OSSE SCHOOL HEALTH PROFILE FORM

SECTION 1: SCHOOL PROFILE

1. Type of School: Public Charter School

2. LEA ID: 146

3. School Code: 191

4. Ward: 8

5. LEA Name: Thurgood Marshall Academy PCS

5a. School Name: Thurgood Marshall Academy PCS

6. Grades Served. Select all that apply*

- PK3 & PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- Adult
- Other

7. Contact Name of Person Completing the School Health Profile (SHP)

David Schlossman

7a. Contact Email: dschlossman@tmapchs.org

8. Contact Job Title: COO

OSSE will contact this person if there are questions about the Profile. This person will automatically be added as a user on Quickbase for the 2020-2021 HSA SHP and will receive a PDF copy of the completed HSA SHP via e-mail for posting per section 602(c) of the Healthy Schools Act of 2010.

SECTION 2: HEALTH SERVICES

Recommended point of contact for the section: School Health Professional or School Mental Health Professional

Important Definitions for this Section:

Nursing: Registered nurses (RN) or licensed practical nurses (LPN).

Allied health professional: Nursing assistants, medical technicians, or anyone who can support a nurse; it does not refer to related service...
providers for purposes of special education.

**Undesignated Epinephrine Injector:** An epinephrine auto-injector that is not assigned to a specific student by prescription.

9. Do you have nursing and/or allied health professional coverage in your school? Yes

9a. Please state the coverage of nursing and/or allied health professional coverage in your school:

<table>
<thead>
<tr>
<th></th>
<th># of Full Time</th>
<th># of Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nurse</strong></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Allied health professional</strong></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

9b. For the coverage you indicated in 9a, please state the funding source:

<table>
<thead>
<tr>
<th></th>
<th>Self-Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nurse</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>Provided by the Department of Health</td>
<td>No</td>
</tr>
<tr>
<td>Other Source</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Self-funded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied health professional</strong></td>
<td>No</td>
</tr>
<tr>
<td>Provided by the Department of Health</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Source</td>
<td>Yes</td>
</tr>
</tbody>
</table>

10. What type(s) of health services does your school offer to students? Select all that apply.

- [ ] Access and/or referrals to medical providers through a systematic process
- [x] Prevention materials and resources for chronic diseases (diabetes, obesity, asthma, etc.)
- [x] Screening, testing, and/or treatment for chronic diseases (diabetes, obesity, asthma, etc.)
- [ ] Prevention materials and resources for for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)
- [ ] Screening, testing, and/or treatment for sexually transmitted diseases (HIV/AIDS, gonorrhea, chlamydia, etc.)
- [ ] Oral health services (screening, cleaning, counseling, etc.)
- [x] Vision screenings
- [x] Hearing screenings
- [ ] Other

10a. If your school partners with any outside programs or organizations to provide health services to students, please specify their name below (Including Community Based Organizations, DC Health, etc.).

Name of agency or organization: (1) DC Health; (2) Medstar Georgetown (MGUH)

11. Does your school have at least two unexpired undesignated epinephrine auto-injectors? *
Yes

11a. Does your school have at least two employees or agents (outside of the school nurse) who are certified to administer both an undesignated and a designated epinephrine auto-injector during all hours of the school day in case of an anaphylactic emergency?

Yes

11b. Please provide the names of AOM (Administration of Medication) certified personnel at your school and when they were certified, if applicable:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominique Bradley</td>
<td>03-11-2019</td>
</tr>
<tr>
<td>Stephanie Brown-Blackman</td>
<td>12-07-2018</td>
</tr>
<tr>
<td>Stacey Stewart</td>
<td>12-10-2018</td>
</tr>
<tr>
<td>Amanda Wilson</td>
<td>07-12-2018</td>
</tr>
</tbody>
</table>

12. Does your school have an Automated External Defibrillator (AED)?

Yes

13. How many of the following clinical staff are currently employed, work as a contractor, or volunteer at your school? *

