



## EXEMPLAR: HEALTHY SCHOOL BUILDINGS

Your Report Card is your opportunity to share out all the effort your school put into your certification project. Please respond to each question with as much detail as possible.

### STEP ONE: BUILD YOUR GREEN TEAM

---

1. Please describe your Green Team. Please include the number of members, their roles in the school community, and any other details.

**Our Green Team includes 12 members. Myself, a 5<sup>th</sup> grade teacher, our 4<sup>th</sup> grade math teacher, and 15 students in 4<sup>th</sup> and 5<sup>th</sup> grade.**

2. How often does your Green Team meet?

**We meet the second Wednesday of every month after school from 2:45 to 3:45 pm.**

3. What general goal does your Green Team have in making your school greener and healthier this year?

**We will reduce absenteeism through a handwashing awareness campaign.**

4. Give us a brief description of your school. Include whether it's in a rural or urban community as well as any other details that makes your school stand out.

**Our school is a Title I school located in an urban area. We are the largest middle school in the county with 632 students. We are very diverse and 40% of our students speak another language besides English.**

5. If you have already certified as a Washington Green School, please share how you are maintaining your Lasting Change from previous environmental categories.

**We have certified twice before. Last year we certified in Waste and Recycling through a food waste monitoring and sorting system. We still sort our waste every lunch period and we recently purchased reusable cutlery.**

**Two school years ago we certified in energy through an energy conservation campaign. Students still perform twice a year and now teachers sign a "contract" in the beginning of the school year to pledge to conserve energy.**

## STEP TWO: ASSESS

Please complete the audit found within the [Healthy School Buildings Classroom Supplement](#) and then answer the questions below.

---

### General

6. Is there a process for staff/students/parents to report health concerns associated with a building?
- Yes       **No**

Please explain. **There is no formal process for anyone in our school community to report health concerns. I have noticed that staff/students/parents usually go and speak to the principal if there is an issue.**

7. What is the percentage of students absent in one month? (# of absent students/total student population)\*100 and round to whole number.

**54**

### Pest and Animal Maintenance

8. Does your school have scheduled vermin and pest control assessments to prevent infestations?
- Yes**       No
9. Does your school have any classroom pets or other animals?
- Yes**       No

If yes, what steps are taken to eliminate animal allergens? Please explain.

**As the science teacher we have Madagascar Hissing Cockroaches in the classroom. Students are assigned to clean the cage once a week. We are the only classroom to have pets in the school. Additionally, the custodial staff wipes down the desks once a week. Also, classrooms are vacuumed three times a week.**

10. Does your school have an integrated pest management program (IPM)?
- Yes       **No**
11. Does your IPM prohibit the use of toxic pesticides?
- Yes**       No

If not, please explain.

### Kitchen Practices

12. Does your school offer organically grown or pesticide-free foods in the cafeteria?

- Yes       **No**       N/A

If yes, what percentage of the food? \_\_\_\_\_%

13. Do cooking exhaust fans function by adequately expelling fumes from inside the building?

- Yes**       No       N/A

### Indoor Air Quality

14. Does your school have an indoor air quality plan?

- Yes       **No**

15. Is smoking prohibited within 15ft of the school building?

- Yes**       No

16. Do ventilation systems supply fresh outdoor air?

- Yes**       No

17. Are the air filters in the school's ventilation system cleaned and/or replaced in a timely manner?

- Yes**       No

18. Does your school employ high efficiency and HEPA filter vacuums/dusters?

- Yes       **No**

19. Are indoor and outdoor air vents regularly checked for blockage from the following?

\_\_\_x\_\_\_ Nest and animal droppings

\_\_\_x\_\_\_ Dumpsters

\_\_\_x\_\_\_ Chimneys and exhausts

### Toxics

20. If your school contains any industrial or laboratory chemicals, is there a policy to ensure proper chemical disposal?

- Yes       No       **N/A**

21. Are barrier mats provided at all entrances and exits for students and staff to collect shoe dust, dirt, pollutants, and moisture?



- Yes       No

22. Has your school undergone radon testing?

- Yes       No

If yes, what date did the last testing occur? 9/5/17

23. Does your school or district have and implement an Environmental Purchasing Policy?

- Yes       No

If so, does your school purchase:

a. low- or non-VOC and/or urea formaldehyde-free paints and furnishings?

- Yes       No

b. hand soaps and other cleaning products that comply with Green Seal standards for Institutional Hand Cleaners?

