



## New Jersey 2018-2019 Green Ribbon Schools Application

Thank you for your interest in completing the New Jersey application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). To complete this application, you will need to collect data about your school's facility, health, physical education and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a three-step process. The first step is to submit a *Letter of Intent*. The second step is to complete and submit this application to be considered as a state nominee. If selected, the third step requires signatures for the nominee package for review by the US Department of Education. See additional requirements below.

ED selects honorees from those presented by eligible nominating authorities nationwide. NJ Schools will be evaluated based on documentation of the applicant's high achievement in the three ED-GRS Pillars described below, as measured by a wide variety of green benchmarks. For our state, a key element of the program will focus on how successful practices lower operating costs while improving student achievement.

Pillar I: Reduce environmental impact and cost.

Pillar II: Improve the health and wellness of students and staff.

Pillar III: Provide environmental and sustainability education, incorporating STEM, civic skills and green career pathways.

The New Jersey DOE can nominate up to five schools to the U.S. Department of Education (USED). Upon review of the applications, the USED will award Green Ribbons to schools that meet and exemplify the program criteria. School awardees will be announced in May 2019 and recognized at a national ceremony in September of 2019.

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. **It is important to document concrete achievement. It will be beneficial to assemble a team to complete the application. This team might include: a facilities manager, curriculum director, finance department representatives, physical education director, food services director, teachers and students.** You should consult the ED-GRS [Green Strides Resources Page and Webinar Series](#) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of resources for all schools, not just those who apply.

**The benchmarks of the GRS are extremely ambitious. Very few schools will be able to achieve all of them. Schools that demonstrate that they meet some of the benchmarks and are making significant, concrete and measurable progress toward meeting others are strongly encouraged to apply.** First-time completion of the GRS application is always rigorous; but, the data can be collected and analyzed annually and the application can be used to chart progress and determine new goals and tasks. The GRS application is becoming a useful planning tool for schools that are active in the Sustainable Jersey for Schools and Eco-Schools USA – NJ programs.

**This form is not only an application form but also a self-assessment tool.** To be a green school, it is vital for you to measure and assess your impact on the environment and on your students and to measure progress into the future. This assessment takes time and effort, and can be part of your standard practice to assist in curriculum development, facility efficiency and student potential for success, regardless of whether you pursue a Green Ribbon award.

**Energy Benchmark Requirements** - Schools must use a tool to measure and benchmark their energy consumption (e.g. Energy Star's Portfolio Manager, or similar). If possible, please convert all benchmark data to [Portfolio Manager's](#) format. All schools must provide their [EPA ENERGY STAR SCORE](#) (Question 9).

**Green Team Requirements** - A Green Team must be established with team members and their roles listed. (Cross Cutting Question 5)

The questions in this application will help you demonstrate your high achievement in these Pillars and provide space for you to include pertinent documentation. You receive points when you provide documentation for your answers.

**If selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true.** However, in no case is a private school required to make any certification with regard to the public school district in which it is located. Charter and private schools are strongly encouraged to submit applications even if they do not own the building their school is utilizing.

1. The school has some configuration that includes one or more of grades **Pre K-12**. (Schools on the same campus with one principal, even a Pre K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the USDOE Office of Civil Rights (OCR) access to information to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA and/or NJ DEP on-site verification.

This guide includes the full application and links to resources to help you complete the application. Technical assistance opportunities will be available. Refer to the website for specific dates: <https://njudubon.org/green-ribbon-schools/>

### **NJ Application Process**

1. Download the Federal, State and Local Civil Rights, Health, Environment and Safety Statutory and Regulatory Requirements to self-screen for potential violations that might prevent your school from qualifying for this award at: <https://www2.ed.gov/programs/green-ribbon-schools/stat-reg-requirements.doc>
2. Email a Letter of Intent to participate by November 16, 2018 to [allison.mulch@njudubon.org](mailto:allison.mulch@njudubon.org).
3. Download and review the "NJ Scoring Rubric" document for application guidance.
4. Email the completed application to Allison Mulch at: [allison.mulch@njudubon.org](mailto:allison.mulch@njudubon.org) by December 14, 2018.
5. If your school is chosen as a state finalist, you will be asked to provide additional information for the nominee package that will be forwarded to the US Department of Education. You may also be asked to provide documentation to verify your answers.