<table>
<thead>
<tr>
<th>Service</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licensed Independent Clinical Social Worker (LCSW)</td>
<td>3</td>
<td>2</td>
<td>Other</td>
</tr>
<tr>
<td>Licensed Graduate Social Worker (LGSW)</td>
<td>0</td>
<td>0</td>
<td>Other</td>
</tr>
<tr>
<td>Licensed Professional Counselor (LPC)</td>
<td>0</td>
<td>1</td>
<td>Self-Funded</td>
</tr>
<tr>
<td>Licensed Graduate Professional Counselor (LGPC)</td>
<td>0</td>
<td>0</td>
<td>Other</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0</td>
<td>2</td>
<td>Self-Funded</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>0</td>
<td>1</td>
<td>Self-Funded</td>
</tr>
</tbody>
</table>

14. Please provide the contact information of your school mental health point of contact:

14a. Contact Name: contact David Schlossman

14b. Contact E-mail: dschlossman@tmaphs.org

15. Does your school offer mental health services to students in the general education setting (students that don't receive services through a 504 Plan or an IEP)?

Yes

16. Does your school partner with any outside programs or organizations to provide mental health services to students? If so, please specify the name(s) of the organization(s)
Yes  List name(s) of organization(s) separated by comma (1) DC Health; (2) Medstar-Georgetown (MGUH)

17. Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. How is your school facilitating parent engagement?

✓ PTO

☐ PTA

☐ Wellness Committee

☐ Other:

18. Does your school offer any health and wellness education for parents? Select all that apply

☐ Health risks related education (e.g. managing student asthma, blood pressure screenings)

☐ Mental health education (e.g. stress management, warning signs of youth suicide)

☐ Physical health education (e.g. nutrition or cooking classes, obesity prevention)

☐ Physical activity education (e.g. Zumba, yoga, parent-child exercise classes)

☐ Personal health education (e.g. how to talk to your child about appropriate touch, puberty, healthy relationships, sexual health resources)

✓ Other: Specify:

Student-success parent workshops, which include topics related to student mental health.

19. What type of staff wellness initiatives does your school offer that contribute to a positive school climate?

✓ Opportunities for self-care during the school day (wellness rooms, lactation rooms, welcoming break rooms, etc.)

☐ Staff wellness retreats for positive self-care skills like (yoga, meditation, stress management, etc.)

☐ Trauma informed self-care training (e.g. Vicarious trauma training)

☐ Other:

SECTION 3: HEALTH EDUCATION INSTRUCTION

Recommended point of contact for this section: Health Education Teacher, Physical Education teacher

Important Definitions for this Section:

Health Education: Formal, structured health education as defined by the Centers for Disease Control and Prevention consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality decisions. Health education instruction of the District of Columbia Health Education Standards (DC Official Code § 38-821.01).

Health Education Minutes: This number should represent the average number of minutes per week over the course of the school year. If a student only receives health education for one semester or one quarter, please average the total weekly minutes for the whole school year. Do NOT include physical education instruction time in this figure. This average should only include time devoted exclusively to health education instruction that utilizes a health-specific curriculum. For this question, please indicate an average between 0 and 125 minutes of health education that your school provides per grade for every week of the school year. The Healthy Schools Act requires an average of 75 minutes of health education per week for grades K-8 (DC Official Code § 38-824.02).

Cardiopulmonary Resuscitation Training: Public and public charter schools that serve grades 9 through 12 shall include cardiopulmonary resuscitation (CPR) instruction in at least one health class necessary for graduation. The instruction shall be nationally recognized and based on the most current evidence-based emergency cardiovascular care guidelines for resuscitation, include appropriate use of an automated external defibrillator (AED), and incorporate hands-on practice (DC Official Code § 38-824.02).

