

Step 3: Action and Implementation



Final Application

Notice: Participation in the Green & Healthy Schools program is completely voluntary. To apply for recognition as a Wisconsin Green & Healthy School, provide complete information as requested on this form. Names of participating schools will be posted on the Green & Healthy Schools website and information about practices schools have implemented may be used to promote healthy and environmentally sound practices and educate students. Wisconsin Open Records Law requires the Department to provide records, including personal information, upon request [ss. 19.31-19.39, Stats].

Instructions

1. Prior to applying for Wisconsin Green & Healthy School status, applicants have completed and submitted a Green & Healthy School Assessment Verification, continue to meet all initial Discovery and Inventory criteria, and complete this form to verify they have met all Green & Healthy School Action and Implementation criteria.
2. Complete this form and have it signed.
3. Mail verification to:

Wisconsin Department of Natural Resources
Attn. Wisconsin Green & Healthy Schools Program – WA/5
P.O. Box 7921
Madison, WI 53707-7921

We are here to assist your school in becoming a Green & Healthy School. If you have any questions regarding this verification or the Wisconsin Green & Healthy Schools program, please email DNRG&HSchools@wisconsin.gov.

SCHOOL INFORMATION

School Name Wisconsin Green School Date 5/1/2010

School Address 111 Green Schools Court

City Madison State WI Zip Code 99999

Green & Healthy School Contact -- Name Jim Smith

Green & Healthy School Contact – School Job Title Science Teacher

Green & Healthy School Contact – Phone Number (999) 999-9999

Green & Healthy School Contact – E-mail jimsmith1234@greenschool.edu

DISCOVERY AND INVENTORY CRITERIA

- Wisconsin Green & Healthy School “Under Construction”
Date of certificate: 2/10/2010
- Our school continues to meet all the Discovery and Inventory criteria.



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ACTION AND IMPLEMENTATION CRITERIA

- Meet all criteria listed under Green & Healthy School – Action and Implementation column in Green & Healthy School Requirements Chart for waste and recycling, energy, and water, and the other two sections you selected for Assessment under Discovery and Inventory.

Briefly explain how your school has met the criteria listed under each topic (i.e., energy, waste and recycling, etc.). Please try to limit your explanation to the space provided.

Energy



1. School has had an energy audit performed by Focus on Energy or our local energy provider.

Date of audit: 9/30/2009

Audit was conducted by Focus on Energy Schools Program Representative – Students from 6th grade science class went along with representative to observe and ask questions regarding the energy audit.

2. Students and staff helped identify and implement some behavioral changes and/or the use of energy saving devices to try and reduce energy consumption.

Students researched various energy efficient practices on the internet and instituted a school-wide “energy reduction” program. One student from each class is the energy monitor for that class period. The student is responsible for turning off all electronic equipment after class (computers, TVs, overhead projectors, lights, etc.). The student energy monitors change each week.

The school already has motion and daylighting sensors in most classrooms.

3. Energy has become part of the curriculum in some grades.

Seventh graders study various sources of energy and the impacts they have on our environment in social studies class. They also participate in an activity that requires them to pick and choose the energy consumption items in a house based on the impact to the environment, cost of the items and operating costs. The students are given a budget and allotted a set amount of environmental impact points to use in their house.



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Waste and Recycling



1. School uses local resources (recycling and solid waste professionals and facilities) as part of their education program.

Seventh grade students visit a local recycling facility to learn about the types of wastes our community can recycle. This field trip is an important part of recycling activities that students participate in at school.

A local artist also gives a presentation to the art classes on how he uses recycled metals in his art creations.

2. Students and staff have conducted at least one waste reduction/recycling program or event.

Art students headed a contest to come up with a design for reusable school lunch bags. The chosen design was printed onto nylon lunch bags, which were sold during the lunch hour to students and staff. Students also painted various posters for the cafeteria to remind students and staff to strive for waste reduction by buying items with less packaging and by using reusable containers.

Using what they have learned about waste reduction, students and teachers have started a paper reuse program. Every classroom contains a one-sided paper tray which students can use for scratch paper. Some teachers request that students complete their homework or quizzes using the one-sided scratch paper.

