radio"/> Accurate, up-to-date records of IPM practices and a pest management log for each property are kept and include: <input type="radio"/> Copy of the pest management plan <input type="radio"/> Service schedules for maintenance of buildings and grounds <input type="radio"/> Current EPA-registered labels <input type="radio"/> Current Material Safety Data Sheets (MSDS) for each pesticide project <input type="radio"/> Pest surveillance data sheets <input type="radio"/> Diagram noting the location of pest activity, traps, and bait stations	Please provide a narrative of your school's pest control and management practices and policies. Include documentation on implementation and outcomes. (100 words or less)

2.The school provides notification of their pest control policies, methods of application, and follows requirements for posting and reentry following application.	Does your school adhere to the label precautions regarding how long to prohibit student entry into a treated area or for at least 8 hours if feasible? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Does your school have a policy for notifying staff and families regarding pest control applications? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Please describe what steps the school takes to notify staff, families, and community members of any pesticide applications. (100 words or less)
--	---	---	---

C.CONTAMINANT CONTROL

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1.Radon: All ground-contact classrooms have been tested for radon within the past 24 months and all Levels >4 pCi/L are mitigated in conformance with ASTM E2121.	How often are ground-contact classrooms tested for radon?		Please describe how you document that all ground-contact classrooms have been tested for radon within the past 24 months and all Levels >4 pCi/L mitigated in conformance with ASTM E2121. (100 words or less)
2. Carbon Monoxide: The school has an inventory of all combustion appliances and annually inspects these appliances; CO alarms are installed & meet the requirements of the National Fire Protection Association (NFPA) code 720; OR school does not have combustion appliances.	Which of the following does the school have in place? Check all that apply. <input type="checkbox"/> Inventory of all combustion appliances <input type="checkbox"/> Carbon monoxide detectors installed <input type="checkbox"/> Carbon monoxide detectors meet the National Fire Protection Assoc. code 720 <input type="checkbox"/> Annual inspection of all combustion appliances <input type="checkbox"/> None of the above <input type="checkbox"/> I don't know		Describe how you document your inventory of all combustion appliances and annually inspect these appliances; how CO alarms are installed & meet the requirements of the National Fire Protection Association (NFPA) code 720; OR affirm that the school does not have combustion appliances. (100 words or less)
3. Mercury: The school has replaced all unnecessary mercury containing devices with non-mercury devices AND the school recycles or disposes of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with Federal, State and local environmental regulations.	Does your school have a inventory of mercury containing devices? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Are you actively working to eliminate mercury containing devices at your school? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know As your school replaces unnecessary mercury containing devices, are you following disposal and recycling regulations? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know Is supporting data available and easily accessed?	Describe how you document reduction or elimination of mercury containing devices and recycling or disposal in accordance with Federal, State and local environmental regulations. (100 words or less)

D. AIR QUALITY MANAGEMENT PROGRAM

OBJECTIVE	EMERGING	PROGRESSING	ADVANCED
1.The school has developed and implemented a comprehensive indoor air quality management program consistent with Indoor Air Quality Tools for Schools.		<p>Does your school have a comprehensive indoor air quality management program consistent with EPA Indoor Air Quality (IAQ) Tools for Schools?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes - Check all that apply <ul style="list-style-type: none"> <input type="checkbox"/> HVAC <input type="checkbox"/> Moisture/Mold <input type="checkbox"/> Integrated Pest Management <input type="checkbox"/> Cleaning and Maintenance <input type="checkbox"/> Materials Selection <input type="checkbox"/> Source Control <input type="checkbox"/> Energy Efficiency <input type="radio"/> No <input type="radio"/> I don't know 	Please describe your program, including consistencies with the EPA Indoor Air Quality Tools for Schools. Consider addressing the IAQ Tools for Schools key drivers: Organize, Communicate, Assess, Plan, Act, Evaluate. (100 words or less)
4.Reduction of air-borne pollutants within environment to promote wellness of students, staff and community. (FROM TRANSPORTATION)	<p>Does your school address vehicle idling upon campus?</p> <p><input type="radio"/> Yes <input type="radio"/> No. <input type="radio"/> I don't know</p>	<p>Identify which expectations are shared. Check all that apply.</p> <ul style="list-style-type: none"> <input type="radio"/> Anti-idling signs posted stating that all vehicles, including school buses, are prohibited from idling on school premises <input type="radio"/> Vehicle loading and unloading areas are at least 25 feet away from all building air intakes (including doors and windows) <input type="radio"/> Anti-idling training for bus drivers <input type="radio"/> No Idling Policy in place 	Please indicate the Policy for your school system regarding car and/or bus idling upon campus. Describe implementation, monitoring, and outcome of policy. (100 words or less)

