A picture containing text, clipart

Description automatically generated

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Green Ribbon Rubric**  ***Instructions:*** Assign points for actions based on similarity to examples provided in each section. Actual activities may differ from examples provided. Total your scores at the bottom. Add notes to provide feedback for the applicant. | | | | |
| Performance Levels | Minimal / Unsatisfactory | Meets Expectations / Average | Exceeds Expectations / Outstanding | Points / Notes |
| Points Possible: 5 | 0 to 1 | 2 to 3 | 4 to 5 | Points Awarded: \_\_\_ |
| **Questions #1 – 11**  Cross Cutting: | School participates **minimally** in benchmark programs, awards, policies/planning, tracking, communication, promotion, or mentoring | School participates in multiple programs that benchmark progress in any of the Pillars, has received **2** recognitions, has evidence of actions in **some** of the following areas: Policy/Planning, Tracking, Communication, Promotion, and mentoring | School participates in multiple programs that benchmark progress in any of the Pillars, has received **more than 2** recognitions, has evidence of actions in **most** of the following areas: Policy/Planning, Tracking, Communication, Promotion, and mentoring | Notes: |
| **Pillar I: Reduce Environmental Impacts and Costs** | | | | |
| Points Possible: 15 | 0 to 5 | 6 to 10 | 11 to 15 | Points Awarded: \_\_\_ |
| **Questions #12 – 24**  Element 1A:  Green House Gas Emissions and Energy | School demonstrates **no or minimal** reductions in energy use from prior year | School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing building at a minimum Bronze level or standard equivalent; measures and offsets some of its remaining carbon footprint. | School has an Energy Master Plan; Energy Star rated above 75; demonstrates reductions from baseline in electricity, heating and carbon footprint of 25% or more; >35% of energy use comes from renewable sources; offsets a substantial amount of its remaining footprint; or has received green building recognition at the Silver or higher or standard equivalent for all new, renovated, and existing building(s). | Notes: |
| Points Possible: 5 | 0 to 1 | 2 to 3 | 4 to 5 | Points Awarded: \_\_\_ |
| **Questions #25 – 38**  Element 1B:  Water & Grounds | Drinking water is free from lead and contaminants. No or minimal efforts to reduce water usage | In addition to clean water, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount of reduction in water-use compared to baseline. Some use of native plants. | Also, the school demonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides only water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. large percentage of green space and native plantings, bioswales for controlling runoff). | Notes: |
| Points Possible: 5 | 0 to 1 | 2 to 3 | 4 to 5 | Points Awarded: \_\_\_ |
| **Questions #39 – 54**  Element 1C: Waste | School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no compost); purchases some paper with some recycled content; uses some “third-party certified” cleaning products; and describes a few creative ways the school community practices the 4Rs. | In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses substantial amount of “third-party certified” cleaning products; has a recycling program that diverts 35% of its solid waste (some compost, such as yard waste); purchases substantial amounts of paper with recycled and chlorine-free content. | School also has made substantial, measured progress towards a “zero waste” goal; has a recycling program that diverts 50% or more of its solid waste (including yard waste and food waste); purchases substantial amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% “third-party certified” cleaning products (not including disinfectants); has a custodial program that meets “green” institutional services standards; and describes several creative ways the school community practices the 4Rs. | Notes: |
| Points Possible: 5 | 0 to 1 | 2 to 3 | 4 to 5 | Points Awarded: \_\_\_ |
| **Questions #55 – 58**  Element 1D: Alternative Transportation | School has programs in place to promote more efficient and healthier transportation, including anti-idling policy, no loading/unloading near air intakes; has some percentage of students that involved in car pooling. | In addition, school has a high percentage of students that car pool; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote alterative transportation. | In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation and has data to support it's implementation. | Notes: |
| ***Summary* *Question for Pillar 1*** – New information should be considered in your scoring above. | | | | Notes: |
| **Pillar II – Improved Health & Wellness of Students and Staff** | | | | |
| Points Possible: 15 | 0 to 5 | 6 to 10 | 11 to 15 | Points Awarded:\_\_\_ |
| **Questions #58 – 70**  Element 2A: School Environmental Health | School complies with all relevant state laws related to pesticides, mercury, tobacco, and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%; contains no mold; has CO alarms and inventory of appliances; complies with radon laws. | In addition, implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses “third-party certified” cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety. | School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural), including the results of an “Occupant Survey”. | Notes: |
| Points Possible: 15 | 0 to 5 | 6 to 10 | 11 to 15 | Points Awarded:\_\_\_ |