School computer lab has changed the default settings to print double-sided.

In a 6th grade science class, students have started a worm composting project from information they learned on the WDNR *EEK!* website: <http://dnr.wi.gov/EEK/>.

3. Waste reduction and recycling are part of the curriculum in some grades.

Seventh grade Social Studies class has a waste reduction and recycling unit. Students engage in several waste reduction activities, one of which is taken from the [Project Learning Tree](#) Activity Guide called “Reduce, Reuse, Recycle.” In this activity, students learn to reduce solid waste in their community by reducing consumption, reusing products, recycling materials and composting. We also utilize the DNR’s “[Keepin’ it in the Loop](#)” activity guide, particularly the lesson “A Peek at Packaging”, which helps students make smart choices when it comes to packaging and consumption.



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Water



1. Staff performs regularly scheduled maintenance on water fixtures and plumbing.
Custodial staff conducts a walk-through of the school once a month to observe faucets, toilets, showers and kitchen appliances for leaks and drips. If leaks are found the custodial staff works to repair the problem. Our school asks that all staff and students report any leaks or overflows to the office.
2. Students and staff have identified some water conservation and health practices and implemented those practices in school.
Eighth grade science students came up with a list of ways that our school could save water after researching water saving web sites and reviewing the [Green Schools Poster](#) on the Green & Healthy School website. Students were told to list behavioral changes in one column and capital expenditures in another. What they found after researching water saving tips and reviewing the Water section of the Green & Healthy School assessments was that our school participates in many of the water saving practices already. All bathrooms have motion sensors for sinks, all gutters are pointed toward grassy areas to prevent runoff and most of the grounds have native plantings, which require less water.

Students and staff are highly encouraged to carry reusable water bottles for drinking water in classrooms. They understand that reusable water bottles are a good conservation practice and that choosing water over soft drinks is good for their health.

Students and staff have launched a school-wide hand washing campaign to reduce the spread of germs and to limit sick days.
3. Water conservation, water cycle, local watershed, and school water supply and discharge are part of the curriculum in some grades.
Students participate in many water conservation activities. For example, students engage in “A Drop in the Bucket” activity taken from [Project WET](#) curriculum and activity guide. This activity helps students to understand that water is a limited resource that must be conserved.

Each grade examines or reviews the water cycle before beginning the water unit, and 6th graders are taught about our local watershed in geography class. A representative from the local water utility visits the 6th grade science classes once a year to explain where our city’s water comes from (municipal well) and how it gets into our homes and schools.
4. Hand washing is promoted for staff and students.
Sixth grade students create informational posters that are displayed by every sink and bathroom in the school to remind students and staff the importance of properly washing their hands. Germs and the importance of hand washing are discussed in health education classes at all grade levels.

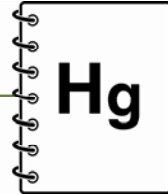


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Mercury



1. School is virtually mercury free. No elemental mercury or mercury containing devices are present in the classrooms.

Our school participated in a school-wide mercury replacement program last year during which all mercury thermometers, elemental mercury and barometers were replaced with non-mercury alternatives. The school nurse informed us that the school did not have any mercury sphygmometers.

2. Mercury is part of the curriculum in some grades.

Activities presented in the Mercury in Schools curriculum guide, <http://www.mercuryinschools.uwex.edu/tools/index.htm>, are used in science classes to explain what mercury is and why it can be dangerous.

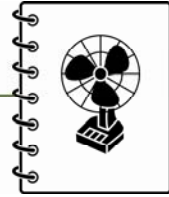


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Indoor Air Quality



1. Problems identified in the Indoor Air Quality section of the Green & Healthy School Assessment have been addressed, or an approved plan addressing them has been developed.

Based on the information discovered from the IAQ assessment, we found that some of the exhaust vents in the building were blocked and that exhaust fans were not always being used in the cafeteria due to the loud sounds they often made.

