

**New Jersey Green Ribbon School Application**

**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 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.

**Instructions:**

1. Review this application with your School Green Team to gather all needed data. Answer all the questions below to the best of your ability, **in a different text color.** You may supplement the information in these questions by providing links (publicly accessible) and describing alternative benchmarks or indicators of progress.
2. Within your answers explain any extenuating circumstances you would like considered.
3. At the end of each pillar, add any innovate practices at your school not previously described.
4. 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>
5. Download and review the “NJ Scoring Rubric” as a self-assessment tool. This rubric is used by NJ’s ED-GRS nominating committee to score your application.
6. Email the completed application to allison.mulch@njaudubon.org by December 31 of the application year.
7. 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.
8. \*Do not include this page and point matrix in your final submission. Your submission cannot be greater than 17 pages.

|  |  |
| --- | --- |
| **New Jersey ED-GRS Point Matrix** |  |
| **ED-GRS PILLARS AND ELEMENTS** | **Points** |
| **CROSS-CUTTING:** Participation in green school programs: 5% | 5 points |
| **PILLAR I: REDUCE ENVIRONMENTAL IMPACT AND COSTS:**30% |  |
| Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions   * Energy * Buildings | 15 points |
| Element 1B: Improved water quality, efficiency, and conservation   * Water * Grounds | 5 points |
| Element 1C: Reduced waste production   * Waste * Hazardous waste | 5 points |
| Element 1D: Use of alternative transportation | 5 points |
| **PILLAR II: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF:** 30% |  |
| Element 2A: Integrated school environmental health program   * Integrated Pest Management • Green Procurement * Contaminant controls and adequate mechanical ventilation with filtration * Asthma control * Indoor air quality * Moisture control * Chemical management | 15 points |
| Element 2B: Nutrition and fitness   * Fitness and outdoor time * Food and Nutrition * Other coordinated school health programming | 15 points |
| **PILLAR III: PROVIDE EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION, INCORPORATING STEM, CIVIC SKILLS AND GREEN CAREER PATHWAYS:** 35% |  |
| 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 |
| Total | 100 points |

Diagram

Description automatically generated

**New Jersey Green Ribbon School Application**

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_State: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Website: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Facebook page: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Principal Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone Number/Ext.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Lead Applicant Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Phone Number/Ext.: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Level**  [ ] Early Learning Center  [ ] Elementary (PK - 5 or 6)  [ ] K - 8  [ ] Middle (6 - 8 or 9)  [ ] High (9 or 10 - 12) | **School Type**  ( ) Public  ( ) Private/Independent  ( ) Charter | **How would you describe your school?**  ( ) Urban  ( ) Suburban  ( ) Rural | **District Name**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Largest 50 Districts  in the nation? ( )Y ( )N |
| # FTE\* Enrolled:\_\_\_\_\_\_  # School Buildings:\_\_\_\_\_\_  \*Full Time Equivalent |
| Does your school serve 40% or more students from disadvantaged households?  ( ) Yes ( ) No | % Receiving FRPL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  % Limited English proficient\_\_\_\_\_\_\_\_\_\_  % Minority\_\_\_\_\_\_\_ | | Graduation rate: \_\_\_\_\_\_\_  Attendance rate: \_\_\_\_ |

**SCHOOL PROFILE: GREEN SCHOOL PROGRAMS, POLICIES, AND AWARDS (Cross-Cutting Questions for Pillar I, II and III)**

1. **REQUIRED:** Link to your School Board Resolution authorizing your participation in ED-GRS (U.S. Department of Education Green Ribbon Schools) and submission of this application:
2. ED-GRS is the highest level of recognition of your efforts in environmental and sustainability practices and education within the state and nationally. Indicate other awards school has received:

|  |  |  |
| --- | --- | --- |
| **Sustainability Award Program** | **Level of Recognition(s) Received** | **Year(s)** |
| [EPA Energy Star Certification](https://www.energystar.gov/buildings/facility-owners-and-managers/existing-buildings/earn-recognition/energy-star-certification) |  |  |
| [Eco-Schools US](https://www.nwf.org/eco-schools-us) |  |  |
| [PLT Green Schools](https://www.plt.org/greenschools/) |  |  |
| [Sustainable Jersey for Schools](http://www.sustainablejerseyschools.com/) |  |  |
| Other |  |  |
| Other |  |  |