20. How many teachers instruct only health education in your school?

0
21. How many teachers instruct only physical education in your school?*
1

21a. Name of Physical Education Instructor 1
Contact David Schlossman
dschlossman@mapchs.org

21al. Physical Education Instructor 1 E-mail

22. How many teachers instruct both health and physical education in your school? (0 - 10)
1

22a. Name of Dual Instructor 1
Contact David Schlossman
dschlossman@mapchs.org

22al. Dual Instructor 1 E-mail

23. If your school partners with any outside programs or organizations to satisfy the health education requirements (including nutrition, alcohol, tobacco and other drugs, sexual health, etc.), please specify their name(s) below.*
No current partnership(s)

24. For each grade span in your school, please indicate the average number of minutes per week during the regular instructional school week that students receive health education instruction:

Grades: 9 - 12    Minutes/Week: 115

25. Does your school provide CPR instruction in at least one health class necessary for graduation? (This applies only to schools serving students in grades 9 through 12).
Yes

26. Do you require high school students to take 0.5 units in Health Education prior to graduation?
Yes

27. For the health topics listed, please specify which health education curriculum (or curricula) your school uses for instruction: Select all that apply
Note: Please state the curriculum's full name. If teachers in your school create their own curricula/lesson plans, please include the resources, standards, and/or websites used to create the curriculum.

**Grade: 9 - 12**

Mental and Emotional Health Curriculum: Other Other Prentice Hall

Sexual and Personal Health Curriculum: Other Other Prentice Hall

Nutrition Curriculum: Other Other Prentice Hall

Alcohol, Tobacco and Other Drugs Curriculum: Other Other Prentice Hall

Form Status

✔ Completed Page 1
To continue to Page 2, check "Completed Page 1" and click here: SAVE AND GO TO PAGE 2
OSSE SCHOOL HEALTH PROFILE FORM

LEA ID: 146  School Code: 191  Ward: 8
LEA Name: Thurgood Marshall Academy PCSI  School Name: Thurgood Marshall Academy PCSI

Section 4 PHYSICAL EDUCATION INSTRUCTION

Recommended point of contact for this section: Physical Education Teacher.

Important Definitions for this Section:

Physical Education: Physical education (PE) instruction based on the District of Columbia Physical Education Standards, of which at least 50% of the time is spent in moderate to vigorous physical activity. DC Office Code 38-630.01. Acme PE explains, “physical education provides students with a planned, sequential, K through 12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.”

Physical Education Minutes: The Healthy Schools Act sets requirements for physical education and physical activity by grade band. For students in grades 6-8, schools shall provide an average of 30 minutes of physical education per week, with a goal to provide an average of 150 minutes per week. For students in grades 6-8, schools shall provide an average of 155 minutes of physical education per week, with a goal to provide an average of 225 minutes per week. At least 50% of physical education time shall be spent on moderate-to-vigorous physical activity (movement resulting in substantially increased heart rate and breathing). (DC Office Code 38-824.02).

Physical Activity: Physical activity means bodily movement, including walking, dancing, organizing, and stretching (DC Office Code 38-630.01). Physical activity promotes normal and healthy growth and development. It can help reduce the risk of chronic diseases and improve general health and overall daily function in people who do it regularly. For students in grades K-5, it shall be the goal to provide 60 minutes of physical activity per day (DC Office Code 38-634.01). For students in grades Pre-K and Pre-K-4, schools shall provide an average of 60 minutes of physical activity per day, with a goal to provide 90 minutes of physical activity per day. (DC Office Code 38-824.02). For this question, please indicate a daily average between 0 and 135 minutes for grades Pre-K and Pre-K-4.

Moderate-to-Vigorous Physical Activity: Movement resulting in a substantially increased heart rate and breathing (DC Office Code 38-821.01).

Moderate-to-Vigorous Physical Activity Minutes: This number should include the time that students are participating in moderate-to-vigorous physical activity. It should not include time devoted to administrative tasks, transitions, or breaks. The number reported in question 30 cannot exceed the number in question 29. For students in grades 6-8, at least 50 percent of physical education time shall be spent on moderate-to-vigorous physical activity. (DC Office Code 38-824.02). For this question, please indicate a weekly average between 0 and 225 for grades K-5, and a weekly average between 0 and 300 for grades 6-8.

Recess: Recess and Outdoor Physical Activity: Recess and outdoor physical activity is a regularly scheduled period in the school day for physical activity and play that is monitored by trained staff or volunteers. During this time, students are encouraged to be physically active and engaged with their peers in structured physical activities or activities of their choice, at all grade levels. Schools shall provide recess and outdoor physical activity for all students on a daily basis (weather and space permitting). For students in grades K-5, it shall be the goal to provide at least one recess of at least 20 minutes per day. For students in grades Pre-K and Pre-K-4, schools shall be the goal to provide at least two 20 minute sessions of outdoor physical activity per day (DC Office Code 38-824.02).