Both of these areas of concern were addressed by freeing exhaust vents of obstructions and having the maintenance staff fix the problems with the exhaust fans, allowing them to operate much more quietly.

2. Staff performs regularly scheduled walk through inspections to identify obvious indoor air quality problems and addresses them.

Ventilation system is checked every other month to ensure that air is vented properly throughout the building, that vents are free of obstructions and that filters are clean. In addition, students and staff are strongly encouraged to report any IAQ problems they are experiencing.

3. Indoor Air Quality is part of the curriculum in some grades and a communication plan is in place to inform staff, students and parents of IAQ issues.

Seventh graders have an Indoor Air Quality unit that identifies common indoor air pollutants and the health effects associated with each pollutant. Students are subsequently taught good housekeeping methods (essentially the employment of integrated pest management) in order to control biological contaminants such as insects and pet allergens, and VOC's found in cleaning agents and products.

Sixth graders have a section on asthma in health class and learn how IAQ affects people with asthma.

Furthermore, our school has begun to use many green cleaning products that are safer for our students and the environment.



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Integrated Pest Management (IPM)



1. School or school district has a designated IPM Coordinator on staff.

Mr. Henderson, our facilities manager, is also our IPM Coordinator.

2. School or school district IPM Coordinator has participated in the Wisconsin Department of Agriculture, Trade and Consumer Protection's (DATCP) School IPM Program in at least one of the following ways:

- Reviewed and uses the Wisconsin School IPM Manual as facility pest management tool.
- Existing school staff attended one or more of the DATCP/UW-Extension School IPM seminars (Introductory and/or Advanced).

Our school IPM Coordinator attended a DATCP School IPM seminar in June 2009 and uses some practices in the Wisconsin School IPM Manual.

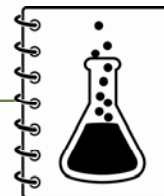


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Chemical Management



1. Laboratory chemicals are accurately labeled and properly stored.

All laboratory chemicals are stored as is stated on their MSDS sheet. All chemicals are properly stored and segregated to reduce the risk of adverse reactions.

2. School has a chemical management plan to promote safe storage, prevent accidents and manage spills.

Our chemical items are properly stored and locked. Chemicals are stored in an organized clutter-free location away from gas burners and hot plates. Our school requires that chemical containers are always closed when not in use. Our school carries out regular emergency drills to help prepare students and staff in the event of an emergency. Students and staff know where to get water, towels, rubber gloves and other supplies in order to manage any chemical spills. Pathways to eye/face wash are easily accessible and unobstructed.

3. Chemical safety and awareness are part of the curriculum in some grades.

Students begin learning proper chemical safety handling in 6th grade and continue in each grade level in our school. Students are taught about the risks and hazards of the laboratory. Students know not to touch any chemicals unless wearing proper safety gear and instructed by the teacher. Students also know not to taste, sniff or spill chemicals. Students are required to show proper safety behavior at all times while working in the science lab.

Teachers have identified for students which chemicals can be safely put down the sink drain and which chemicals need to be disposed of more carefully. Students learn that some chemicals are toxic and corrosive. Students also learn about the hazards of chemical reactions in mixing two or more different chemicals.

4. Students and staff wear appropriate personal protection equipment.

Students are required to wear chemistry goggles whenever working with any chemicals. Goggles, gloves and smocks are available to all students. Open-toe shoes are not allowed in the science lab. Students are asked to wash their hands after each experiment.



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Transportation



1. School has developed policies or programs that establish safe traffic and pedestrian patterns and idling of school buses.

Bus pick-up and drop-off sites are located away from the school entrances and windows to prevent exhaust from flowing into school. Bus pick-up and drop-off sites are clearly marked and located away from pedestrian crosswalks. Parents are not allowed to park in bus loading areas. Once buses reach pick-up sites at the school, they are required to turn off their engines until students have boarded and the bus is ready for departure. Buses are not allowed to idle for more than three minutes.

Pedestrian crosswalks are repainted each fall. Stop signs were placed at each crosswalk to ensure safe crossing for students and staff.