6. \*Please delete this guide and Point Matrix they are not included in your 17 page limit before submitting your application. "School Contact Information" is the cover page.

**Pictures and Video:** A one-minute video may also be used as evidence in your application and up to 20 photos on a "District Approved" web site. Please include the web site address in the body of the email containing your completed application. This information will NOT be used as part of the scoring process, but will be posted on the NJ Green Ribbon Schools web site for nominated schools only so that other schools can learn from your achievements. Previous New Jersey honorees may not re-apply. Schools that previously applied but were not nominated are eligible.

NJ 2018-2019 Green Ribbon Schools Point Matrix	
ED-GRS PILLARS AND ELEMENTS	Points
<b>CROSS-CUTTING QUESTIONS:</b> Participation in green school programs 5%	5 points
<b>PILLAR I: REDUCE ENVIRONMENTAL IMPACT AND COSTS: 30%</b>	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions <ul style="list-style-type: none"> <li>● Energy</li> <li>● Buildings</li> </ul>	15 points
Element 1B: Improved water quality, efficiency, and conservation <ul style="list-style-type: none"> <li>● Water</li> <li>● Grounds</li> </ul>	5 points
Element 1C: Reduced waste production <ul style="list-style-type: none"> <li>● Waste</li> <li>● Hazardous waste</li> </ul>	5 points
Element 1D: Use of alternative transportation	5 points
<b>PILLAR II: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF: 30%</b>	
Element 2A: Integrated school environmental health program <ul style="list-style-type: none"> <li>● Integrated Pest Management</li> <li>● Contaminant controls and adequate mechanical ventilation with filtration</li> <li>● Asthma control</li> <li>● Indoor air quality</li> <li>● Moisture control</li> <li>● Chemical management</li> <li>● Green Procurement</li> </ul>	15 points
Element 2B: Nutrition and fitness <ul style="list-style-type: none"> <li>● Fitness and outdoor time</li> <li>● Food and Nutrition</li> <li>● Other coordinated school health programming</li> </ul>	15 points
<b>PILLAR III: PROVIDE EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION, INCORPORATING STEM, CIVIC SKILLS AND GREEN CAREER PATHWAYS: 35%</b>	
Element 3A: Interdisciplinary learning that prepares students to navigate the key inter-relationships between dynamic physical and social systems (E/S literacy) is documented, assessed for and mapped.	20 points
Element 3B: Use of (E/S) to prepare students for career pathways and to develop STEM/STEAM content, knowledge, and thinking skills.	5 points
Element 3C: Development and application of authentic civic engagement knowledge, skills and dispositions through place based learning experiences (project-based/service) and community partnerships	10 points
<b>Total</b>	<b>100 points</b>

**School Contact Information**

School Name: \_\_\_\_\_ District \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Website: \_\_\_\_\_ Facebook page: \_\_\_\_\_

Principal Name: \_\_\_\_\_

Principal Email Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Lead Applicant Name (if different): \_\_\_\_\_

Lead Applicant Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Level	School Type	How would you describe your school?	District Name
<input type="checkbox"/> Early Learning Center	<input type="checkbox"/> Public	<input type="checkbox"/> Urban	_____
<input type="checkbox"/> Elementary (PK - 5 or 6)	<input type="checkbox"/> Private/Independent	<input type="checkbox"/> Suburban	<input type="checkbox"/> Largest 50 Districts in the nation?
<input type="checkbox"/> K - 8	<input type="checkbox"/> Charter	<input type="checkbox"/> Rural	Total Enrolled:
<input type="checkbox"/> Middle (6 - 8 or 9)			_____
<input type="checkbox"/> High (9 or 10 - 12)			
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL _____ % limited English proficient _____ Other measures _____		Graduation rate: _____ Attendance rate: _____

**Instructions for completing this form:** Please answer all of the questions below to the best of your ability, **in a different text color**. A more complete application will increase your chances of success. You may supplement the information in these questions by describing alternative benchmarks or indicators of progress (see final question in each section).