28. For each grade span in your school, please indicate the average number of minutes per week during the regular instructional school week that a student receives physical education instruction. This does NOT include recess or after school activities.

Grades: 9-12  Minutes/Week: 225

29. Which physical education curriculum (or curricula) is your school currently using for instruction?

Note: Please state the curriculum's full name. If teachers in your school create their own curricula/lesson plans, please include the resources, standards, and/or websites used to create the curriculum.

Grades: 9-12  Curriculum: Own Using Teachers Pay Teachers best practice resources.

30. For each grade span in your school, please indicate the average number of minutes per week during the regular instructional school week devoted to actual moderate-to-vigorous physical activity within the physical education course. This does NOT include recess or after school activities.

Grades: 9-12  Minutes/Week: 225

33. What strategies does your school use, during or outside of regular school hours, to promote physical activity? Select all that apply

- [ ] Active Recess
- [ ] Movement in the Classroom
- ✔ After-School Activities
- ✔ Athletic Programs
- ✔ Safe Routes to School

https://octo.quickbase.com/db/bp3xf5nrp?as&qid=1000314  Survey Page 2; webpage 1/2
SECTION 5: School Nutrition and Local Wellness Policy

Recommended point of contact for this section: Food Services Director or Manager, Principal, Chair of School Wellness Council/Committee

Important Definitions for this Section:

Alternative Breakfast Service Model: An alternative breakfast serving model is a model of serving breakfast, such as breakfast in the classroom (BIC) or breakfast on grubs-and-go carts, in which breakfast is offered in one or more locations with high student traffic other than the cafeteria. With alternative breakfast serving models, breakfast is also available after the start of the school day or both before and after the start of the school day. The model must be proven to increase student participation in breakfast relative to the traditional serving model, in which breakfast is served in the cafeteria before the start of the school day. Other alternative serving models may be used but may require approval by OSSE.

34. Is cold, filtered water available to students during meal times? Yes

35. How many vending machines are available to students? 0

36. If you have a school store, what are the hours of operation?

<table>
<thead>
<tr>
<th>Before and/or after school</th>
<th>During school hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During school hours, excluding meal times</th>
<th>During school hours, only at meal times</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

37. What food and/or beverages are sold in the school store? Select all that apply:

- [ ] 100% fruit and/or vegetable juice
- [ ] Regular chips, pretzels and snack mixes
- [ ] Baked chips, lower calorie and/or fat snacks
- [ ] Sodas and/or fruit flavored drinks
- [ ] Fresh fruits and/or non-fried vegetables
- [ ] Whole grain products
- [ ] Milk and dairy products
- [x] Water
- [ ] Other: Specify: n/a

Form Status

- [✓] Completed Page 2

To continue to Page 3, check "Completed Page 2" and click here: SAVE AND GO TO PAGE 3
OSSE SCHOOL HEALTH PROFILE FORM

LEA ID: 146  School Code: 191  Ward: 8
LEA Name: Thurgood Marshall Academy PCS  School Name: Thurgood Marshall Academy PCS

38. Does your school serve breakfast via an alternative serving model? Yes

38a. Select all alternative serving models in operation:

- Breakfast In the Classroom (BIC)
- Grab n Go
- Second Chance Breakfast
- Other

39. Does your school have a wellness committee, school health council, or team? Yes

39a. Please provide the contact information of two members of the wellness committee, school health council, or team.

39b. Contact Name
David Schlossman

39bi. Contact E-mail
dschlossman@tmapchs.org

39c. Contact Name
Nora Moore

39ci. Contact E-mail
nmoore@tmapchs.org

Section 6: DISTRIBUTING INFORMATION

Recommended point of contact for this section: Principal, Business Manager, Director of Operations
**Important Definitions for this Section:**

**Sustainable Agriculture:** An integrated system of plant and animal production practices having a site-specific application that will, over the long-term: (a) Satisfy human food and fiber needs; (b) Enhance environmental quality and the natural resources base upon which the agriculture economy depends; (c) Make the most efficient use of nonrenewable resources and on-farm resources and integrate, where appropriate, natural biological cycles and controls; (d) Sustain the economic viability of farm operations and (e) Enhance the quality of life for farmers and society as a whole.