E. MOISTURE CONTROL

OBJECTIVE	EMERGING	PROGRESSING	ADVANCED
1.All structures are visually inspected and free of mold, moisture & water leakage. Indoor relative humidity is maintained below 60% (cold climates during freezing temperatures should target 20-30%). Moisture resistant materials/protective systems are installed (e.g., flooring, tub/shower, backing, and piping).	<p>Which of the following steps to control moisture does your school have in place?</p> <ul style="list-style-type: none"> <input type="radio"/> Proper drainage away from the building (including roof downspouts) <input type="radio"/> Sprinklers spray away from the building and outdoor air intakes <input type="radio"/> Roof is in good condition and checked for evidence of water ponding <input type="radio"/> Temperature and humidity are maintained within acceptable ranges <input type="radio"/> Regular inspections for evidence of moisture, leaks, spills, and water damage: <ul style="list-style-type: none"> <input type="checkbox"/> Check for odors, mold, and mildew growth <input type="checkbox"/> Ceiling tiles, floors, and walls checked for leaks or discoloration <input type="checkbox"/> Areas where moisture is commonly generated (e.g., kitchens, bathrooms) <input type="checkbox"/> Windows, windowsills, and window frames are free of condensate <input type="checkbox"/> Indoor surfaces of exterior walls and cold water pipes are free of condensate <input type="checkbox"/> Duct interiors near humidifiers, cooling coils, and outdoor air intakes <input type="radio"/> Moisture resistant materials/protective systems are installed as a preventative measure <input type="radio"/> I don't know 	<p>How does your school monitor and respond to mold, moisture, humidity, leaks, and water damage? Can your school document that the indoor relative humidity is maintained below 60%? (100 words or less)</p>	Please describe how you prevent future and mitigate existing moisture issues. (100 words or less)

F.CHEMICAL MANAGEMENT

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1.Chromated Copper Arsenate (CCA): Wooden desks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate have been replaced or sealed within the past 12 months	Is any wood (stairs, desks, playground equipment, bleachers) at your school treated with Chromated Copper Arsenate? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Do you have a system in place to seal any CCA treated lumber every 12 months? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know Do you have a policy in place stating that new purchases do not contain CCA treated lumber? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Please describe policy and methods for treating and/or replacing structures built with CCA treated lumber.
2.Secondhand Tobacco Smoke: Smoking prohibited on campus	Is smoking prohibited on campus at your school? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Is signage posted indicating smoke and smokeless tobacco is prohibited on campus? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Does your school have a tobacco- free policy that applies to both smoke and smokeless tobacco? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know
3.Soil is tested for lead and other contaminants	How often is the school grounds' soil tested for lead or other contaminants? <input type="radio"/> Every six months <input type="radio"/> Annually <input type="radio"/> Other, please describe	If lead or other contaminants are detected in the soil, what is the school plan to address the issue? (50 words or less)	
4.The school has a chemical management program in place.	Does your school have a chemical management program in place? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	A chemical management program is in place within the school which includes the following elements (check all that apply): <input type="radio"/> Chemical purchasing policy, including low- or no-VOC products <input type="radio"/> Chemical inventory <input type="radio"/> Storage and labeling <input type="radio"/> Training and handling <input type="radio"/> Hazard communication <input type="radio"/> Spills, clean-up and disposal <input type="radio"/> Select DFE, Green Seal, Eco Logo or comparable standard, approved cleaning products.	Please describe your school's chemical management program. (100 words or less)