**SCHOOL PROFILE: GREEN SCHOOL PROGRAM AND AWARDS (Cross-Cutting Question)**

- Has your school participated in a local, state, or national program, which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes\_\_\_ No\_\_\_ If yes, please explain what program(s) and what level you are currently at, and state the years you have been involved in these programs. (e.g. [EPA Energy Star Portfolio Manager](#), [Eco-Schools USA](#), [PLT Green Schools](#), [Sustainable Jersey for Schools](#) , and [NJ Learns](#)). (100 word max)

2. Has your school, staff or student body received any awards for facilities, health or environment?  
Yes\_\_\_ No\_\_\_ Award(s) and year(s) \_\_\_\_\_
3. Has your school identified or created a place for teachers to go to share lessons on Sustainability?  
Yes\_\_\_ No\_\_\_ If yes, where? \_\_\_\_\_
4. Has your School Board adopted a Green Strategic Plan or sustainability policy? Yes\_\_\_ No\_\_\_ Describe-Max 50 words
5. Has your school created a Green Team? Yes\_\_\_ No\_\_\_ If yes, list team members and their roles.
6. Has your school seen a cost savings from green initiatives? Yes\_\_\_ No\_\_\_ If yes, input **cost savings** data into table:

	Electric Energy Consumption (kwh)	Natural Gas or Fuel Oil Consumption (therms)	Electric Utility Costs (\$)	Natural Gas Utility Costs (\$)	Total Utility Costs (\$)	Annual Savings (\$)	% Reduction from Baseline Year
FY14-15						Baseline	Baseline
FY15-16							
FY16-17							
FY17-18							

**PILLAR I: REDUCED ENVIRONMENTAL IMPACT**

**Element 1A: Reduced/eliminated greenhouse gas (GHG) emissions. Use Portfolio Manager format if possible**

7. Can your school document a reduction in **Greenhouse Gas emissions**? Yes\_\_\_ or No\_\_\_ Evidence in table below. Data obtained from \_\_\_\_\_ ([Portfolio Manager](#), district utility bills, etc.), as reported by \_\_\_\_\_ (Vendor or School/ District Personnel).

	Electric Energy Consumption (kwh)	Natural Gas Consumption (therms)	Fuel Oil Consumption (gallons)	Carbon Dioxide from Electric 1.52 lbs/kwh	Carbon Dioxide from Natural 11.7 lbs/therms	Carbon Dioxide from Fuel Oil 26.033 lbs/gal	Total # of Staff & Students	MT eCO2 /person	% Decrease from prior year
<b>Example</b>	100,000	15,000	5,000	100,000 x 1.52 = 152,000	15000 x 11.7 = 175,500	5000 x 26.033 = 130165	250	(152000+ 175500+ 130165) /250/1000 =1.83	
FY14-15									

FY15-16									
FY16-17									
FY17-18									

8. Has your school conducted an energy audit of its facilities? (e.g. [LGEA](#), [Eco-Schools Energy Audit](#)) Yes \_\_\_ No \_\_\_  
 Percent reduction: \_\_\_\_\_% Unit used (kBtu/sq ft or kBtu/student): \_\_\_\_\_ Time period: from \_\_\_\_\_ to \_\_\_\_\_

9. What is your [EPA ENERGY STAR SCORE](#): \_\_\_\_\_ YEAR: \_\_\_\_\_ Has your school received or met the requirements for [EPA ENERGY STAR certification](#) (score of 75 or above) Yes \_\_\_ No \_\_\_

