

Sustainable Practices Wellness Check: NJSBA, SJ 4 SCHOOLS AND THE CLOUD INSTITUTE

First Considerations:

Has the school DISTRICT passed a resolution and registered online for the SJfS program?

Has the SCHOOL registered for SJfS online (uploaded letter of participation)?

Have you created a Green Team? If so- list participants

The Sustainable Jersey for Schools certification program recognizes that Education for Sustainability (EFS) can occur in the context of any academic discipline and at any grade level.

Policy Alignment:

Policies and practices are proactive, responsive and adaptable, and are aligned with the purpose and values of the school community. Careful thought is given to what should be preserved and what should be changed in order for the students and the larger school community to thrive over time. Priorities do not compete with one another, and instead, are mutually beneficial.

| Actions | YES/NO | Description | Unsure? What steps will you take as a leader to find out? | NJ 4 Schools Points | Who's takes the Action? |
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| District Sustainability Policy | | Adopt a district policy on sustainability and Education for Sustainability. A district policy conveys a commitment to the shift toward a sustainable future by the school district and the community. An important role of every school board is to set policy that governs the actions of the district. Policies, some of which are mandated by law, cover a broad range of topics. Policies developed by the district that are not state-mandated generally reflect district interests and standards. | | 10 | District |
| Green Enhancement of District Strategic Plans | | Make public a clear mission statement that enables the district to focus its organizational efforts and align short term decisions with long term district goals for implementing green initiatives. Strategic planning is creating a vision of the future and making decisions about allocating resources to achieve this vision. | | 10 | District |
| Green Cleaning Plan & Policy | | Develop a well-designed Green Cleaning policy and plan. This can help reduce harmful chemical exposure and yield positive benefits for students, custodial staff, administrators, teachers, and the environment by protecting the environment, providing a healthy learning and work environment, increasing the lifespan of facilities, and protecting the health of custodial and building staff. According to Regional Asthma Management & Prevention (RAMP), implementing green-cleaning practices in schools has been one strategy that has consistently succeeded in improving indoor air quality in schools. | | 10 | District&School |
| Green Purchasing Policy PRIORITY | | Enact an official environmentally preferable purchasing policy. The Green Purchasing Policy should outline standards and procedures for selecting products based on environmental criteria. To establish a Green Purchasing Program, start small and build on success! Successful Green Purchasing Programs have been implemented by school districts, local governments, businesses, universities, and the federal government. | | 10 | District |
| Safe Routes to School District Policy | | Develop and implement a Wellness Policy or Active Transportation Policy. This will enable walking and biking to school, and should include a commitment to collaborate with municipal, county or state transportation, land-use planning, law enforcement, and other agencies to plan, construct, and encourage the use of safe, accessible, and convenient pedestrian and bicycle routes to school. Safe Routes to School is a nationwide movement aimed at encouraging elementary and middle school students to walk or bicycle to school. The goal of New Jersey's Safe Routes to School initiative is to get children walking and bicycling to school where it is safe and to make it safe where it is not. | | 10 | District |