G. VENTILATION

OBJECTIVE	EMERGING	PROGRESSING	ADVANCED
<p>1.The stricter of ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR state or local code AND local exhaust systems (including dust collection systems, paint booths, fume hoods) are installed at airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms.</p>	<p>Does your school have procedures for inspecting and maintaining the buildings ventilation system to ensure they are clean and operating properly?</p> <ul style="list-style-type: none"> <input type="radio"/> Yes – Check all that apply <ul style="list-style-type: none"> <input type="checkbox"/> outdoor air intakes <input type="checkbox"/> system cleanliness <input type="checkbox"/> outdoor air supplies <input type="checkbox"/> air distribution <input type="checkbox"/> exhaust systems <input type="checkbox"/> quantity of outdoor air <input type="radio"/> No <input type="radio"/> I don't know 	<p>Does your school use the recommended strategies outlined in the EPA Indoor Air Quality (IAQ) Tools for Schools' Ventilation Checklist in the following areas:</p> <ul style="list-style-type: none"> <input type="radio"/> Outdoor air intakes <ul style="list-style-type: none"> <input type="checkbox"/> Removing/remedying obstructions <input type="checkbox"/> Checking intakes for pollutant sources and resolving problems <input type="radio"/> System cleanliness <ul style="list-style-type: none"> <input type="checkbox"/> Air filters <input type="checkbox"/> Drip pans <input type="checkbox"/> Coils <input type="checkbox"/> Air-handling units <input type="checkbox"/> unit ventilators <input type="checkbox"/> Mechanical rooms <input type="radio"/> Outdoor air supplies <ul style="list-style-type: none"> <input type="checkbox"/> Controls information <input type="checkbox"/> Clocks, timers, and switches <input type="checkbox"/> Control components <input type="checkbox"/> Outdoor air dampers <input type="checkbox"/> Freeze stats <input type="checkbox"/> Mixed air thermostats <input type="checkbox"/> Economizers <input type="checkbox"/> Fans <input type="radio"/> Air distribution <ul style="list-style-type: none"> <input type="checkbox"/> Air distribution <input type="checkbox"/> Pressurization in buildings <input type="radio"/> Exhaust systems <ul style="list-style-type: none"> <input type="checkbox"/> Exhaust fan operation <input type="checkbox"/> Exhaust airflow <input type="checkbox"/> Exhaust ductwork <input type="radio"/> Quantity of outdoor air <ul style="list-style-type: none"> <input type="checkbox"/> Outdoor air measurements <input type="checkbox"/> Acceptable levels of outdoor air quantities 	<p>Please describe the standards that your school adheres to for ventilation to maintain adequate indoor air quality. Document that you are exceeding ventilation requirements for acceptable indoor air quality.</p>

H. FITNESS AND OUTDOOR TIME

OBJECTIVE	EMERGING	PROGRESSING	ADVANCED
1.Students engage in at least 150 minutes of school-supervised physical outdoor activity and/or "Action Based Learning"	Does your school meet the minimum requirement of state mandated physical activity for your grade level? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	How many minutes a week are spent on supervised P.E and what % of the supervised P.E. takes place outdoors? What are some of the other activities your school does with students outdoors? Check all that apply: <input type="radio"/> Outdoor "Brain Breaks" <input type="radio"/> School Garden maintenance or data collection <input type="radio"/> Outdoor Service Learning (i.e. raking leaves) <input type="radio"/> Other – Please list	Please describe your school's physical education programs and other opportunities for outdoor physical activity. Be sure to include a formal program such as the WSCC (Whole School, Whole Community, Whole Child) model supporting a comprehensive School Physical Activity Program if applicable. (100 words or less)
2.Health education related to exercise and nutrition is incorporated into classroom activities.	Is education about exercise, nutrition, and safety integrated into classroom assignments? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Is education about exercise, nutrition, and safety education experiential in nature? Does it take place outdoors? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Please describe how you integrate these education topics into outdoor and/or experiential learning? (100 words or less)
3.The school participates in Sunwise Program. (FROM A STAND ALONE UV OBJECTIVE)	Does your school have a program to raise awareness of safe sun exposure (EPA SunWise) <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Describe your school's policy for UV safety.	Has your school received a Sunwise grant or other sun-safe funding/recognition? Please describe.