1. Has your staff or student body received any awards for facilities, health, or environment? ( ) Yes ( ) No

|  |  |  |
| --- | --- | --- |
| **Award Program** | **Awarded To** | **Year(s)** |
| [Governor’s Environmental Excellence Award](https://www.nj.gov/dep/awards/applicat.html#categories) |  |  |
| [New Jersey School Buildings & Ground Association’s](https://njsbga.net/index.htm) Manager of the Year |  |  |
| [NJSBA (New Jersey School Boards Association)](https://www.njsba.org/services/isteam-2/steam-tank-challenge/) STEAM Tank - Sustainability Award |  |  |
| Other |  |  |

1. Has your school identified or created a place for teachers to go to share lessons on Sustainability? ( ) Yes ( ) No If yes, where?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Link to your district’s 3 to 5-year strategic plan that demonstrates proposed sustainable and environmental actions:
3. Link to your Green Sustainability Policy ([NJSBA Example](https://files.constantcontact.com/72550c92601/6d113335-ec8b-4684-9dc4-d380db8065aa.docx?rdr=true)):
4. Is the school operated using an Environmental Management System (EMS)? ( ) Yes ( ) No What is tracked:\_\_\_\_\_\_\_\_\_ (hvac/solar/wind/wells/sewer/turf/stormwater/environmental/wildlife/Invasive species/IAQ management)
5. Link from your website listing current staff members participating on your green team and their roles:
6. Does your school offer mentoring or modeling of sustainability practices to other schools? (ex. [OASIS (Organizing Action on Sustainability In Schools)](http://oasisnjgreenschools.org/) garden, grounds, and facilities tours) ( ) Yes ( ) No If yes, describe the mentoring program, who you are mentoring or willing to mentor, how others can contact you to participate either directly or through professional or educational association membership:
7. Link(s) to examples of school communication and promotion of your environmental and sustainability achievements and education:
8. Does the school have an outreach program that helps community leaders, local schools, neighborhood groups, etc. to address, educate and collaborate on environmental issues within the community? ( ) Yes ( ) No If yes, describe how the program is environmentally educational or beneficial.

**PILLAR I: REDUCED ENVIRONMENTAL IMPACT** (State Government Resources list: [DEP Green School Facilities Directory)](https://www.nj.gov/dep/school/index.htm)

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

1. **REQUIRED: (Your application cannot be considered unless criteria are met)** Energy, Water, and Consumption Data is entered into EPA’s Portfolio Manager and included in PILLAR 1 Charts.
2. Has your school conducted an energy audit of its facilities? (e.g. [LGEA](http://www.njcleanenergy.com/commercial-industrial/programs/local-government-energy-audit/local-government-energy-audit), [Eco-Schools Energy Audit](http://www.nwf.org/Eco-Schools-USA/Become-an-Eco-School/Pathways/Energy.aspx)) ( ) Yes ( ) No

Percent reduction: \_\_\_\_\_\_% Unit used (kBTU/sq ft or kBTU/student): \_\_\_\_\_Time period: from\_\_\_\_\_ to\_\_\_\_

1. What is your [EPA ENERGY STAR SCORE](https://www.energystar.gov/buildings/facility-owners-and-managers/existing-buildings): \_\_\_\_\_\_\_\_\_\_ YEAR:\_\_\_\_\_\_\_\_
2. Input your energy cost data into table. We understand energy costs fluctuate and you may not realize savings.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Electrical 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 |
| 3 Years Prior |  |  |  |  |  | Baseline | Baseline |
| 2 Years Prior |  |  |  |  |  |  |  |
| 1 Year Prior |  |  |  |  |  |  |  |
| Current Year |  |  |  |  |  |  |  |