| Wellness Policy to Provide Healthy Food Choices | | <p>Adopt policies and practices that increase the availability of healthy food choices beyond what is required by federal and state regulations. The school environment plays a fundamental role in shaping lifelong healthy behaviors and can have a powerful influence on students' eating habits. The goal of this action is to promote healthy eating by encouraging schools to take action in this area. The action can be completed at the school district or individual school level. In order to earn points at the district level, the district must have a Wellness Policy that advances the integration of healthy food choices at activities and events outside the school day, in-school celebrations, and fundraisers. At the school level, a school must demonstrate that it has practices in place that reinforce the importance of healthy eating. This can be achieved by requiring that healthy options are offered whenever food is served or sold in connection with school activities and/or by discouraging the promotion, sale, or distribution of unhealthy food and beverages in the school or by school related organizations (i.e. PTA, Booster Club, etc.).</p> | 10 | District&School | |
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| <p>School Culture: <i>School culture encourages and sustains the health and well being of its community members. School culture involves Innovation, participation, collaboration, equity, reflection, respect for diversity, celebration and continuous learning and improvement for all. It reflects the responsive and adaptive cycles of growth, reorganization and renewal. School community members share what they are learning with one another and with other communities. Practices of purchasing, procurement, consumption and production of materials, resources, transportation and services model the principles of sustainability at all levels.</i></p> | | | | | |
| Actions | YES/NO | Description | Unsure? What steps will you take as a leader to find out? | NJ 4 Schools Points | Who's takes the Action? |
| Accessible Communications | | <p>Make district or school-level communications accessible to all members of the school community and, when appropriate, the members of the community at large. This promotes social equity. Accessible communications practices supports the inclusion of the full spectrum of community members in activities, events and programs, regardless of factors such as language, literacy skills, access to the internet, and access to printing. This action seeks to have school districts and/or individual schools provide communications in a variety of ways so that individuals/families can fully participate in their children's education and the school community.</p> | | 10 | District&School |
| Breakfast After the Bell | | <p>Offer Breakfast After the Bell. This Federal School Breakfast Program offers children a nutritious breakfast at school so they can start their day right. Children from families with incomes at or below 130% of the poverty level are eligible for free meals. Those with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals. The goal of the New Jersey Food for Thought School Breakfast Campaign as well as the Breakfast After the Bell action is to increase the number of children eating a healthy breakfast on school days by improving the effectiveness of school breakfast programs. The majority of school breakfast programs in New Jersey offer free or reduced price breakfast to students before the start of school: many eligible students, however, do not arrive at school early enough to receive breakfast. Breakfast After the Bell is a way for school districts or individual schools to re-imagine the school breakfast program by offering it at a time during which a greater percentage of students will benefit: in the classroom, after the bell has rung. In order to earn points for this action, school districts or individual schools must have a robust Breakfast After the Bell program.</p> | | 20 | District&School |
| Diversity on District Task Forces & Committees | | <p>Self assess for task force and committee membership that reflects your community's profile in terms of race, religion, ethnicity, socioeconomic status, sexual orientation, age, political beliefs, physical ability, national origin, cultural identification, national identification, and family structure. School districts have many opportunities to incorporate social equity issues into local practices and programs. This action provides an assessment process that allows school districts to begin to consider inclusivity and representation: particularly, in regards to membership of the task forces and committees that are formed by the school district or key partners which are not limited to members of the school board.</p> | | 10 | District |
| Promote Locally Grown Foods | | <p>Source more foods locally and provide complementary educational activities to students that emphasize food, farming, and nutrition. Across the country, an increasing number of schools and districts are implementing farm to school initiatives to improve the health of children and communities. The goal of this action is to support the farm to school movement by encouraging schools to participate. In order to earn points for this action, a school or district must demonstrate that it has taken steps toward procuring, promoting, and serving local foods in the cafeteria or as a snack. This can be accomplished by documenting participation in existing programs for the current school year such as Jersey Fresh Farm to School Week and National Farm to School Month, purchasing local foods through the USDA Fresh Fruit and Vegetable Program, or pursuing other strategies to procure and promote locally-grown foods.</p> | | 10 | District&School |

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| School Gardens | | <p>Create and maintain school gardens. School gardens provide a wide range of benefits to both the student gardeners and the broader school community. For students, school gardens serve as living classrooms that teach lessons as simple as "where our food comes from" to complex lessons on ecology, resource management, nutrition and healthy lifestyles. In order to earn points for this action, the garden needs to have been active during the current or previous growing season and include plantings that produce fruits, vegetables and/or herbs that could be consumed by students. The garden must be utilized to teach environmental and/or nutrition education involving students interacting with the garden for learning activities during the school year.</p> | 10 | School |
| Green Team MANDATORY | | <p>ESTABLISH A GREEN TEAM OR BE ACTIVE PARTICIPANTS ON A DISTRICT GREEN TEAM. The formation of a "green team" is the first step in establishing a school sustainability program. Green teams leverage the skills and expertise of team members to develop plans, implement programs, and assist with educational opportunities that support the creation of a sustainable school. Such entities can go by any name, but the role is the same: lead and coordinate the sustainability activities of the school. A team could be established to encompass the whole district or on an individual school basis. Preexisting groups or committees can serve as the green team, as long as the district superintendent or principal officially designates the committee to serve the role of the green team.</p> | 10 | District&School |
| Programs to Promote Physical Activity | | <p>Implement a comprehensive school physical activity program that provides opportunities for all students to be physically active before, during, and after school in the current school year. Along with high-quality physical education, students need additional opportunities for physical activity throughout the school day to help meet the recommended sixty minutes or more of daily physical activity. This can include a school-developed initiative or active participation in one of several state or national programs such as The Alliance for a Healthier Generation's Healthy Schools Program; Let's Move! Active Schools; Healthy U; Fuel up to Play 60; or Action for Healthy Kids. Please note that activities related to walking and biking to school (also known as Safe Routes to School programs) are addressed in separate actions under the Student Safety category including Safe Routes to School District Policy, School Travel Plan for Walking and Biking, and Pedestrian and Bicycle Safety and Promotion Initiatives.</p> | 10 | School |
| Policies to Promote Physical Activity | | <p>Implement a policy to promote and provide multiple opportunities to students (and potentially all members of the school community) for physical activity. Although New Jersey state law (N.J.S.A.18A:35) requires that all students in grades one through twelve participate in at least two-and-a-half hours of health, safety, and physical education in each school week and the Core Curriculum Content Standards for Comprehensive Health and Physical Education provide a foundation for a comprehensive school physical activity program, more is needed to foster lifelong physical activity habits and improve the health of young people. In addition to high-quality physical education, taught by certified and well-supported physical education teachers, a policy that ensures multiple opportunities before, during, and after school will enable young people to achieve the U.S. Department of Health and Human Services' recommended sixty minutes of physical activity per day. They include: recess, physical activity breaks, before and after school programs, and use of school facilities outside school hours.</p> | 10 | District |
| Staff Wellness Program | | <p>Document that it has an established comprehensive school staff wellness program by providing a copy of the program plan for the current school year and evidence that it has been implemented. A school staff wellness program is an organized program for all employees designed to enrich their physical, mental, emotional, an occupational well-being. The goal is to make the work environment supportive of positive health behaviors and thereby help prevent chronic diseases and promote improved well-being for all employees.</p> | 10 | District&School |
| Pedestrian and Bicycle Safety and Promotion Initiatives | | <p>Develop, implement and promote bicycle and pedestrian programs (safety education and walk/bike to school events). Daily physical activity is important to maintaining a healthy lifestyle; in contrast to sitting in a car, active modes of transportation such as walking, bicycling, scootering, and skateboarding to school are great ways for children to meet their daily recommended amount of physical activity. This not only reinforces critical safety skills for students, but can also provide fun ways to get students and parents excited about walking and bicycling. Similarly, implementing best practices to facilitate walking and biking to school or undertaking infrastructure improvements to make the school grounds or adjacent area safer are critical to fostering a culture that reinforces the important role of active transportation in everyday life.</p> | 10 | School |