I.HEALTHY FOOD AND NUTRITION

OBJECTIVES	EMERGENT	PROGRESSING	ADVANCED
1.The school has professionally trained nutrition staff.	Does your school have school nutritional professionals that meet minimum state education requirements? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Does the school nutritional professionals in your school receive annual professional development and training? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Please describe the training and who provides it. (100 words or less)
2.Education about healthy food and exercise and recognition for healthy food efforts are provided.	Does your school provide students with opportunities to learn about and practice healthy eating through the following <input type="radio"/> Yes – Check all that apply <input type="radio"/> Healthy foods and beverages available throughout school campus <input type="radio"/> Nutrition education <input type="radio"/> Messages about food in the cafeteria and throughout the school campus <input type="radio"/> Other (please describe): <input type="radio"/> No <input type="radio"/> I don't know	Are you participating in any state or national school food service recognition programs? <input type="radio"/> Alliance for a Healthier Generation <input type="radio"/> Let's Move <input type="radio"/> Missouri Move Smart (geared to childcare facilities, applicable to preschools?) <input type="radio"/> Missouri Council for Activity & Nutrition (MOCAN) <input type="radio"/> Other	Please describe program participation and achievements. (100 words or less)

<p>3. Food purchased is certified as environmentally preferable (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance). All food IS grown and processed within 200 miles of the school, which may include on school grounds.</p>	<p>Do you grow any food at your school (i.e. school garden, Tower Garden)? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>Do any teachers or student groups utilize the produce (special activities, sales to parents, etc.)? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Does your school incorporate fresh, local, and/or organic produce into school lunch or the curriculum? <input type="radio"/> Yes, we have a Farm to School program <input type="radio"/> Yes, we have a school garden and utilize the produce in our cafeteria or classes <input type="radio"/> Yes, we incorporate fresh, local, and organic produce through the curriculum such as cooking classes <input type="radio"/> Other</p> <p>If you selected other please briefly describe your source of fresh produce/healthy foods and how it is certified: (100 words or less)</p>	<p>Record the percent of total food that is environmentally preferable and/or local.</p> <p>Please provide a narrative of food procurement procedures and food source. (100 words or less)</p>
<p>4. The school exceeds minimum federal nutrition standards.</p>	<p>Does your school have school nutrition services that provides meals that meet specific standards? <input type="radio"/> Yes – Check all that apply <input type="checkbox"/> Meet federal nutrition standards for National School Lunch and Breakfast programs <input type="checkbox"/> Accommodate the health and nutrition needs of all students <input type="checkbox"/> Ensure that food and beverages sold or provided outside of meal programs meet "Smart Snacks in School" nutrition standards <input type="checkbox"/> Other, please describe: <input type="radio"/> None of the above <input type="radio"/> I don't know</p>	<p>Do students have access to healthy foods and beverages in a variety of venues at school including (check all that apply): <input type="radio"/> Cafeteria <input type="radio"/> Vending machines <input type="radio"/> Grab 'n Go kiosks <input type="radio"/> School stores <input type="radio"/> Concession stands <input type="radio"/> Classroom rewards <input type="radio"/> Classroom parties/Healthy celebrations <input type="radio"/> School celebrations <input type="radio"/> Fundraisers <input type="radio"/> Breakfast in the classroom <input type="radio"/> Other: <input type="radio"/> None of the above <input type="radio"/> I don't know</p>	<p>Please describe the ways in which your school has exceeded minimum nutrition standards through programs or policies. (100 words or less)</p>