**Vegetarian Food Option:** Food or beverages that are: (a) free of meat, poultry, and seafood; and/or (b) utilize a meat alternative recognized by the United States Department of Agriculture as a meat alternate free of meat, poultry, and seafood for the purposes of the National School Lunch Program. Schools shall have a vegetarian food option available for students as a main course for breakfasts and lunches. Schools shall clearly label vegetarian food options and rotate the main course vegetarian food option to avoid repetition (DC Official Code § 38–822.01).

---

40. How and to whom are following items distributed at your school? *Select all that apply*

**LEA’s Local Wellness Policy**

- ✔ School Website
- ✔ School Main Office
- ✔ School Cafeteria or Eating Areas
- ✔ To parent/teacher organization
- ✔ To foodservice staff
- ✔ To administrators
- ☐ To students
- ☐ This information is not available for distribution
- ☐ Other
- ☐ School does not have a Local Wellness Policy

**School Menu for Breakfast and Lunch**

- ✔ School Website
- ✔ School Main Office
- ✔ School Cafeteria or Eating Areas
- ✔ To parent/teacher organization
- ✔ To foodservice staff
- ✔ To administrators
- ☐ To students
- ☐ This information is not available for distribution
- ☐ Other
- ☐ School does not offer school menu

**Nutritional Content of Each Menu Item**

- ✔ School Website
- ✔ School Main Office
- ✔ School Cafeteria or Eating Areas
- ☐ To parent/teacher organization
- ☐ To foodservice staff
- ☐ To administrators
- ☐ To students
- ☐ This information is not available for distribution
- ☐ Other
- ☐ School does not have nutritional content of menu items

**Ingredients of Each Menu Item**

- ✔ School Website
- ✔ School Main Office
- ✔ School Cafeteria or Eating Areas
- ☐ To parent/teacher organization
- ☐ To foodservice staff
- ☐ To administrators
- ☐ To students
- ☐ This information is not available for distribution
- ☐ Other
- ☐ School does not have the ingredients of menu items
41. Are students and parents informed about the availability of vegetarian food options at your school? Yes

41a. How are vegetarian food options made available to students at your school? Select all that apply

- ✓ Veg Food Options are available at Breakfast
- ✓ Veg Food Options are available at Lunch
- ✓ Veg Food Options Are Rotated Daily to Avoid Repetition
- ✓ Veg Food Options Are Clearly Labeled or Identified
- Other: [ ]
- [ ] Veg Food Options Are Not Available

42. Are students and parents informed about the availability of milk alternatives, such as soy milk, lactose free milk, etc., at your school? Yes

Section 7: ENVIRONMENT

**Recommended point of contact for this section: Principal, Lead Science Teacher**

Data from the School Health Profile will be used to complete the Environmental Literacy Indicator Tool, a biennial survey used to determine progress on environmental literacy goals in the Chesapeake Bay Watershed Agreement. In the future, compiled results will be available on the chesapeakebayprogress.com website.

**Important Definitions for this Section:**

School Gardens: outdoor spaces that engage students through hands-on lessons that enhance learning.

Meaningful Watershed Educational Experience (MWEE’s): Provide students with a better understanding of the natural environment by connecting classroom learning with outdoor field investigations. MWEE’s encourage students to define an environmental issue, investigate the issue by collecting data through outdoor field experiences, take action to address the environmental issue at the personal or societal level, and then analyze and evaluate the results of the investigation to communicate findings to an audience. More information about MWEE’s can be found [here](#).

**School Garden**

43. Does your school currently have a School Garden? Yes

43a. Name of Garden Contact

Contact

David Schlossman

43b. Garden Contact E-mail
dschlossman@smtps.org
Farm Field Trip

44. Did any of your classes or student groups attend a farm field trip this year? Yes

44a. How many students attended a farm field trip?