1. Has the school completed a Carbon Footprint Analysis that accounted for all greenhouse gases? ( ) Yes ( ) NoIf yes, describe method/standard used ([SJ4S Action](https://sustainablejerseyschools.com/fileadmin/media/Actions_and_Certification/Actions/School_Carbon_Footprint/School_Carbon_Footprint_Tool_Ver_1.0__1_.xlsx), [Eco-Schools Carbon Footprint](https://carboncalculator.nwf.org/), [Portfolio Manager Greenhouse Gas Inventory](https://portfoliomanager.energystar.gov/pdf/reference/Emissions.pdf); or others). Link to documentation/report of all greenhouse gases that shows reduction.
2. Can your school document a reduction in **Greenhouse Gas emissions**? ( ) Yes ( ) No *Evidence in table below.* Data obtained from\_([Portfolio Manager](https://www.energystar.gov/buildings/facility-owners-and-managers/existing-buildings/use-portfolio-manager), district utility bills, etc.)\_\_\_, as reported by \_(Vendor or School/District Personnel)\_.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Electric Energy Used (kwh) | Natural Gas Consumed (therms) | Fuel Oil Consumed (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 |
| **Example** | 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 |  |
| 3 Years Prior |  |  |  |  |  |  |  |  |  |
| 2 Years Prior |  |  |  |  |  |  |  |  |  |
| 1 Year Prior |  |  |  |  |  |  |  |  |  |
| Current Year |  |  |  |  |  |  |  |  |  |

1. What percentage of the school's energy is obtained from on-site renewable energy generation: \_\_\_\_\_\_% Identify Source: (solar, wind, bio, etc.)
2. What percentage of the school’s energy is obtained from purchased renewable energy: \_\_\_% Type(s)\_\_\_\_\_\_\_\_\_\_\_\_
3. Participation in federal/state energy co-operative purchasing programs (ex. [ACES](https://www.njsba.org/services/aces/)): ( ) Yes ( ) No If yes, what programs? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Participation in federal or state school energy education programs for staff and/or students: ( ) Yes ( ) No If yes, what programs? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Year school originally constructed: \_\_\_\_\_\_\_\_ Current total building area (sq.ft): \_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Were buildings constructed/renovated since the year 2000 after green building certifications started? ( ) Yes ( ) No
   1. For new building(s): Is building green building certified? ( ) Yes ( ) No Total constructed area: \_\_\_\_\_\_
   2. For renovated building(s): Is building green building certified? ( ) Yes ( ) No Total renovated area: \_\_\_\_\_\_
   3. Link to Green Building Certification Document: \_\_\_\_\_\_\_ (LEED (Leadership in Energy and Environmental Design), CHPS, [WELL](https://www.usgbc.org/articles/what-well), Green Globes, other)
7. In summary - Has your school seen cost savings from green initiatives? ( ) Yes ( ) No Explain: \_\_\_\_\_\_\_\_\_\_\_\_

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

**Water and Grounds**

1. Provide link to reported water data in Portfolio Manager:
2. 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Water Consumption (gallons) | Total Occupants | Gallons Per Occupant | % Reduction from FY 2011 |
| 3 Years Prior |  |  |  | Baseline |
| 2 Years Prior |  |  |  |  |
| 1 Year Prior |  |  |  |  |
| Current Year |  |  |  |  |

1. 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)
2. Describe strategies used to discourage single-use beverage containers on school property including the recycling of containers purchased or used at athletic locations and outdoor events. (Ex. Hydration Stations, bottle refilling fountains)
3. What percentage of your landscaping is considered [water-efficient and/or regionally appropriate](https://www.epa.gov/watersense/what-plant)? List types of plants used and where are they are located.
4. How have you incorporated [native plants](https://www.jerseyyards.org/jersey-friendly-plants/native-plants/) into your landscaping? Describe any preserved areas of native vegetation with minimal disturbance.
5. Describe alternate non-potable water sources used for irrigation (e.g., rain barrel, parking lot run-off, or cistern).
6. Describe efforts to reduce storm water run-off and reduce impervious pavement (e.g., bio swales, storm water basins).
7. Has the school undertaken an Environmental Enhancement Project that has resulted in the reclamation or improvement of land at the site or within the community? ( ) Yes ( ) No If yes, identify the project and the resulting improvement to the environment.
8. 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:
   1. School complies with monitoring requirements? ( ) Yes ( ) No
   2. Drinking water meets applicable standards? ( ) Yes ( ) No
   3. Have all drinking water violations been corrected, if applicable? ( ) Yes ( ) No