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| <p>Safe Driving Awareness Programs for High School Students</p> | | <p>The high school must implement at least two initiatives addressing teen driving safety beyond the standard Drivers' Education curriculum. At least one of the initiatives must be an ongoing program. The goal of the Safe Driving Awareness Programs for High School Students action is to enhance existing driver's education programs and creatively address "modern" driving issues such as texting and distracted driving. In order to choose the most effective programs for a particular school, it is recommend that the selection process include school staff, community leaders, police, students and parents. The safe driving initiatives must be completed within 18 months of the certification application deadline in order to be eligible for points.</p> | 10 | School |
| <p>School Travel Plan for Walking and Biking</p> | | <p>Complete and keep updated a Safe Routes to School Travel Plan that maps out how to improve pedestrian and bicycle travel to and from school. In order to increase the number of students who walk and bike to school and to improve safety. It identifies: (1) where students currently walk and bike; (2) where students would walk and bike if they could; and (3) what changes need to be made so that students can and will walk and bike to school. The plan will enable the community to identify some short-term improvements in neighborhood accessibility as well as establish long-term goals. The plan should include a school description, a map of the school neighborhood, a walk and bike assessment, identification of the barriers and opportunities associated with walking or biking to the school, a list of goals, actions and priorities to increase walking and biking to school, and a strategy for evaluating progress. Safe Routes to School Regional Coordinators at Transportation Management Associations (TMA) throughout the state will assist schools in developing the plan.</p> | 10 | School |
| <p>Professional Development for Sustainability</p> <p>PRIORITY</p> | | <p>Provide professional development on topics related to sustainability and that educate for sustainability to board of education members and to staff from all levels and departments, from superintendents, business administrators, and supervisors to teaching staff, custodians, educational support professionals, nurses, and food service staff. Quality professional development of staff and board members facilitates the effective transition to sustainability planning and practices for schools and districts. Enhancing the knowledge of school personnel about the benefits and requirements of sustainability practices in a school setting will increase the likelihood of a successful integration of sustainability into the district's operations, and promote shared ownership of the outcomes.</p> | Variable 5-20 | District&School |

Monitor, Assess, and Adjust for Feedback on Progress:

The schools' contribution to sustainable community development is visibly tracked, measured and communicated. Mechanisms are designed, implemented and sustained to visibly track feedback on progress over time regarding student learning outcomes, vertical and lateral curriculum integration, organizational practices, and buildings, grounds and operations. Progress is evaluated, reflected on, and adjusted for, and performance is continually improved.

| <u>Actions</u> | <u>YES/NO</u> | <u>Description</u> | <u>Unsure? What steps will you take as a leader to find out?</u> | <u>NJ 4 Schools Points</u> | <u>Who's takes the Action?</u> |
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| <p>Energy Audit</p> <p>(Prerequisite for Building Efficiency Measures & Sustainable Energy Transition Plan)</p> <p>PRIORITY</p> | | <p>Establish a process for ongoing tracking and reporting that is critical to assessing the impact of implemented measures. There are no formal prerequisites for this action, although Sustainable Jersey strongly recommends completing the Energy Tracking and Management (ET&M) action before, or at the same time as, completing this action. The ET&M action will collect much of the information needed by the audit. The Energy Audit is a Priority Action.</p> | | Variable: 5-20 | School |
| <p>Building Efficiency Measures</p> <p>PRIORITY</p> | | <p>Prerequisite: completion of the Energy Audit action prior to, or at the same time as, this action. Sustainable Jersey also strongly recommends, but does not require, completion of the Energy Tracking and Management action.</p> | | Variable: 5-30 | School |
| <p>Energy Tracking & Management</p> | | <p>Draft a full building inventory, collect twelve months of complete utility data for each building in the inventory, and enter that information into an Energy Tracking and Management (ET&M) system to establish a historical baseline. Complete performance benchmarking and put an ongoing tracking and reporting system into place to monitor energy usage long-term.</p> | | Variable: 10-20 | School |