J. HEALTH SERVICES (PHYSICAL, SOCIAL, EMOTIONAL)

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
<p>1. The school actively protects occupants from physical threats to safety.</p>	<p>Does your school take steps to protect occupants from physical threats including crime, traffic, and other injuries? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Are these efforts driven by (check all that apply): <input type="radio"/> People <input type="radio"/> Procedures <input type="radio"/> Policy</p> <p>Describe your efforts in 50 words or less.</p>	<p>Has your school established a policy to protect occupants from physical threats including crime, traffic, and other injuries? Please describe. (100 words or less)</p>
<p>2. The school is prepared to handle safety and crisis response efforts.</p>	<p>Does your school participate in ongoing school safety and crisis response efforts? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>		<p>Please describe your safety and crisis response efforts (100 words or less)</p>

3.The school has on-site services and trained staff to handle health problems that arise.	Does your school have on-site health services available to intervene with actual health problems? <input type="radio"/> Yes, we have the following services available – Check all that apply <input type="checkbox"/> A school nurse <input type="checkbox"/> First aid and emergency care and assessment <input type="checkbox"/> Wellness promotion <input type="checkbox"/> Preventive services (dental, eye) <input type="checkbox"/> Education for staff members, students, and parents <input type="checkbox"/> Prevention and intervention services that support mental, behavioral, and social-emotional health of students <input type="radio"/> No <input type="radio"/> I don't know	Does your school provide health services to assess and manage potential and/or chronic conditions like asthma, diabetes, or other conditions? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know If yes, please describe some services available: (100 words or less)	Does your school have a "School-Based Health Center" or partnership driven health initiative at your school? Please describe. (100 words or less)
4.The school has an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines.	Does your school provide health services to assess and manage asthma? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Does your school have an asthma management program in place that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Please describe your school's asthma management program. (100 words or less)

K. SCHOOL COMMUNITY HEALTH AND WELLNESS PROGRAMS

OBJECTIVE	EMERGING	PROGRESSING	ADVANCED
1.The school has a comprehensive mental health program.	Does your school take steps to support student mental health and school social & emotional climate? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know If yes, please describe some services available: (100 words or less)	What steps does your school take to support student mental health and school social/emotional climate? Check all that apply. <input type="checkbox"/> Anti-bullying programs <input type="checkbox"/> Direct and indirect intervention <input type="checkbox"/> Peer counseling <input type="checkbox"/> Health services to assist with emotional stresses <input type="checkbox"/> Mindfulness training <input type="checkbox"/> Mentor programs <input type="checkbox"/> Family support services <input type="checkbox"/> Referrals to school & community support services <input type="checkbox"/> Counseling (individual and/or group) <input type="checkbox"/> Psychological services <input type="checkbox"/> Social services <input type="checkbox"/> Psychological assessments <input type="checkbox"/> Psychosocial assessments <input type="checkbox"/> Other- Please describe:	Please describe the school's health services (including mental health) and their impact on the school's social and emotional climate. (100 words or less)
2.The school has a staff wellness program.	Does your school offer a staff wellness program (i.e. activities, incentives, staff exercise room)? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	What employee wellness programs or policies does your school have? Check all that apply. <input type="checkbox"/> Programs and policies that encourage healthy eating <input type="checkbox"/> Programs and policies that encourage active lifestyles <input type="checkbox"/> Programs and policies that encourage the decrease of tobacco use <input type="checkbox"/> Programs and policies that teach strategies to manage stress <input type="checkbox"/> Programs and policies that help one avoid injury <input type="checkbox"/> Programs and policies that help reduce exposure to environmental hazards <input type="checkbox"/> Partnerships with health insurance providers to offer resources including personalized health assessment, flu vaccinations, rate reduction incentives <input type="checkbox"/> Other - Please describe:	Please describe the school's employee wellness program and their impact on school staff. (100 words or less)