10. Percentage of school's energy is obtained from on-site renewable energy generation: \_\_\_\_\_ Type \_\_\_\_\_  
 Purchased renewable energy: \_\_\_\_\_ Type \_\_\_\_\_

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy programs: (Ex. ACES) Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, what programs? \_\_\_\_\_

11. Has your school reduced its total non-transportation energy use from an initial baseline? Yes \_\_\_ No \_\_\_  
 How did you document this reduction? \_\_\_\_\_

	Electric Energy Consumption (kwh) 1kwh=3.412 kBtu	Natural Gas Consumption (therms) 1therm=100kBtu	Fuel Oil Consumption (gallons) 1 gal. = 139 kBtu	Total kBtu	kBTU/sq.ft.	kBTU /sq.ft.	% Reduction From Baseline
FY14-15							Baseline
FY15-16							
FY16-17							
FY17-18							

12. What year was school originally constructed? \_\_\_\_\_ Total building area (sq.ft) \_\_\_\_\_

13. Has your school constructed or renovated building(s) in the past ten years? ( ) Yes ( ) No

For new building(s): Is building [LEED Certified](#)? Yes \_\_\_ No \_\_\_ level: \_\_\_\_\_ Total constructed area: \_\_\_\_\_

For renovated building(s): Is building [LEED Certified](#)? Yes \_\_\_ No \_\_\_ level: \_\_\_\_\_ Total renovated area: \_\_\_\_\_

Other green building standard used? \_\_\_\_\_ ([CHPS](#), CHPS Operations Report Card, [Green Globes](#), other)

**Element 1B: Improved water quality, efficiency, and conservation**

**Water and Grounds**

14. Can you demonstrate a reduction in your school’s total water consumption (measured in gal/square foot) from an initial baseline? Yes\_\_\_\_ No\_\_\_\_ If yes, please complete the table below. If no, please explain. (max 50 words)

	Water Consumption (gallons)	Total Occupants	Gallons Per Occupant	% Reduction from FY 2011
FY14-15				Baseline
FY15-16				
FY16-17				
FY17-18				

Do you include after-hour activities in your calculations? (adult sport leagues & education, scouting, community events, etc.?) Yes\_\_\_\_ No\_\_\_\_ How was reduction documented? (i.e. Energy Star Portfolio Manager, utility bills) \_\_\_\_\_

15. Describe any strategies you use to discourage single-use beverage containers on school property and assure the recycling of those containers if/when purchased and used at athletic locations, or other outdoor events. (Ex. Hydration Stations, bottle refilling fountains) (50-words max)

16. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? \_\_\_\_\_ What types of plants are used and where are they located? Have you preserved any areas with native vegetation with minimal disturbance? (50-words max)

17. How have you incorporated [native plants](#) into your landscaping? (50-words max)

18. Describe alternate Non-potable water sources used for irrigation (e.g. roof or parking lot run-off). (50-words max)

19. Describe efforts to reduce storm water run-off or reduce impervious pavement (e.g. rain gardens, bio swales, storm water basins). (50-words max)

20a. Our school's drinking water comes from: ( ) Municipal water source ( ) Well on school property(AKA a non-transient non-community water system) ( ) Other:

If well on school property, school complies with all monitoring requirements? Yes\_\_\_ No\_\_\_

If well on school property, drinking water meets all applicable standards? Yes\_\_\_ No\_\_\_

Have all drinking water violations been corrected, if applicable? Yes\_\_\_ No\_\_\_

NJDEP Sampling & Regulatory Guidance for Drinking Water Systems (<http://www.nj.gov/dep/watersupply/dws-sampreg.html>) NJDOE Lead Testing Regulations at N.J.A.C. 6A:26-12.4 with additional definitions at 6A:26-1.2 (<http://www.state.nj.us/education/code/current/title6a/chap26.pdf> )