[NJDEP (New Jersey Department of Environmental Protection)](http://www.nj.gov/dep/watersupply/dws-sampreg.html) Sampling & Regulatory Guidance for Drinking Water Systems

[NJDOE (New Jersey Department of Education)](http://www.state.nj.us/education/code/current/title6a/chap26.pdf) Lead Testing Regulations at N.J.A.C. 6A:26-12.4 with additional definitions at 6A:26-1.2

1. Describe how your school’s water supply is protected from contamination. (Ex. Backflow preventers)
2. Describe the program you have in place to [control lead in drinking water](http://www.nj.gov/dep/watersupply/dwc-lead-public.html) (e.g., pipe flushing, old plumbing solder). [NJDEP Lead in Drinking Water](http://www.nj.gov/dep/watersupply/dwc-lead-public.html)
3. 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.
4. 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

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

1. Calculate the percentage of solid waste (including food service waste) diverted from landfills or incinerators due to reduction, recycling and/or composting:
   1. Monthly garbage in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when collected):
   2. Monthly recycling in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when collected):
   3. Monthly compost in cubic yards (food scrap/soiled paper dumpster size(s) x number of collections per month x percentage full when collected)
   4. Recycling Rate = ((B + C) ÷ (A + B + C) x 100): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. Monthly waste generated per person = (A/number of students and staff): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Is school lunch waste composted on-site? ( ) Yes ( ) No Percent\_\_\_\_%
3. Do you have a zero-waste goal? ( ) Yes ( ) No If yes, describe:
4. 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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Do you include after-hour activities in your garbage reduction calculations? (Adult sport leagues, adult education, scouting, other community events etc.?) ( ) Yes ( ) No
6. 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).
7. List the types and amounts of [hazardous waste](https://www.sustainablejerseyschools.com/actions/#open/action/30) generated at your school:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Flammable liquids | Corrosive liquids | Toxics | Mercury | Other: |

How is this calculated? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ How is hazardous waste disposal tracked? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 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
2. 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.)
3. Describe how [electronics](https://www.sustainablejerseyschools.com/actions/#open/action/113) are handled at the end of their useful life. (TV, computers, toner, etc.)
   1. Total pounds of electronics discarded as hazardous waste? \_\_\_ Total weight of material reused? \_\_\_
   2. Was any donated? ( ) Yes ( ) No (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/))
4. Has the school conducted a Life Cycle Assessment (or Cradle to Cradle/Grave) of any products or services, and based on findings implemented actions to reduce the environmental impacts of manufacturing, installation, usage, or end of life? ( ) Yes ( ) No If yes, describe:
5. What green cleaning custodial standard is used? \_\_\_\_\_\_ What percentage of products are certified? \_\_\_\_\_\_\_\_\_
6. 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:
7. If your school has a nurse’s office, how does the nurse track regulated medical waste? Describe the [tools or mechanisms](http://www.nj.gov/dep/dshw/rrtp/rmw.htm) used to track this waste.
8. 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

1. Is your school compliant with the New Jersey Department of Environmental Protection’s (DEP) Air Quality Permit requirement? ( ) Yes ( ) No (Air [permits](http://www.nj.gov/dep/aqpp/gp.html) 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. Woodshop operations may also require an air permit. List Permits: \_\_\_\_\_\_\_\_

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

1. 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)
2. 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

1. 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).

**Summary Question for Pillar 1:** INNOVATIVE PROGRAM – Describe any innovative programs not captured in other questions that improve/reduce the school's environmental impact and promote environmental excellence.