| **Questions #71 – 77**  Element 2B: Student Health – Nutrition, Fitness, Exposure to Outdoors, & Mental Health Programs | School conducts at least an average of 120 minutes per week per student of physical education with a 25% conducted outdoors; and participates in some nutrition program. Some support student mental health and school climate. | School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; food from school garden is eaten by students. School-wide support student mental health and school climate. | School also purchases a substantial amount of food locally; more than 50% of physical education annually takes place outdoors; and undertakes other composts lunch waste and it is used in school garden; assesses measures to promote healthy nutrition, and high quality outdoor time. School has been recognized for their programs that support student mental health and school climate. | Notes: |
| ***Summary* Question for Pillar 2** – New information should be considered in your scoring above. | | | | Notes: |
| **Pillar III – Effective Environmental, Sustainability, and Climate Change Education** | | | | |
| Points Possible: 20 | 0 to 5 | 6 to 11 | 12 to 20 | Points Awarded:\_\_\_ |
| **Question #78** Element 3A:  EE/EfS/NJ-SLS CC curriculum prepares students to navigate the key inter-relationships between dynamic physical and social systems is documented, mapped, and assessed for effectiveness | No or little integration of EE/EfS/NJ-SLS CC concepts into subjects and assessments; No curriculum map with EE/EfS/NJ-SLS CC concepts; No or < 30% of teachers participate in EE/EfS/NJ-SLS CC professional development and/or coaching opportunities. No or few partnerships or afterschool programs related to EE/EfS/NJ-SLS CC | School documents and maps its EE/EfS/NJ-SLS CC literacy efforts that prepare students to navigate the key inter-relationships between dynamic physical and social systems (EE/EfS/NJ-SLS CC); incorporates EE/EfS/NJ-SLS CC standards, enduring understandings, skills and dispositions into many (more than half) grades, subjects, classroom activities and assessments; at least 60% of teachers participate in one or more EE/EfS/NJ-SLS CC professional development/coaching opportunities annually, and at least 30% of administrators are engaged in some EE/EfS/NJ-SLS CC leadership development/coaching opportunities. | School has an EE/EfS/NJ-SLS CC graduation/ matriculation requirement based on proficiency in EE/EfS/NJ-SLS CC literacy standards/benchmarks, enduring understandings, skills and dispositions which is focused on preparing students to navigate the key inter-relationships between dynamic physical and social systems; fully documents and maps the integration of EE/EfS/NJ-SLS CC into the curricula scope and sequence of learning and matriculation standards for all grades; at least 80% of teachers participate in numerous EE/EfS/NJ-SLS CC professional development opportunities annually. E/S is part of the school's strategic plan; at least 60% of administrators attend EE/EfS/NJ-SLS CC professional development; Student work samples are collected and analyzed for evidence of student learning in EE/EfS/NJ-SLS CC | Notes: |
| Points Possible: 5 | 0 to 1 | 2 to 3 | 4 to 5 | Points Awarded:\_\_\_ |
| **Questions #79 -80**  Element 3B:  Use of EE/EfS/NJ-SLS CC to prepare students for career pathways and to develop STEM/STEAM content, knowledge, and thinking skills. | STARTING: School provides little evidence of the integration of EE/EfS/NJ-SLS CC into the career pathways (particularly science and tech oriented) offered; and provides little evidence of using EE/EfS/NJ-SLS CC to develop STEM or STEAM content and skills in the appropriate subjects. | DOING: School provides some evidence of the integration of EE/EfS/NJ-SLS CC into the career pathways (particularly science and tech oriented) offered; and provides some evidence of using EE/EfS/NJ-SLS CC to develop STEM or STEAM content and skills in the appropriate subjects. | DEEPENING: School provides evidence of the frequent integration of EE/EfS/NJ-SLS CC concepts into STEM/STEAM courses; E/S is embedded in the K-12 Science scope and sequence; the curricula makes many connections throughout that integrate EE/EfS/NJ-SLS CC into career pathways (particularly science and tech oriented) offered and to the world of "green jobs". | Notes: |
| Points Possible: 10 | 0 to 3 | 4 to 6 | 7 to 10 | Points Awarded:\_\_\_ |
| **Questions #81-85**  Element 3C: Development and application of civic engagement, outdoor experiences, and community partnerships through place-based learning experiences. | School provides evidence of a small amount of authentic civic projects related to EE/EfS/NJ-SLS CC in curriculum of some grades; occasional meaningful place-based learning experiences in a few grades; and a few community partnerships. | In addition, school provides evidence of students regularly engaged in authentic project based and place based learning related to EE/EfS/NJ-SLS CC; Meaningful school community partnerships are growing; employs best practices for inquiry-based, hands-on, experiential learning in both their civic and place-based experiences. | Projects are not "one-off" but instead are in-depth service learning and/or civic projects fully integrated with the school's curricula. Students in most grades/subjects are engaged in authentic and meaningful project based/place-based learning opportunities; the quality and quantity of community partnerships results in measurable sustainability advancements at the school, and the wider community. Highest points for inspiring and creative projects and partnerships. | Notes: |
| ***Summary* Question for Pillar 3** – New information should be considered in your scoring above. | | | | Notes: |
| ***Summary Narrative:*** New Information should be considered in your scoring wherever relevant within this rubric. | | | | Notes: |
| Any additional comments? | | | ***Summary of Scores:*** |  |
| Cross Cutting |  |
| Pillar I |  |
| Pillar II |  |
| Pillar III |  |
| **Total** |  |