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| <p>Outdoor Air Quality Awareness Program</p> | | <p>Establish a process for disseminating daily air quality information to the school community such as the EPA's Air Quality Flag Program, have a protocol in place consistent with EPA's recommendations for modifying outdoor activities when the air contains unhealthy levels of pollutants like particulate matter or ozone, and inform the school community about the initiative via the use of e-mail, social media, adoption.</p> <p>The goal of the Outdoor Air Quality Awareness Program action is to encourage school districts or individual schools to use air quality information readily available from the United States Environmental Protection Agency's (EPA) Air Quality Index to guide their decision making regarding the safety of outdoor activities for students.</p> | 10 | District&School |
| <p>Radon Testing & Mitigation</p> | | <p>Document radon testing occurrences at least every five years and provide teachers, students, staff, and parents with information about the importance of radon testing, including an explanation of the testing conducted inside the school and the test results, once available. Radon is the second leading cause of lung cancer in the United States after cigarette smoking, resulting in 15,000 to 22,000 deaths per year. Testing a school for radon is easy, and schools with high levels of radon can be addressed (mitigated). If a school with high radon concentrations (at or above 4 pCi/L) is mitigated, you can document HVAC changes and/or the mitigation contract and submit post-mitigation test reports.</p> | Variable: 10-20 | School |
| <p>Integrated Pest Management - Education & Organic Lawn Care</p> | | <p>Adopt Integrated Pest Management practices and educate the school community. The New Jersey School Integrated Pest Management (IPM) Act was adopted on December 12, 2002. The legal definition for IPM from the state regulations at N.J.A.C. 7:30-1 defines IPM as "a sustainable approach to managing pests by using all appropriate technology and management practices in a way that minimizes health, environmental and economic risks. IPM includes, but is not limited to, monitoring pest populations, consumer education, and when needed cultivation practices, sanitation, solid waste management, structural maintenance, physical, mechanical, biological and chemical controls."</p> | 10 | School |
| <p>Green Infrastructure Assessment & Plan</p> | | <p>Retrofit school facilities with green infrastructure (such as rain gardens, bioswales and rain barrels) to capture and treat stormwater runoff. Students perform an assessment of existing stormwater conditions of the school grounds and identify green infrastructure opportunities for school grounds that can be used as a learning opportunity to engage students and staff. School campuses contain many impervious surfaces, including buildings, parking, access roads, and paved playgrounds. Stormwater runoff from these sites, if not controlled properly, has a major negative impact on water quality in local waterways and can contribute to flooding. There are often opportunities to reduce these impacts on-site.</p> | 10 | School |
| <p>School Health Assessment</p> | | <p>Complete a self-assessment using the Centers for Disease Control and Prevention (CDC)'s School Health Index or equivalent assessment based on the CDC's coordinated school health approach, and develop an action plan that addresses the issues identified through the assessment. This plan must then be presented to the school administration, staff, students and parents in order to educate the school community and rally them behind the proposed implementation strategies. The goal of the School Health Assessment action is to enable schools to identify the strengths and weaknesses of their health and safety policies and programs in order to develop an action plan for improving student and staff health.</p> | 20 | School |
| <p>Waste Audit</p> <p>PRIORITY</p> | | <p>Complete a waste audit: an assessment of the school's waste in terms of quantity and origin. The audit must have been completed within twelve months of the submission deadline for SJ for Schools points.</p> | 10 | School |
| <p>Document Recycling Rates</p> | | <p>Measure how much of the school's waste is being recycled. Document a 60% recycling rate.</p> | 10 | School |

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| EPA Waste Wi\$e | | 1. Submit baseline data into the USEPA data management system within ninety days of joining the program; 2. Establish a first-year goal of at least a 5% increase in waste diverted (combination of waste prevention, recycling, and composting tonnage) as compared to baseline; 3. In subsequent years, set self-directed goals for waste diverted, and submit annual data to the EPA by March 31st of each year. U.S. Environmental Protection Agency (EPA) WasteWi\$e partners range from local governments, schools, and nonprofit organizations to large, multinational corporations. The USEPA WasteWi\$e program supports school waste reduction and recycling efforts by providing free technical assistance, resources, and networking opportunities to schools that register for the program. National recognition opportunities are also available to WasteWi\$e partners. | 5 | School |
| Waste or Source Reduction Tracking | | Paper Challenge: Document your current paper use, then institute changes to operations and record any change in paper use over the following year. Bottle Challenge: Install two water dispensers capable of filling reusable bottles to replace single-use water bottles and other single-serve beverages. A school or district can diminish its environmental impact by using less raw material; two important challenges are copy paper and beverage bottles. | 5-10 | School |
| School Carbon Footprint PRIORITY | | Complete a School Carbon Footprint. This requires an accounting-like inventory of all the sources of GHG in your buildings, fleet, and operations. A School Carbon Footprint measures the amount of greenhouse gas (GHG) emissions produced by the school as a result of its operations in a given year. Most of this GHG footprint results from the schools' energy use profile, although other sources are also considered. | 10 | School&District |

Curriculum and Instruction:

The curriculum (desired results, essential questions, assessments and shared performance criteria that produce evidence of student learning) is explicit, dynamic, documented & mapped. The curriculum provides continuity, and is accessible to all faculty and school community members and is continually updated and improved. Mapping is a verb not a noun. Faculty are provided with time, professional development, coaching and learning communities they need to meet strategic goals and to educate for sustainability. Effective curriculum and instructional practices that educate for sustainability are attributed to the authors and shared widely in order to increase the speed and scale of diffusion and adoption.

| Actions | YES/NO | Description | Unsure? What steps will you take as a leader to find out? | NJ 4 Schools Points | Who's takes the Action? |
|------------------------------|--------|---|---|---------------------|-------------------------|
| All Arts Disciplines Offered | | Provide opportunities throughout for students in K-12 education for learning in ALL four arts content areas (dance, music, theater, and visual arts) using sequential instruction by highly qualified teachers. Creativity and the arts are important building blocks for developing the next generation of leaders ready to envision creative solutions to support sustainable communities. The goal of this action is that all students have regular, sequential arts instruction throughout their K-12 education. The NJ Arts Education Index will be used to benchmark community progress, identify specific actions and link evaluation standards, and identify best practices that will help schools build the next generation of engaged and creative community leaders and residents. School districts have access to data from the annual NJ School Performance Reports from the NJ Department of Education . These reports now include the arts for middle schools and high schools supplemented by the Arts Education Census Project, which is conducted every five years. The purpose of these projects is to gather, evaluate, and disseminate data regarding arts education in the state. | | 10 | District |
| Curriculum Mapping | | Provide evidence of having developed or updated a comprehensive curriculum map during the previous or current school year. The map can be either a detailed map of an entire course, a more-generalized map for an entire grade level across the disciplines, or a map for a subject area across grade levels. The process of curriculum mapping is a significant endeavor that provides schools and districts with documented information about their curriculum and how it is delivered throughout the school or district—what is taught, how and when it is taught, and how what is being taught relates to the core curriculum content and performance standards at each grade level. The maps help teachers and administrators identify opportunities (e.g., collaboration across grade levels or disciplines) as well as gaps and redundancies. | | 20 | School |

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| Education for Sustainability PRE- Kindergarten- | | Provide evidence of kindergarten lessons that have delved into a sustainability-related content area, or concept; that employs effective methods to engage students, and assesses student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability in the 1st Grade Classroom | | Provide evidence of 1st grade lessons that have delved into a sustainability-related content area, or concept; that employs effective methods to engage students, and assesses student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability 2nd Grade | | Provide evidence of 2nd grade lessons that have delved into a sustainability-related content area, or concept; that employs effective methods to engage students, and assesses student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 3rd Grade | | Provide evidence of 3rd grade lessons that have delved into a sustainability-related content area, or concept; that employs effective methods to engage students, and assesses student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 Career and Technical Education | | Provide evidence of career and technical education lessons at the 4th-12th grade level that have delved into a sustainability-related core content area or concept, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 Technology | | Provide evidence of technology lessons at the 4th-12th grade level that have delved into a sustainability-related core content area or concept, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 Health | | Provide evidence of health lessons at the 4th-12th grade level that have delved into a sustainability-related core content area or concept, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 Arts | | Provide evidence of arts (dance, music, theater, and visual arts) lessons at the 4th-12th grade level that have delved into a sustainability-related core content area or concept, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 Social Studies | | Provide evidence of social studies lessons at the 4th-12th grade level that have delved into sustainability-related content or concepts, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 ELA | | Provide evidence of English language arts lessons at the 4th-12th grade level that have delved into sustainability-related content or concepts, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 Math | | Provide evidence of math lessons at the 4th-12th grade level that have delved into sustainability-related content or concepts, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Education for Sustainability Grades 4-12 Science | | Provide evidence of science lessons at the 4th-12th grade level that have delved into sustainability-related content or concepts, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability). | 10 | School |
| Biodiversity Project | | Introduce students to biodiversity through project based learning opportunities. School grounds provide an excellent opportunity to Biodiversity projects enable schools to address issues such as invasive species proliferation, habitat restoration, and ecological diversity. | 10 | School |

Learning Spaces:

The buildings, the classrooms, the grounds and the community are all utilized as learning spaces for children, young people and adults, and contribute to their social emotional development, academic achievement, learning, and individual and collective wellbeing. The administration's policy is to utilize green schools standards such as (LEED, CHPS, Living Building Challenge, etc. to guide their practices regarding physical plant, grounds, procurement, purchasing and operations. The U.S. Department of Education Green Ribbon Schools recognition program's pillars 1 and 2 cover elements that are addressed in these and other green schools standards.