21. Describe how your school’s water supply is protected from contamination. (Ex. Backflow preventers) (50-words max)



22. Describe the program you have in place to control lead in drinking water (e.g., pipe flushing, old plumbing solder). NJDEP Lead in Drinking Water ( <http://www.nj.gov/dep/watersupply/dwc-lead-public.html> ) (50-words max)
23. Describe how your school's site grading, irrigation system and schedule is appropriate for your climate, soil conditions, and plant materials for water conservation and/or improved storm water management. (50-word max)
24. What percentage of school grounds are green space? (ex. Green roof, rain gardens, native plants, solar panels, fish farms, raised beds, living walls, wetlands/marsh, forest, grassland, etc.) \_\_\_\_\_% and list items (50 word max)

**Element 1C: Reduce waste production – Waste/Hazardous Waste**

- 25a. What percentage of solid waste (including food service waste) is diverted from landfills or incinerators due to reduction, recycling and/or composting? Complete all the calculations below to receive points.
- A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_
- B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_
- C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): \_\_\_\_\_
- Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ : \_\_\_\_\_
- Monthly waste generated per person =  $(A/\text{number of students and staff})$ : \_\_\_\_\_
- 25b. Is school lunch waste composted on-site? Yes \_\_\_ No\_\_\_ Percent\_\_\_\_\_
- 25c. Do you have a zero-waste goal? Yes\_\_\_ No\_\_\_ Describe (50 words max)
26. What percentage of your school's total office/classroom paper content contains at least 30% post-consumer material, or fiber from forests certified as responsibly managed and/or chlorine-free? \_\_\_\_\_

27. Do you include after-hour activities in your garbage reduction calculations? (adult sport leagues, adult education, scouting, other community events etc.?) Yes\_\_\_ No\_\_\_
28. Describe how you have reduced your paper consumption, and how you measured that reduction or other uses you created for the materials (e.g. working and reviewing online, white boards). (50-word max)
29. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
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How is this calculated? \_\_\_\_\_ How is hazardous waste disposal tracked? \_\_\_\_\_

30a. Describe other measures taken to reduce or eliminate solid waste and hazardous waste (on-site composting etc.). (ex. Switching to re-usable cafeteria trays, silverware, etc.) (100-word max)

30b. Describe how electronics are handled at the end of their useful life. (TV, computers, toner, etc.) (50 word max)

Total pounds of electronics discarded as hazardous waste? \_\_\_\_\_ Total weight of material reused? \_\_\_\_\_

Was any donated? Y\_\_\_ N\_\_\_ (E-CYCLE: [www.nj.gov/dep/dshw/ewaste/index.html](http://www.nj.gov/dep/dshw/ewaste/index.html) EPEAT: [www.epeat.net/](http://www.epeat.net/))

31. Which green cleaning custodial standard is used? \_\_\_\_\_ What percentage of products are certified? \_\_\_\_\_  
What third party certified green cleaning product standard does your school use? Describe the measures your school has taken to use only green cleaning products:

32. If your school has a nurse's office, how does the nurse track regulated medical waste? Describe the [tools or mechanisms](#) used to track this waste. Indicate (X) if you have the following:

- \_\_\_ School has a Generator ID number, unless exempted;
- \_\_\_ School manages the regulated medical waste on-site properly? (Use the proper containers, properly segregate the regulated medical waste, and properly store the containers)
- \_\_\_ School uses a licensed and registered regulated medical waste transporter, unless exempted?
- \_\_\_ School ships the regulated medical waste to a facility authorized to accept the regulated medical waste?
- \_\_\_ School completes the proper paperwork to document the shipment and maintain records for 3 years?
- \_\_\_ School files the generator annual report, unless exempted?

33. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste, in place and actively enforced? Yes\_\_\_ No\_\_\_

34. Do you have Underground Storage Tanks located at your School?

- Yes, Active. Are tanks properly [registered](#)? Yes \_\_\_ No\_\_\_ Are monitoring systems operating? Yes\_\_\_ No\_\_\_
- Yes, Inactive. Are tanks buried? Yes\_\_\_ No\_\_\_ Are tanks scheduled for removal? Yes\_\_\_ No\_\_\_
- None

35. Is your school compliant with the New Jersey Department of Environmental Protection's (DEP) Air Quality Permit requirement? (Air permits required for boilers, emergency generators, space heaters and hot water heaters that have a maximum rated heat input of 1 million BTU/Hr or greater, to the burning chamber. Schools might require an air permit for certain woodshop operations (See what can be [permitted](#).) Yes\_\_\_ No\_\_\_ List Permits: \_\_\_\_\_

#### **Element 1D: Use of Alternative Transportation**

36. What percentage of students walk/bike/skateboard, ride a school bus/use public transportation, or carpool (2+ students per car) to/from school? (Note if your school does not use school buses). How were these percentages collected and calculated? (50-word max)

37. Indicate (X) if you have implemented the following. Descriptions up to 50 words may be added for each item.

- \_\_\_ Designated carpool parking spaces
- \_\_\_ A well-publicized no idling policy that applies to all vehicles (including school buses, cars and delivery trucks)
- \_\_\_ A policy that encourages walking and/or bicycling to school and promotes alternative transportation
- \_\_\_ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows
- \_\_\_ A Safe Routes to School program or a School Travel Plan.
- \_\_\_ Walk and Bike to School Days
- \_\_\_ A Walking School Bus program
- \_\_\_ Walking and bicycling safety curriculum
- \_\_\_ Electric vehicle charging stations have been installed to encourage the use of these vehicles
- \_\_\_ Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school
- \_\_\_ Electric vehicle charging stations

39. If your school has only bus transportation, describe how your transportation is efficient and has reduced its environmental impact (more efficient bus routes, diesel retrofits, biodiesel fuel, electric vehicles). (50-word max)

**Summary Question for Pillar 1:** Describe any other innovative practices and partnerships for reducing environmental impact. (100-word max)

**PILLAR 2: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF**

**Element 2A: Integrated School Environmental Health program**

**Environmental Health**

1. Has your school conducted any “Occupant Survey” with teachers and students? If so, please state the date(s) and over results of the survey. ([CHPS Occupant Survey](#))
2. Do you have an Operations & Maintenance Policy for your building? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Does your school have an Integrated Pest Management plan? Yes \_\_\_\_\_ No \_\_\_\_\_ Date last updated: \_\_\_\_\_
4. Indicate (X) which of the following practices your school employs to minimize exposure to hazardous contaminants. Provide specific examples of actions taken for each checked practice.
  - \_\_\_ School conducts both indoor (structural) and outdoor (turf and ornamental) IPM to reduce student exposure to chemical pesticides.
  - \_\_\_ School reduces or does not use fertilizer on our property
  - \_\_\_ School prohibits smoking on campus and in public school buses
  - \_\_\_ School has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
  - \_\_\_ School uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)
  - \_\_\_ School does not have any fuel burning combustion appliances (e.g. boilers, generators, hot water heaters)

- \_\_\_ School has tested all frequently occupied rooms in contact with the ground, and first floor rooms above basement spaces that are not frequently occupied for radon gas and has fixed and retested rooms with levels that tested at or above 4 pCi/L . [NJ Recommends School Radon Testing](#) \_\_\_ Yes \_\_\_ No
- \_\_\_ School built with radon resistant construction features tested to confirm levels below 4 pCi/L. Yes \_\_\_ No \_\_\_
- \_\_\_ Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure to this pesticide/wood sealing preservative.