**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? ( ) Yes ( ) No If yes, please state the date(s) and over results of the survey.(ex. [CHPS Occupant Survey](http://www.chps.net/dev/Drupal/ORC_process?tab=benchmark))
2. Do you have an Operations & Maintenance Policy for your building? ( ) Yes ( ) No

Does your school have an Integrated Pest Management plan? ( ) Yes ( ) No Date last updated:\_\_\_\_\_\_\_\_

1. Indicate (X) which of the following practices your school employs to minimize exposure to [hazardous contaminants](https://www.nj.gov/health/workplacehealthandsafety/documents/right-to-know/hsl_alpha.pdf#:~:text=The%20Right%20to%20Know%20Hazardous%20Substance%20List%20%28RTKHSL%29,Fact%20Sheets%20can%20be%20obtained%20online%20at%20http%3A%2F%2Fwww.nj.gov%2Fhealth%2Feoh%2Frtkweb.). Provide specific examples of actions taken for each checked practice.

\_\_\_Indoor (structural) and outdoor (turf and ornamental) IPM (Integrated Pest Management) used to reduce exposure to chemical pesticides.

\_\_\_School reduces or does not use fertilizer on our property

\_\_\_School prohibits smoking on campus and in public school buses

\_\_\_Elemental mercury identified, properly removed, and prohibits the purchase of 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)

\_\_\_[**NJ Recommends School Radon Testing**](http://www.njradon.org)**:** 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 . ( ) Yes ( ) No

\_\_\_School built with radon resistant construction features tested to confirm levels below 4 pCi/L. ( ) Yes ( ) No

\_\_\_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.

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

\_\_\_\_\_ School is signed up to receive air quality alerts through [Enviroflash](http://www.enviroflash.info/)

\_\_\_\_\_ School has a plan to modify activities when poor air quality is forecast?

\_\_\_\_\_ School provides [brochures](http://www.nj.gov/dep/cleanairnj/outreach.html) to students, teachers and parents to educate them about air quality to protect their health and decrease their contribution to ozone pollution?

1. 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.
2. Our school has installed local exhaust systems for major airborne contaminant sources. ( ) Yes ( ) No Describe
3. 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.
4. 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.
5. Indicate (X) steps your school has taken to protect indoor environmental quality:

\_\_\_Implementing [US EPA](https://www.epa.gov/iaq-schools) IAQ (Indoor Air Quality) 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

1. Indicate (X) if your school’s green procurement practices pertain to the following: ([Buy Recyled](http://www.nj.gov/dep/dshw/recycling/buy_recy/index.html) / [Buy Green](https://www.epa.gov/greenerproducts/buying-green-federal-purchasers))

|  |  |  |
| --- | --- | --- |
| \_\_\_Construction  \_\_\_Carpets  \_\_\_Cleaning  \_\_\_Electronics | \_\_\_Fleets  \_\_\_Food Services  \_\_\_Landscaping  \_\_\_Meetings & Conferences | \_\_\_Office Supplies  \_\_\_Paper  \_\_Other |

1. Link to School’s Environmental Purchasing Policy (ex. [NJSBA Green Purchasing Policy](https://files.constantcontact.com/72550c92601/032af647-f156-48e5-a6c1-9f7d37b84b43.docx?rdr=true), [SJ4S Green Purchasing Policy](https://www.sustainablejerseyschools.com/actions/#open/action/72)):
2. What system do you use to determine if the above products and services are considered sustainable? (ex. [EPA Sustainable Marketplace](https://www.epa.gov/greenerproducts), [CHPS High Performance Database](https://chps.net/products), [Electronic Product Environmental Assessment Tool (EPEAT](https://www.epa.gov/greenerproducts/electronic-product-environmental-assessment-tool-epeat#:~:text=The%20Electronic%20Product%20Environmental%20Assessment%20Tool%20%28EPEAT%29%20is,others%20buy%20and%20sell%20environmentally%20preferable%20electronic%20products.))\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Element 2B: Nutrition and Fitness**

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

1. 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

\_\_\_School participates in the USDA's Heathier US School Challenge. Level and year: \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_School participates in a Farm to School program to use local, fresh food. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_School has an on-site food garden that teaches nutrition and environmental education, describe. \_\_\_\_\_\_\_\_

\_\_\_School garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

\_\_\_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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_School participates in the NJ Safe Routes to School Resource Center. Level and year: \_\_\_\_\_\_\_\_\_\_

\_\_\_School participates in International Walk to School Day (Oct.) or National Bike to School Day (May) Years: \_\_\_\_\_\_\_

\_\_\_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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What environmental tech. supplements curriculum? (Weather station, energy monitoring system, GIS, web cam, etc.)
2. Describe the type of outdoor education, exercise and recreation available.