| Actions | YES/NO | Description | Unsure? What steps will you take as a leader to find out? | NJ 4 Schools Points | Who's takes the Action? |
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| Green Cleaning Supplies | | Select 100% certified green cleaning products for use in areas occupied by students and staff (not including cleaning products related to school transportation facilities or vehicle maintenance). Green cleaning products offer effective performance while minimizing effects on health, environment, and worker safety. Schools can also save money by using green cleaning products while improving indoor air quality and reducing pollution and adverse health effects. Communication with vendors and service providers will be necessary to express the district or school's desire for these products. | | 10 | District&School |
| Green Cleaning Equipment | | Submit documentation showing the purchase and use of mechanized green cleaning equipment that meets a nationally recognized green cleaning standard, or provide language from the district's cleaning services contract that mandates the use of green cleaning equipment in the district. Selecting Environmentally Preferable Products for school cleaning equipment is a simple yet essential way to make progress toward implementing a comprehensive Green Purchasing policy. Green Cleaning Equipment will help schools clean more efficiently to ensure allergy- and asthma-friendly environments by improving indoor air quality and eliminating harmful cleaning products. | | 10 | District&School |
| Green Cleaning Training & Education Programs | | Provide training on the use and benefits of green cleaning programs. Districts: send five district level staff, school board members or school staff to two hours of professional training on green cleaning benefits, techniques, equipment and supplies. Schools provide two hours of professional green cleaning training to three school level personnel that could include the principal, custodians, teaching staff, nurse, and dining services staff, and at least one green cleaning educational program for school staff, students, parents, or the school community. Green cleaning is cleaning using products and processes that have lower environmental and health impacts than conventional products and methods. Training of staff and education of staff, students and the community about the environmental, health and cost benefits of green cleaning, as well as about green cleaning products, equipment and techniques on school premises are essential components of an effective green cleaning program. | | 10 | District&School |
| Green Building Training | | Schools: at least five individuals, including school board members, district administration, and school staff (including facilities, teaching, food service, nursing, and custodial staff), participate in a minimum of two hours of green building professional training. Districts: The five board or staff members receiving training should represent a cross section of district schools and staff responsibilities. This action recognizes districts or schools that provide professional development opportunities to staff and board members to enhance awareness of green building design features and on the proper maintenance of green building components. | | 10 | District&School |
| Biodiversity Audit & Management Plan | | Complete a biodiversity survey using the audit tool developed by the National Wildlife Federation's Eco Schools program (or similar tool). Using this audit information, develop an action plan to incorporate or expand biodiversity on the school grounds. The goal of the Biodiversity Audit & Management Plan action is to enable schools to identify and assess the abundance and distribution of animal species and plant life surrounding the school in order to develop a biodiversity management plan. | | 10 | School |
| Green Infrastructure Installation | | Install green infrastructure on their grounds to capture and treat stormwater. Publicize the installation and the expected benefits to the school community (students, staff, and families). School campuses contain many impervious surfaces, including buildings, parking, access roads, and paved playgrounds. Stormwater runoff from these sites, if not controlled properly, can increase flooding and have a major negative impact on water quality of local waterways. | | 10 | School |

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| Food Waste Management | | Provide evidence of an active comprehensive food-waste recycling program. A school may choose to add the recycling of cafeteria and lunchroom food waste to its recycling program. Food waste is rarely designated as a mandatory material for recycling in County Recycling Plans due to a shortage of food waste recycling facilities in the state and region. Therefore, recycling of food waste in a school goes beyond the requirements of County Recycling Plans and can serve as a valuable lesson for students on making compost and improving soil nutrients for plant growth. School food waste recycling programs can either involve the purchase and use of on-site composting units or simply making arrangements for the collection of food waste for off-site management. Working with other public or private sector food waste generators to participate in collection and off-site composting may also be possible and represent the easiest pathway to recycle food. | 15 | School |
| Material Reuse | | Establish an active and comprehensive Materials Reuse program. A Materials Reuse Program is one way to bring together the school community, connecting those wishing to discard unnecessary or unwanted items within their school with others who are looking for used items in good condition. Materials Reuse Programs are valuable to people of all ages as well as to the environment, as they keep many materials from being disposed of in landfills and incinerators. | 10 | School |
| Green' Your Green Fair or School Event | | Host a "greened-up" event that is school-wide or grade-level-wide (e.g. all 2nd grade class parties). This action specifically gives schools credit for "greening" their Green Fairs or other larger school events such as athletic events, dances, multiple classroom parties, or commencement. These events can attract large numbers of attendees and vendors—sometimes on a regional scale—and significant resources are consumed. School event coordinators should strive to host a sustainable event that not only minimizes the impacts of a school event on energy usage, waste generation, and transportation, but also employs or supports local green and sustainable businesses. These sustainable initiatives serve the dual purpose of lowering the environmental impact of a school event and simultaneously providing a powerful educational experience as the school showcases sustainable initiatives for its events. The school must indicate the sustainability goal of the event(s) and at least 3 strategies or activities at the event(s) that advanced the goal. | 10 | School |
| Recycling Non-mandated Materials | | Provide evidence of an active, significant and ongoing program (as opposed to a one-time event) to recycle non-mandatory materials. This action will enable schools to earn recognition for implementing recycling initiatives that target materials which are not designated as mandatory recyclable items as per state law, the applicable county recycling plan, or the applicable municipal recycling ordinance. Examples may include, but are not limited to the following: programs to recycle milk cartons generated from cafeterias; discarded carpet and padding; batteries; plastic film generated by the receipt of supplies; the recycling of bulky rigid plastics, such as play equipment, spackling and paint buckets; the collection and recycling/reuse of old toys. | 10 | School |