6. Describe how your school controls and manages chemicals routinely used in the school, as well as construction or cleaning activity that produces odors or dust, to minimize student and staff exposure. (100-word max)

7. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100-word max)

Is your school signed up to receive air quality alerts through [Enviroflash](#) which issues notifications of days when poor air quality is forecasted to occur? [Learn more](#) Yes \_\_\_ No \_\_\_

Has your school developed a plan for implementation to modify activities to protect the health of students and teachers when poor air quality is forecasted? Yes \_\_\_ No \_\_\_

Have you provided [brochures](#) to students, teachers and parents to educate them about air quality and steps they can take to protect their health and decrease their contribution to ozone pollution? Yes \_\_\_ No \_\_\_

8. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup any visible mold or remove moldy materials when found. (100-word max)

9. Our school has installed local exhaust systems for major airborne contaminant sources. Yes \_\_\_ No \_\_\_ Describe (max 100 words)

10. Describe your school’s practices for inspecting and maintaining the building’s ventilation system and all unit ventilators to ensure they are clean and operating properly. (100-word max)

11. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with filtered outside air, consistent with state or local codes, or national ventilation guidelines. (100-word max)

12. Indicate (X) steps your school has taken to protect indoor environmental quality:

- \_\_\_ Implementing [US EPA IAQ Tools for Schools](#) and/or
- \_\_\_ Conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.
- \_\_\_ Participating in the Pediatric/Adult Coalition of NJ’s Asthmas Friendly Awareness Program
- \_\_\_ Other (max 100 words)

13. Indicate (X) if your school’s green procurement practices pertain to the following: ([Buy Recycled](#) / [Buy Green](#))

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> ___ Construction | <input type="checkbox"/> ___ Fleets                 | <input type="checkbox"/> ___ Office Supplies     |
| <input type="checkbox"/> ___ Carpets      | <input type="checkbox"/> ___ Food Services          | <input type="checkbox"/> ___ Paper               |
| <input type="checkbox"/> ___ Cleaning     | <input type="checkbox"/> ___ Landscaping            | <input type="checkbox"/> ___ Other (50 word max) |
| <input type="checkbox"/> ___ Electronics  | <input type="checkbox"/> ___ Meetings & Conferences |  |

14. What system do you use to determine if the above products and services are considered sustainable? (ex. DOE Purchasing for Energy Efficient Products, CHPS High Performance Database, Electronic Product Environmental Assessment Tool (EPEAT))\_\_\_\_\_

**Element 2B: Nutrition and Fitness**

**Food and Nutrition, Fitness and Outdoor time**

15. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of innovative practices, partnerships and actions for each statement below (100-word max each)

- \_\_\_ Our school participates in the USDA's Heathier US School Challenge. Level and year: \_\_\_\_\_
- \_\_\_ Our school participates in a Farm to School program to use local, fresh food. \_\_\_\_\_
- \_\_\_ Our school has an on-site food garden that teaches nutrition and environmental education, describe. \_\_\_\_\_
- \_\_\_ Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.
- \_\_\_ Our students spent at least 120 minutes per week over the past year in school supervised physical education.
- \_\_\_ At least 50% of our students' annual physical education takes place outdoors. \_\_\_\_\_
- \_\_\_ Our school participates in the NJ Safe Routes to School Resource Center. Level and year: \_\_\_\_\_
- \_\_\_ Our school participates in International Walk to School Day in October or National Bike to School Day in May. Year(s): \_\_\_\_\_.
- \_\_\_ Our school has a School Wellness Policy that addresses both nutrition AND physical activity. \_\_\_\_\_
- \_\_\_ Our school has a School Wellness Committee that meets at least once a year. \_\_\_\_\_
- \_\_\_ Health measures are integrated into assessments. \_\_\_\_\_
- \_\_\_ At least 50% of our students have participated in the EPA's Sunwise, or equivalent program.
- \_\_\_ Some food purchased by our school food service is locally sourced from regional farms. \_\_\_\_\_