Through our school monthly newsletter, our school has advised parents to turn off their engines when waiting to pick up or drop off children.

2. Students study and initiate events that promote transportation alternatives and safety issues.

Every year students are given a pedestrian and bicycle safety program. Usually these lectures are given by local bike shop owners or members of the Bike Federation who volunteer their time to teach safety issues to children.

In our monthly newsletter, parents are encouraged to bike or walk to school with their children. Also, our school is promoting the idea of “bike pooling”, where each week a different parent volunteers to bike with their children, as well as other neighborhood children, to school. “Bike pooling” helps students learn to use alternative forms of transportation at a young age, it promotes a healthy and fit lifestyle and it helps build neighborhood cohesion.

Classrooms also walk to many field trips that are within our school community.

3. Transportation issues are part of the curriculum in some grades.

The 8th grade social studies classes study how transportation has changed throughout history due to the increase, and the movement, of people. Activities from “Going Places, Making Choices” (http://www.fourhcouncil.edu/enviro_gpmc.aspx) are used to illustrate how transportation has changed and what effects their transportation choices have on our health and environment.



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School Facilities and Grounds



1. School has a plan to maintain or improve safe, healthy, environmentally sound facilities and grounds.

Teachers in all subjects were asked how they do, or could, use the school grounds as an educational tool with their classes. We also asked them what improvements we could make to the school grounds to make them more user friendly for learning. It was interesting to discover that some of our staff already uses the grounds for learning, and many others would like to if it were more inviting. Based on the teacher comments and the School Facilities and Grounds assessment, the Green & Healthy Team wrote a short management plan which includes a small prairie restoration plot on the south end of the property and the purchasing of nets, bins and shovels to explore the nearby wetland area.

2. Educational use of the school grounds and neighborhood are encouraged.

Art classes use the school forest and the new prairie restoration as subjects for art sketches, paintings and water colors.

The restored prairie offers many examples of medicinal plants used by Native Americans. In their history class, students visit the grounds to see, touch and smell the plants that are part of Wisconsin's heritage.

Science students take field trips to nearby wetlands to study the ecosystem. They learn about the various interactions between birds, insects, turtles and plants.

In our 6th grade English class, students have a unit on nature journaling where they are required to visit and write observations about nearby nature sites, the school forest and the prairie restoration plot.

3. Schedules and standards for cleaning facilities are established and followed.

Our building engineer follows all scheduled cleaning procedures. He also helps manage our school grounds with the help of the science teacher and student volunteers who help with weeding flower beds and restoration projects.

4. School forest is registered with the DNR (if applicable).

Our school district has a designated school forest and it is registered with the DNR (http://www.uwsp.edu/cnr/leaf/Schoolforests/sf_registration.aspx).



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Community Involvement



1. Students in the school have at least one health, safety or environmental learning experience in the community.

Students are required to participate in a service-learning project each year for 20 hours as part of their social studies requirement, and at least one of the projects must have an environmental connection. Some of the service learning projects students have been involved with are helping the elderly plant flowers or prune bushes, helping to plant restored prairies at the nearby nature center, and by picking up trash in parks and public properties.

Our school has health and safety guest speakers that talk to students at each grade level about relevant subjects, such as smoking hazards.

2. Community members play an active role in health, safety and environmental protection.

Community members assist teachers in the classroom. For example, waste disposal professionals, water utility professionals and artists all help to illustrate how what the students are learning connects to their everyday life, and possibly their future professions. In addition, various community organizations and businesses have contributed time, resources and money to help start up many of the activities and programs we have here at the schools. Gardening specialists and nurseries have helped start our prairie restoration project and energy professionals have helped us to develop our energy monitoring program.

CERTIFICATION

To the best of my knowledge, I certify that all of the above information is true.

Green & Healthy School Contact's Signature Jim Smith

Date 5/1/10

Principal's Signature Sandra Ayplus

Date 5/1/10

You're done. Congratulations! Once we have received and reviewed your application, we will be sending you a certificate, stickers and a flag recognizing your school as an official Wisconsin Green & Healthy School.



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