- Yes       No

24. When was your school built?

**1993**

25. Is there a risk for outdated materials in the building such as asbestos or lead paint?

- Yes       No

If yes, please explain:

### **STEP THREE: MAKE A LASTING CHANGE**

---

26. Describe *in detail* what actions your Green Team took to address your Lasting Change goals. What did students do? **How many students, Green Team members and beyond, were actively involved in this project?** For assistance, please see exemplar report cards [here](#).

**Our Green Team noticed that many students were getting sick and staying home from school. They noticed that in the bathrooms along with before eating, students were not washing their hands properly. Green Team members noticed that students would simply rinse their hands instead of applying soap. To combat this, our Green Team created handwashing signs above every bathroom and classroom sink in the hallway. They also created a video announcement to demonstrate proper handwashing. Additionally, we were able to arrange a handwashing schedule before lunch so students**

**could have time to properly wash their hands before eating. There were 20 students actively involved in this project.**

27. What challenge(s) did you face while implementing your Lasting Change?  
What kind of solutions were you able to develop to address the challenge(s)?

**Students are often impatient when washing their hands because it is keeping them from lunch or something else important to them. We addressed this by educating students why it was important to their wash their hands and by also speaking with our principal about arranging different dismissal times to lunch that were separated by two minutes. This eliminated the crowd that formed by the sinks.**

#### **STEP FOUR: VERIFY YOUR IMPACT**

---

The purpose of the verification step is to determine to what extent your Lasting Change is having an impact on the health of your school.

28. Did your Green Team reach the goal set in Step 1?

**After our handwashing campaign was implemented, we saw an 11% drop in absenteeism.**

29. Please elaborate on key factors in achieving this goal or reasons that you did not achieve the goal.

**It was essential that we had kids teaching kids within our campaign to be most effective. We also had a focus group of students sample different environmentally-friendly soaps donated from a local hardware store, so we were able to gain investment from the start. Students chose the soap that made their hands feel soft, smelled nice, and didn't take too long to wash off.**

30. In what month are you verifying your impact?

**April**

31. What percentage of students were absent in the month you verified your impact? ( $\#$  of absent students/total student population)\*100 and round to whole number.

**8%**

32. What percentage of students were absent in the same month last year?

**19%**

33. What circumstances may have influenced your Lasting Change results?

**We understand that allergies can be particularly bad some years or there may be an illness that is more pervasive amongst the student body. With this in mind, we plan to continue our handwashing campaign and monitor its impact.**

34. How will maintain your Lasting Change?

**Next, we hope to move to a system where student volunteers regularly clean classroom surfaces, like desks, pencil sharpener, door handles etc. We also want to get more students involved with our campaign.**

35. What are some takeaways or lessons learned from this process that you have yet to discuss in the questions above?

**At the start of the campaign, we did an experiment where we took samples of the bacteria on different surfaces throughout the classroom. We grew the bacteria on agar in petri dishes, which provided a gross, but interesting visual into how many germs are on surfaces we all routinely touch. It was eye opening and very encouraging for us to go through with the campaign. Incorporating a science lesson into our certification project, really helped us choose a project.**

#### **STEP FIVE: SHARE YOUR STORY**

---

36. In order for your sustainability efforts to become a part of your school's identity, the entire community has to be aware and involved. How did you share your certification project within your school AND within the greater community?

**We put up signs throughout the school, created a morning video announcement and also put a blurb in the monthly parent newsletter. We also showed our hand washing video at the end of year assembly, which parents are invited to.**

37. What do you consider to be the greatest success that you've seen as a result of your action project?

**Our greatest success is how much our absenteeism dropped. We were really excited to see how such a simple behavior challenge allowed for so many more students to stay in school.**

38. What do you consider to be the greatest challenge you faced when completing the certification process?

**At first, the biggest challenge for us was getting other students on board besides the Green Team members. Once we did, however, they've become our greatest asset in carry out the rest of the certification process.**



39. Your community should know about the exceptional work you've done to become a Washington Green School! For example, we may help you get the word out by sharing a press release of your certification story with a local news outlet. We'll need a few things to make that happen:

The name of your local paper where we can send the press release:

**The Olympian**

A brief synthesis of how your Green Team has made a positive impact on your school:

**Green Elementary School's Green Team created and implemented a successful handwashing campaign through above sink signage and morning video announcements. Due to their, hard work, absenteeism has dropped by 11%.**

A quote from a member of the school community or Green Team about why this certification project was important:

**"I've learned that it's really important to wash your hands, because there are germs everywhere. If you don't want to get sick, you have to wash your hands, especially before lunch." –Student from Green Team**

**STEP SIX: CERTIFY AND CELEBRATE**

---

40. Please give your Report Card a careful final review to make sure that all of your information is complete and correct. We will follow up with you in about two weeks with a review of your Report Card and information about celebrating your success!