16. What environmental tech. supplements curriculum? (weather station, energy monitoring system, GIS, web cam, etc)

17. Describe the type of outdoor education, exercise and recreation available. (100-word max)

**Coordinated School Health, Mental Health, School Climate, and Safety**

18. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? \_\_\_ Yes \_\_\_ No If yes, describe your health-related initiatives or approaches:

19. Does your school partner with postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health, school garden education and/or safety? \_\_\_ Yes \_\_\_ No If yes, describe partnerships:

20. Does your school have a school nurse and/or a school-based health center? \_\_\_ Yes \_\_\_ No

21. Describe efforts to support student mental health and school climate (anti-bullying programs, peer counseling, etc.):

**Summary Question for Pillar 2:** Describe any other efforts to improve coordinate health and safety, nutrition and fitness, highlighting innovative or unique practices and partnerships. (100-word max)

**PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION**

**Element 3A: Interdisciplinary learning that prepares students to navigate the key inter-relationships between dynamic physical and social systems (E/S literacy) is documented, assessed for and mapped.**

1. Indicate (X) which practices your school employs to help ensure effective environmental and sustainability education. Provide examples of actions taken for each practice, highlighting innovative practices and partnerships.

\_\_\_ School has an environmental or sustainability literacy requirement. (200-word max)

\_\_\_ Recurring E/S concepts are integrated throughout an interdisciplinary curriculum. (200-words)

\_\_\_ Student learning of environmental & sustainability concepts is evidenced by authentic assessments. (200-word max)

\_\_\_ Students evidence high levels of proficiency in these assessments. (100-word max)

\_\_\_ Professional development (PD) in environmental and sustainability education (E/S) are provided to teachers.

\_\_\_ Describe the PD in which faculty or administrators participated and how it contributed to the implementation of your E/S Goals. When was the PD held? Who attended? (200-words)

\_\_\_ Environmental/Sustainability Education is offered in after-hour school programs (200 words)

**Element 3B: Use of (E/S) to prepare students for career pathways and to develop STEM/STEAM content, knowledge, and thinking skills.**

2. How does your school use sustainability and the environment as a context for learning science, technology, engineering [art] and mathematics (STEM/STEAM), thinking skills and content knowledge? (200-word max)

3. How does your school use sustainability and the environment as a context for learning green technologies and/or career pathways? Please describe student performance criteria and assessment results (200-word max)

4. How does your school address teaching the science of sustainability in your K-12 scope and sequence? What science standards do you target? What evidence of student learning are you assessing for and monitoring in this area?

Percentage of last year's eligible HS graduates who completed the Environmental Science / Earth Systems (or similar environmental course) course during their high school career: \_\_\_\_\_

**Element 3C: Development and application of authentic civic engagement knowledge, skills and dispositions through place based learning experiences (project-based/service) and community partnerships**

5. Describe students' civic/community engagement projects integrating environment, environmental justice ([as defined by EPA](#)) and sustainability topics. (200-word max)

6. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200-word max) (ex. citizen science, field trips, overnight camping, retreats)

7. Describe students' outdoor learning/ place based learning experiences at every grade level. (200 word max)

8. Describe how partnerships help your school and other schools integrate the 3 Pillars into the curriculum, student learning and school culture. Include both the scope and impact of these partnerships. In what ways is your school sharing & promoting (outside of school) its efforts to uphold all 3 Pillars? (Ex. student exchange forum, sister school program, global PBL program, state-wide professional learning communities) (Max 200-words)
9. How are your descriptions in number 8 supported or enhanced by your efforts in Pillar 1 to reduce environmental impact and costs for your school. (Max 100-words)

**Summary Questions for Pillar 3:** Describe any other ways that your school integrates all three pillars into curricula, student learning and school culture to provide effective environmental and sustainability education. Highlight innovative or unique practices and partnerships. (Max 200-words)

***SUMMARY NARRATIVE:*** Provide an 800 word maximum narrative for publication describing your school's efforts to reduce environmental impact and costs, improve student and staff health, and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (See [examples](#) from prior year)