3.The school partners with the community to provide a variety of health and wellness services.	Does your school health services program actively collaborate with school and community partners (businesses, cultural and civic organizations, social service agencies, faith-based organizations, health clinics, higher education institutions, other) to support an increase of the ability of students and families to adapt to health and social stressors, manage stressors, and advocate for their own health and learning needs? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Do you have programs or MOUs (what are MOU's???) with partners that positively impact student and community health? Check all that apply. <input type="checkbox"/> Shared-use agreements for playground/gymnasium <input type="checkbox"/> Community or Family Nights to encourage intergenerational play <input type="checkbox"/> Community-supported after school programming <input type="checkbox"/> Mobile food market <input type="checkbox"/> Other - Please list:	Please describe the key community partnerships and their impact that facilitates support for student learning, development, and health. (100 words or less)
4.The school has programs to engage and support parents and families.	Does your school have a PTA/PTO or other active parent group? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	In what ways are family actively engaged in improving their student's health and learning outcomes? This can be done through resource identification, needs assessment, school-community-family learning opportunities, etc. Check all that apply. <input type="checkbox"/> Resource identification <input type="checkbox"/> Needs assessment <input type="checkbox"/> School-Community-Family learning opportunities <input type="checkbox"/> Other - Please list:	Please describe parent engagement activities and their impact. (100 words or less)
5.The school tracks and uses health related data in planning programming.	Does your school track any health-related data? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	What health indicators is your school tracking? Check all that apply. <input type="checkbox"/> BMI (Body Mass Index) <input type="checkbox"/> Attendance Rates <input type="checkbox"/> Office Referrals <input type="checkbox"/> Other – Please describe:	Has your school completed an evaluation of health data trends in relation to relevant programming? Please describe. (100 words or less)

PILLAR 3: EFFECTIVE ENVIRONMENTAL SUSTAINABILITY EDUCATION (LEARNING)

A. LEARNING AND ENVIRONMENTAL LITERACY

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
1. Students are able to learn about the environment and sustainability at every grade level within the school, incorporating both content and practice. Environment and sustainability are integrated throughout the curriculum.	Are your students given the opportunity to learn about, explore attitudes and/or develop skills related to sustainability and/or the environment? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Is there a lesson/unit in every grade level that integrates environmental/sustainability education within the subject areas of Science, Social Studies, ELA and/or Math? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	Is sustainability a required component of your school's/district's curriculum? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know If yes, is environmental/sustainability education incorporated into your school/district mission and/or vision statement, and/or included in the strategic plan? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know
2. Graduates/students score proficient or better on state or school environmental science and/or environmental education instructional assessments.	Does your school integrate sustainability and/or the environment into the curriculum? <input type="radio"/> Our school only features sustainability and/or the environment in supplemental lesson and activities <input type="radio"/> Each grade level has at least one unit, project, or theme that relates to sustainability and the environment. <input type="radio"/> Sustainability and the environment are integrated into multiple learning units across the curriculum <input type="radio"/> Other, please describe: <input type="radio"/> I'm not sure	Does your school have a requirement (at every grade level or a high-school course) that engages students in learning about sustainability and/or the environment? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know If yes, what assessment tools are currently being used? (check all that apply) <input type="radio"/> Short written responses <input type="radio"/> Student essays <input type="radio"/> Multiple choice tests <input type="radio"/> Quizzes <input type="radio"/> Group projects <input type="radio"/> Field assessments <input type="radio"/> Student presentations <input type="radio"/> Individual projects <input type="radio"/> Classroom projects <input type="radio"/> Other; Please describe	Are students assessed based on their understanding of sustainability and the environment during multiple points of the school year? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know If yes, is this data reported and reviewed annually by staff and/or administration? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know
3. Environmental education emphasizes scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence. These students graduate with a robust general science understanding of life, physical and earth sciences.	Is learning about the environment and sustainability used as a context for STEAM (Science, Technology, Engineering, Art and Math) thinking skills and content knowledge? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know	If yes, in what ways is your school linking sustainability and STEAM? Check all that apply. <input type="radio"/> Units designed with project-based learning pedagogy <input type="radio"/> Investigate units that tie together sustainability and STEAM content <input type="radio"/> Multi-disciplinary units <input type="radio"/> Group projects <input type="radio"/> Other; Please describe, listing one example from each grade level, of a lesson or project that ties sustainability and STEAM learning:	Is STEAM (Science, Technology, Engineering, Art and Math) education a required component of your school's/district's curriculum? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know If yes, is STEAM (Science, Technology, Engineering, Art and Math) education incorporated into your school/district mission and/or vision statement, and/or included in the strategic plan? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know