Investment of Resources: *Investments of time and money are strategic in the short and long term, are efficient and effective, and eliminate the waste of time, materials and energy. Schools' investments in construction, upgrading and retrofitting its facilities, materials and equipment improve their impact on the health of all living systems. Money saved or generated is re-invested in the schools' continuous progress. Where applicable, schools make external financial investment decisions based on the criteria of short and long term ecological integrity, financial prosperity, and social well-being.*

| Actions | YES/NO | Description | Unsure? What steps will you take as a leader to find out? | NJ 4 Schools | Who's takes the Action? |
|--|---------------|--|--|---------------------|--------------------------------|
| Buy Renewable Electricity | | Buy electricity from a renewable source. Schools have the ability to buy electricity on the open market that is then delivered through their usual utility supply channel. Schools can specify the amount of green content in their electricity mix, either by buying directly from a green energy supplier, or (more commonly) participating in a buying pool that includes renewable power. By purchasing renewable electricity in this way the school can often reduce its energy costs while also reducing its greenhouse gas emissions, become less vulnerable to fossil fuel costs, and help create demand for more sustainable sources of energy. Note that buying green electricity through the utility is different than installing your own renewables generator on-site. Both can be done in tandem. | | 10 | School&District |
| Onsite Renewable Generation System - Geothermal | | Install a geothermal energy system to provide space heat and/or cooling for the school. This action can only be completed by an individual school, but may require active involvement in the project by district staff. In some cases it makes sense to organize the project at the district level with installations for multiple schools. In those cases, each individual school with an energy system installed applies for certification based on the work done by (or with help from) the district. | | 10 | School |

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|--|--|---|--|-----------------|-----------------|
| Onsite Renewable Generation System - Solar | | Install Photovoltaic (PV) solar systems to generate clean, renewable electricity on their site. That system will typically offset a fraction of the electricity the school currently buys from the utility or third party supplier, and, as a result, reduces the use of traditional fuels and their associated impacts. | | Variable: 5-40 | School |
| Sustainable Energy Transition Plan | | Complete The Sustainable Energy Transition Plan (SETP) SETP is a document that outlines a prioritized set of building upgrades to be done, identifies how they will be implemented (including NJCEP incentive use, financing strategies, and procurement approaches), and includes a formal commitment for implementation. This action is only applicable for those schools (or districts) that have large building portfolios, a large number of building upgrades to consider (especially for older buildings), complicated prioritization and business planning decisions to make, and the need to consider comprehensive financing structures in order to implement building upgrades. It is intended to guide schools (or districts) in the business planning necessary to ensure follow-through on the energy upgrade opportunities identified in the audit. In most cases, the SETP is based on using the Energy Savings Investment Program (ESIP) framework for the project, which combines an optimal set of NJ Clean Energy Program (NJCEP) incentives with a financing structure that is cash-flow positive. | | Variable: 10-20 | District&School |
| Recycled Paper Purchase | | Buy and use recycled content and environmentally preferable products (EPPs). This practice has become an integral part of public procurement programs in recent years because it has become clear that this practice benefits the environment, improves efficiency, and often saves money. is a simple way to make progress toward implementing a comprehensive Green Purchasing Policy. | | 10 | District&School |
| Energy Efficient Appliances or Equipment | | Purchase Energy-efficient green cleaning equipment (vacuums, sweepers, carpet extractors, automatic scrubbers, and floor equipment) | | 10 | District&School |
| School District Foundation | | An educational foundation must have been active in the past year in your district and have provided funds to support district or school sustainability programs or projects. Education foundations are privately operated, federally recognized nonprofit organizations established to assist schools by raising money to supplement school programming. | | 10 | District&School |

Community Connections

Schools and Communities Learn & Work Together in Partnership:

School systems and their municipalities work together to develop sustainable community visions and re-visions over time. Continuous and iterative visioning, design and planning processes are implemented that are inclusive of school community stakeholders. A range of potential future scenarios are considered and prepared for, while charting a course toward the preferred future. Co-Design and implement short and long term projects and programs that are mutually beneficial to partners, are inclusive of all stakeholders and are participatory in nature.

| Actions | YES/NO | Description | Unsure? What steps will you take as a leader to find out? | NJ 4 Schools | Who's takes the Action? |
|--|--------|---|---|--------------|-------------------------|
| Collaborate with Municipality on Government Energy Aggregation Program | | Implement an R-GEA program in the town, to make renewable energy more accessible to the community, at a lower cost, and with less hassle. This action is an opportunity for collaboration between the school and the town, and leverages the school's ability for community outreach and education. There are particularly strong opportunities for student involvement. Schools can only pursue this action if their municipality is implementing a renewable energy purchase program, referred to as Renewable Government Energy Aggregation (R-GEA); see the related Sustainable Jersey R-GEA municipal action. | | 10 | School |
| Innovative Project #1 | | Develop and implement your own projects that showcase new approaches to sustainability in your school and community. A significant barrier to the widespread adoption of new technologies and methods is a lack of familiarity and working examples. There are many worthy sustainability activities that are not currently recognized within the Sustainable Jersey for Schools point structure. Innovative approaches to civic engagement, student learning, healthy schools, leadership, resource conservation, development, landscaping, waste management, cleaning policies, etc., that are not outlined elsewhere in the Sustainable Jersey for Schools program are essential for making progress. | | 10 | District&School |

