

NEW YORK STATE
SCHOOL ENVIRONMENTAL HEALTH PROGRAM
Individual School Assessment Tool

This checklist is to be used as a tool to determine the status of your school in various areas of environmental health. The assessment may be completed by your school's Green Team or others with knowledge of the areas covered. Results can be used to assess where your school is doing well and where you may need to improve. This tool should be used to shape goals and objectives aimed at improving problem areas. Refer to the *New York State School Environmental Health Program Guide* for more information on completing this assessment tool.

School name: _____

School address: _____

Person(s) completing the assessment: _____

Date Completed: _____

Directions

Please check the appropriate box to indicate your school's status for each item. Record any important details in the Notes section. If an item takes place at the District Level, please also add a 'D' in the 'Yes' column.

Please send a PDF of the completed form to CGHSchools@health.ny.gov as part of your Seed Level package submission.

General

	Yes	No	Notes
Physical inspections of the school building(s) are conducted every five years through the Building Condition Survey			
An annual school walk-through is conducted			

Focus Area 1: Indoor Air Quality (IAQ)

	Yes	No	Notes
Have a designated Indoor Air Quality (IAQ) Coordinator			
Have properly functioning heating, ventilation and air conditioning (HVAC) equipment in school building(s)			
Have an HVAC maintenance plan			
Have properly functioning carbon monoxide (CO) detectors installed in school buildings)			
Test school building(s) for radon			
Health and Safety Committee monitors and addresses indoor air quality issues			

	Always	Sometimes	Never	Notes
Conduct HVAC inspections following equipment recommendations, or at least quarterly				
Maintain clean ventilation units in occupied spaces				
Enforce anti-idling policies to prevent cars and buses from idling near air intake sources				

Focus Area 2: Energy and Resource Conservation

	Yes	No	Notes
Energy conservation signs are posted near light switches and electrical outlets			
Energy and energy conservation topics are included in lesson plans and classroom activities			
Have programmable thermostats in classrooms and other school areas to manage temperatures			
Have a recycling program			
Recycle bins are located in all classrooms and school areas			
Have one or more energy/heat recovery ventilation systems to bring in fresh air while recovering the heat/cooling from the conditioned air			

	Always	Sometimes	Never	Notes
Appliances are turned off when not in use				
Lights are turned off when a room is unoccupied				
Purchase energy- and water-efficient products to reduce energy costs and produce environmental benefits				
Use energy efficient compact florescent (CFLs) light bulbs and light-emitting diode (LED) bulbs				
A School Energy Audit is conducted				
Paper reduction strategies (i.e., printing double sided, reusing scrap paper) are performed				

Focus Area 3: Integrated Pest Management (IPM)

	Yes	No	Notes
Have an IPM Coordinator			
All staff members are trained in IPM annually			
Produce written summaries of pesticide applications three times during the school year			

	Always	Sometimes	Never	Notes
Use alternatives to pesticides in maintenance of outdoor school grounds, playgrounds, and fields				
Provide written notification to parents, guardians and school staff at least 48 hours prior to pesticide application on school grounds or buildings				
Use IPM methods to address indoor and outdoor pest problems				
Include pest management topics at Health and Safety Committee meetings				

Focus Area 4: Mold/Moisture

	Yes	No	Notes
Use a licensed professional to perform mold assessment, reduction and remediation, if needed			
Students are educated on health effects associated with mold and moisture and how to identify those health issues			
Health and Safety Committee monitors mold and moisture issues			

	Always	Sometimes	Never	Notes
Treat mold and moisture if/when identified				
School staff and teachers complete training(s) about how to identify mold and moisture issues				

Focus Area 5: Chemical and Environmental Hazards

	Yes	No	Notes
Conduct a chemical inventory annually			
Material safety data sheets (MSDS) are up to date and available for all applicable products used in the school building			
Inspect asbestos-containing building materials every 3 years			
Outdated or unusable chemical materials are properly discarded at least annually			
Hazardous waste removal is tracked			
Have a protocol for preventing and addressing chemical spills			

	Always	Sometimes	Never	Notes
Health and Safety Committee discusses the monitoring of chemical and environmental contaminant hazards				
Hazardous materials are properly labeled, stored and secured.				

Focus Area 6: Cleaning and Maintenance

	Yes	No	Notes
State-approved environmentally sensitive (green) cleaning and maintenance products are used throughout the school building			
Effective green cleaning and maintenance methods are encouraged by the Health and Safety Committee			

	Always	Sometimes	Never	Notes
Teachers use effective cleaning and maintenance practices in the classroom				

Focus Area 7: Transportation

	Yes	No	Notes
Anti-idling signs are posted around school premises			

	Always	Sometimes	Never	Notes
Anti-idling policies for school buses and delivery trucks are enforced				
Cleaning procedures for buses before and after pick-ups and drop-offs are conducted				

Focus Area 8: Construction/Renovation

	Yes	No	Notes
Have a protocol to monitor construction and maintenance projects within school buildings and outside premises			

	Always	Sometimes	Never	Notes
Notify staff, teachers and parents about construction and renovation projects taking place within or outside school buildings prior to the start of construction activities				
Safety signs are posted to indicate a construction zone, when necessary				
Perform school renovation and construction projects only when school is not in session				
Mold-resistant materials are used in the construction of all school building features				
New construction or renovated areas are designed to exclude pests				

Focus Area 9: Water Quality

	Yes	No	Notes
School drinking water is tested for lead			
Students, staff, parents and the community are informed of testing results and remediation actions, when necessary			
A plumbing profile has been completed			
Annual audits of the school facility and irrigation systems are conducted to ensure they are free of significant water leaks and to identify opportunities for savings			
If applicable, private water source is protected from potential contaminants			
If applicable, private water source is tested for potential contaminants			

	Always	Sometimes	Never	Notes
Taps, faucets and fountains at school are cleaned at least twice annually to reduce contamination				
Drinking water fountain is cleaned daily (i.e., wipe fountain services with a clean cloth, dampened with water, scrub the inside and outside of mouthpiece and protective guard with a scrub brush)				
Screens and aerators are cleaned at least annually to remove particulate deposits				
Pipes are flushed regularly to allow fresh water to run through the pipes and remove standing water				