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

1. 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:
2. 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:
3. Does your school have a school nurse and/or a school-based health center? ( ) Yes ( ) No
4. 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.

**PILLAR 3: EFFECTIVE ENVIRONMENTAL, SUSTAINABILITY, AND CLIMATE CHANGE EDUCATION**

**Element 3A: Interdisciplinary Environmental Education (EE), Education for Sustainability (EfS), and New Jersey Student Learning Standards related to Climate Change (NJ-SLS CC) curriculum that prepares students to navigate the key inter-relationships between dynamic physical and social systems (EE/EfS/NJ-SLS CC literacy) is documented, mapped, and assessed for effectiveness. Links to EE/EfS/NJ-SLS CC Standards:**

[NAAEE’s Guidelines for Excellence, K-12 Environmental Education](https://cdn.naaee.org/sites/default/files/eepro/resource/files/k-12_ee_guidelines_for_excellence_2019_3.pdf) (EE)

[EfS Standards and Performance Indicators by The Cloud Institute](https://static1.squarespace.com/static/5825f79f59cc6805946db437/t/5e3da56ea9402744706477ce/1581098353333/CloudInstitute_EfS_Standards_Performance_Indicators_CE-ver2.0+%281%29.pdf) (EfS)

[New Jersey Student Learning Standards related to Climate Change](https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml) (NJ-SLS CC)

1. To ensure effective environmental, sustainability, and climate change education, highlight innovative practices, partnerships, and examples of actions taken for each practice including student performance criteria, and assessment results. Provide evidence of the following. Links to documents hosted on your website may be used:
2. Provide your school’s EE/EfS/NJ-SLS CC literacy requirement.
3. Provide the goals your school set for this work.
4. Provide a link to your curriculum map demonstrating recurring EE/EfS/NJ-SLS CC concepts are integrated throughout an interdisciplinary curriculum. You may also include sample units.
5. Provide a link to authentic assessments and performance criteria that produce evidence of student learning in EE/EfS/NJ-SLS CC.
6. Provide a link to student work samples that provide evidence of high levels of proficiency in these assessments.
7. List or describe professional learning opportunities in EE/EfS/NJ-SLS CC education provided to faculty and administrators. Include dates, participants, and how it contributed to your EE/EfS/NJ-SLS CC Goals.
8. List and describe partnerships in your EE/EfS/NJ-SLS CC in-school programs.
9. List and describe EE/EfS/NJ-SLS CC offered in after-hour school programs.

**Element 3B: Integration of EE/EfS/NJ-SLS CC concepts in all career pathways, STEM/STEAM content, knowledge, and thinking skills.**

1. Describe how your school uses EE/EfS/NJ-SLS CC as a context for learning with all future career pathways.
2. Describe how your school integrates EE/EfS/NJ-SLS CC as a context for learning science, technology, engineering, art, and mathematics (STEM/STEAM), thinking skills, and content knowledge:
3. Science -
4. Technology -
5. Engineering -
6. Art -
7. Mathematics -

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

1. Describe and provide evidence of students' civic and community engagement projects integrating EE/EfS/NJ-SLS CC and environmental justice ([as defined by EPA](http://www.epa.gov/environmentaljustice/))  topics.
2. Describe how outdoor learning and place-based learning experiences are used to teach an array of subjects in contexts, engage the broader community, and develop civic skills in every grade level. (ex. Greening your space, urban outdoor learning examples, community mapping, citizen science, walking field trips, and overnight camping, etc.)
3. Describe how partnerships help your school integrate the 3 Pillars into the curriculum, student learning, and school culture. Include both the scope and impact of these partnerships.
4. Describe ways students communicate with their community (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, tabling at community events, etc.)
5. Describe how any of the efforts described above are supported or enhanced by your efforts in Pillar 1 to reduce environmental impact and costs for your school.

**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.

***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**](https://www2.ed.gov/programs/green-ribbon-schools/highlights-2018.pdf) **from prior year)**