35

44b. What farm(s) did the students visit? Select all that apply

☐ Alice Ferguson Foundation’s Hard Bargain Farm (MD)
☐ Pierce Mill (DC)
☐ Common Good City Farm (DC)
☐ DC Urban Greens Fort Stanton Farm (DC)
☐ Red Wiggler Farm (MD)
☐ Rocklands Farm (MD)
☐ Washington Youth Garden (DC)
☐ Other Specify Summers Farm

Environmental Literacy

45. Does your school offer an Environmental Science Class? Yes

45a. How many students are enrolled in this course in the 2019-2020 school year? 27

46. Name of Lead Science Teacher/Environmental Literacy Instructor Contact David Schlossman

46a. Lead Science Teacher/Environmental Literacy Instructor Email dschlossman@tmapchs.org

47. Please select the environmental literacy topics currently addressed in your school. For each selection, indicate the course in which the topic is taught and the curriculum (or curricula) that your school is currently using for instruction:

Note: Please state the curriculum’s full name. If teachers in your school create their own curricula/lesson plans, please include the resources, standards, and/or websites used to create the curriculum.

Grade 9 - 12

<table>
<thead>
<tr>
<th>Topic</th>
<th>Yes</th>
<th>Course: Environmental Science</th>
<th>Curriculum: Prentice Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air (e.g., quality, climate change)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water (e.g., stormwater, rivers, aquatic wildlife)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land (e.g., plants, soil, urban planning, terrestrial wildlife)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resource Conservation (e.g., energy, waste, recycling)  Yes  Course: Environmental Science  Curriculum: Prentice Hall

Health (e.g., nutrition, gardens, food)  Yes  Course: Environmental Science  Curriculum: Prentice Hall

Other:

[ ] None

Which of the following groups in your school participated in environmental education (EE) learning experiences provided by outside organizations or agencies?

[ ] 48. Teachers of Grades K-5

[ ] 49. Teachers of Grades 6 - 8

[ ] 50. Teachers of Grades 9 – 12

[ ] 51. Administrators

52. For each grade at your school, please indicate the level of participation in Meaningful Watershed Educational Experiences (MWEE).

Grades: 9 - 12

[ ] A system wide Meaningful Watershed Educational Experience is in place.

[ ] Some classes participated in a Meaningful Watershed Educational Experience.

[✓] No evidence that students in this grade participated in a Meaningful Watershed Educational Experience.

53. What practices is your LEA implementing related to sustainable, green schools? Select all that apply

[✓] School-wide Recycling Program

[✓] Lead testing of water

[✓] On-site Composting

[ ] LEED Certification

[ ] Project Learning Tree Green Schools

[ ] National Wildlife Federation Eco-Schools

[✓] Environmentally-friendly cleaning products

[ ] Landscaping with native plants

[ ] Stormwater reduction efforts (i.e., rain barrels, cisterns, rain gardens)

[ ] Sprint to Savings/Green Schools Energy Challenge
54. What type of recycling hauling services does your school receive? Select all that apply
   - Cardboard only
   - Paper and cardboard only
   - Mixed recyclables (plastic, metals, glass) only
   - Co-mingled paper, cardboard, and mixed recyclables together ("single-stream")
   - Organics
   - Other
   - None of these

55. Does your school compost? Select all that apply
   - Yes, we participate in an organics recycling (off-site composting) program
   - Yes, on-site outdoors (e.g. in garden)
   - Yes, on-site indoors (e.g. worm bin in classroom)
   - Other method
     Please Describe
     Ad hoc (e.g., via garden club)
   - Don’t Compost

56. Does your school promote the Environmental Protection Agency’s Indoor Air Quality Tools for Schools Program to reduce exposure to environmental factors that impact asthmatic among children and adults in public schools? Don’t know

57. Does your school purchase environmentally-friendly cleaning supplies? Yes

58. Does your school cleaning/maintenance staff follow green cleaning procedures? Yes

Form Status
- Completed Page 3

Date Modified: 02-14-2020 03:31 PM
Last Modified By: Schlossman, David

After checking "Completed Page 3" and SAVE, you can:
- Return to Page 1
- Go to Page 2