<p>4.The school has established or moved toward establishing an environmental or sustainability literacy matriculation requirement.</p>	<p>Does your school have a sustainability class/activity or assessment provided for students per quarter, semester, or annually? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, does your school offer AP or comparable environmental science coursework? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Does your school have an option included within graduation requirements that incorporates engagement in sustainability/environmental education experiences? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, select experiences: (check all that apply)</p> <ul style="list-style-type: none"> <input type="radio"/> classroom volunteer <input type="radio"/> community volunteer <input type="radio"/> non-profit internship <input type="radio"/> for-profit internship <input type="radio"/> Group projects <input type="radio"/> Classroom projects <input type="radio"/> Other; Please describe: 	<p>Is there a requirement score or number of hours needed to fulfill graduation requirements? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, please including the percentage of graduates who have completed AP Environmental Science, with percentage of graduates scoring 3 or better and/or the amount of service hours students have completed for the school year:</p>
---	---	---	--

B.PROFESSIONAL DEVELOPMENT

OBJECTIVE	EMERGING	PROGRESSING	ADVANCED
<p>1.Professional development opportunities in environmental and sustainability education are available to all teachers.</p>	<p>Have teachers at your school participated in workshops, webinars, or conferences directly related to environmental/sustainability professional development? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, what workshops have teachers in your school previously attended? Could possibly include local trainings from non- profit organizations (St. Louis/Kansas City Zoo, Litzinger Ecology Center, EarthWays Center/Missouri Botanical Gardens, etc.)</p>	<p>Do any teachers at our school have certificates that are directly tied to sustainability and/or the environment? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, what certifications do the teachers at your school hold related to sustainability and/or the environment?</p> <ul style="list-style-type: none"> <input type="radio"/> Discover Nature Schools Curriculum <input type="radio"/> Green Classroom Professional Certification (U.S. Green Building Council) <input type="radio"/> Project Learning Tree <input type="radio"/> Project WET <input type="radio"/> Project Wild <input type="radio"/> Project Flying Wild <input type="radio"/> Missouri EE Certification <input type="radio"/> National AssOC. for Interpretation Certification <input type="radio"/> Missouri Master Gardener Training <input type="radio"/> Graduate Certificate from a university or college <input type="radio"/> Graduate Certificate in Global Sustainability (Webster University) <input type="radio"/> National Geographic Educator Certification <input type="radio"/> National Energy Efficiency Development Certification <input type="radio"/> Other: Please describe 	<p>Have teachers in your school shared expertise in environmental and sustainability education outside of their local school community? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, please identify:</p> <ul style="list-style-type: none"> <input type="radio"/> Other school districts <input type="radio"/> Local learning communities (not a conference) <input type="radio"/> Local education conferences (public, private, under-graduate, graduate institutions) <input type="radio"/> National conferences (NSTA, NEEAA, etc.) <input type="radio"/> International conferences (IIE, etc.) <input type="radio"/> Other; Please describe:

C. OUTDOOR EDUCATION

OBJECTIVES	EMERGING	PROGRESSING	ADVANCED
<p>1. Students have a meaningful outdoor experience(s) at every grade level.</p>	<p>Does your school integrate outdoor learning experiences into their curriculum during the school year?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, please describe an example of an outdoor learning experience:</p>	<p>Are meaningful outdoor learning experiences used to teach an array of subjects, topics and standards within every grade level at your school?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Are meaningful outdoor learning experiences fully integrated and a core value of the school?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, is the goal for students to participate in meaningful outdoor learning experiences, incorporated into your school/district mission and/or vision statement, and/or included in the strategic plan?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>
<p>2. Students graduate with robust general science education that includes a deep understanding of life, physical and earth sciences.</p>	<p>Does your school have opportunities for students to complete coursework that includes the following science topics: life, physical and earth science?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Are students provided with opportunities to complete focus studies beyond a school period (class session, quarter, or semester) related to a specific field of study within life, physical or earth sciences, as a part of their coursework?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, please describe:</p>	<p>Are students provided with an opportunity to pursue personal studies of scientific interest in the field of physical, life or earth sciences, that incorporates knowledge and thinking skills to prepare for a technology-driven economy?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, please describe:</p>
<p>3. Schools develop outdoor classrooms on their grounds and use them to teach an array of subjects in context, engage the broader community and develop civic skills.</p>	<p>Does your school have a viable outdoor learning area/landscape that is utilized for instruction by staff and students?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Does your staff partner with your community to design and implement instructional lessons, across the curriculum, incorporating the outdoor landscape for your students?</p> <p><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, identify what landscapes elements are incorporated:</p> <ul style="list-style-type: none"> <input type="radio"/> Gardens (pollinator, vegetable, sensory, seasonal, thematic) <input type="radio"/> Waterscapes (pond, creek, river, fountain, stream, lake) <input type="radio"/> Field (athletic, native grasses, wildflower, prairie) <input type="radio"/> Structural play equipment (swings, climbing structures, slides) <input type="radio"/> Other; Please describe: 	<p>Provide a narrative describing the outdoor classroom, scope and impact of learning, community engagement and service learning. (100 words or less)</p>

D.COMMUNITY AND CIVIC ENGAGEMENT

OBJECTIVE	EMERGING	PROGRESSING	ADVANCED
<p>1.The school system provides curriculum that integrates college readiness to professions in environmental/sustainability careers (For secondary schools only)</p>	<p>Does your curriculum meet state expectations to integrate college/career readiness? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Does the curriculum connect to post-secondary options that include opportunities in environmental and/or sustainability careers? Post- secondary options could include: Community Service, Enviromental Education, Resource Management, Engineering, Wildlife Support/Care, Geological Studies, Alternative Energy, etc. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, what programs does your school utilize to connect students to learn about technologies and career pathways using sustainability as a context? <input type="radio"/> Guest speakers <input type="radio"/> Field trips to sustainability sites (i.e. recycling center, landfill, drinking water treatment plant, farm, recycled products manufacturer) <input type="radio"/> Partnerships with community organizations <input type="radio"/> Career Fair with a focus on sustainability and/or environmentalism <input type="radio"/> Class unit or project on sustainability careers <input type="radio"/> Other; Please describe:</p>	<p>Share brief description(s) of the class/coursework that incorporates environmental sustainability for post-secondary career and college readiness, including the multiple courses provided by your school/district.</p>
<p>2.The student population participates in (at least) one annual project to promote improved sustainability and/or environmental issues within local community.</p>	<p>Does your school encourage age-appropriate community engagement projects? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If these projects occur, how often? <input type="radio"/> Monthly <input type="radio"/> Bi-annually <input type="radio"/> Annually. <input type="radio"/> Other :</p>	<p>The projects that occur are – Check all that apply <input type="radio"/> Self-selected <input type="radio"/> Centered around a sustainability topic <input type="radio"/> For one grade level/subject <input type="radio"/> Completed by multiple grade levels <input type="radio"/> Include entire student population</p>	<p>Please provide a narrative for projects that have been completed by your school, indicating staff leadership, student population groups, project focus and duration, as well as results from the work completed during past 1-3 years.</p>
<p>3.The school partners with local academic, business and/or informal science institutions and/or other schools to help advance the school toward the 3 Pillars and/or assist the progress of (an)other school(s), particularly a school with lesser capacity, in these areas.</p>	<p>Does your school have opportunities for students to volunteer within the community to reduce their environmental impact, improve the health and wellness of their local population, and/or promote environmental and sustainability education, either within or outside the school day? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p>	<p>Are students provided with opportunities to engage in community-based service learning and/or citizen science projects as a part of the curriculum? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, please describe:</p>	<p>Are students provided with an opportunity to lead school and/or community-wide service-learning projects? Examples of leadership responsibilities could include: plan, organize, present, recruit, model <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> I don't know</p> <p>If yes, please describe:</p>