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|--------------------------------|--|---|----|-----------------|
| Innovative Project #2 | | Develop and implement your own projects that showcase new approaches to sustainability in your school and community. A significant barrier to the widespread adoption of new technologies and methods is a lack of familiarity and working examples. There are many worthy sustainability activities that are not currently recognized within the Sustainable Jersey for Schools point structure. Innovative approaches to civic engagement, student learning, healthy schools, leadership, resource conservation, development, landscaping, waste management, cleaning policies, etc., that are not outlined elsewhere in the Sustainable Jersey for Schools program are essential for making progress. | 10 | District&School |
| School Community Asset Mapping | | Engage in School Community Asset Mapping (SCAM) Mapping creates a collective inventory of the positive and valued aspects of a community by identifying the places, institutions, programs, and people that contribute to making our communities great places to learn and live. Asset mapping is an inspiring way to learning more about the resources available to your school community to enrich student learning as well as to support your students and school families. School community assets can include information on local artists, scientists and other experts, parks, local historic buildings, and green businesses, but can also include resources like cultural activities and events, arts, cultural and service organizations, social service agencies, and community organizations that are part of the greater community context. | 10 | District&School |
| Green Fair | | Schools collaborate with a community partner (municipality, non-profit organization, or business) to plan and run a green fair. A green fair is a community-wide event that educates and encourages people of all ages to adopt a more sustainable lifestyle. Green fairs allow participants to visualize how their seemingly small individual efforts can make a huge difference in their community. either on their premises or in a community setting. A science fair or other school event may be considered a green fair if the school can demonstrate that a substantial component of the event addressed sustainability issues AND that the green component was advertised as part of the larger event. | 10 | School |
| Green Challenges | | Implement a green challenge program that asks people to pledge to "take a challenge," and to make a specific change in their lives or in their behavior towards greater sustainability. Set and track progress towards a goal and then share the cumulative accomplishments of all participants with the school community. A green challenge program engages the school community by challenging students, staff, families, and community members to change their behavior in support of the school or community's sustainability goals. The program educates participants on the sustainability issues addressed by the challenge and instructs them on how to participate; it documents participation (e.g., with signed pledge forms) and offers resources for success. Examples of green challenges may include asking the school community to reduce waste and increase recycling; run an energy audit of classrooms and increase energy efficiency; increase walking, biking, and carpooling to school; or to conserve water at school and home. A green challenge program can encourage healthy competition among school community members while building a sense of shared purpose. As individuals try to achieve their own goals, they play a key role in reaching school and community-wide goals. | 10 | School |

Schools Serve as Resources to the Community: *Students and Teachers make authentic contributions to sustainable community development through Service Learning opportunities. Project-Based and Place Based Learning opportunities that are laterally and vertically embedded in the core curriculum. School buildings and grounds serve the whole community as learning hubs for continuing education of individuals as well as school and community stakeholders to learn together for the future they want. School buildings and grounds serve the whole community as places to celebrate.*

| Actions | YES/NO | Description | Unsure? What steps will you take as a leader to find out? | NJ 4 Schools | Who's takes the Action? |
|--|--------|--|---|--------------|-------------------------|
| Community Education & Outreach PRIORITY | | Schools take a leadership role and promote sustainability literacy and action through educating residents, parents, business, and non-profit sectors of the community about the need for sustainable choices and behaviors. Residents and businesses in a community are often unaware of the many actions they can take toward sustainability. Students, teachers, and other members of the school community can provide education and outreach about sustainability issues, and about specific programs that encourage sustainable practices. Educational programs and activities may be hosted at the school or held at another location, so long as the events are open to the public. This action presents the opportunity for schools to collaborate with municipalities. | | 10 | School |

Communities Serve as Resources to the Schools: *Local Community Based Organizations, Service organizations, local government agencies, boys and girls clubs, local businesses, Elderhostels, parks and reserves, state and national forests, residential centers, nature centers, zoos, museums, 4-H clubs, scouting organizations, etc. Provide: Internships to Students; Mentorships to Students and Faculty; Independent and Curriculum Based Learning Sites (Case Studies, Learning Journeys, Research Sites) ; Physical spaces for school and community stakeholders to learn and work together for the future they want; Physical spaces for school and community stakeholders to celebrate together.*

| <u>Actions</u> | <u>YES/NO</u> | <u>Description</u> | <u>Unsure? What steps will you take as a leader to find out?</u> | <u>NJ 4 Schools Points</u> | <u>Who's takes the Action?</u> |
|---|---------------|--|--|----------------------------|--------------------------------|
| Civic & Stewardship Volunteer Initiatives | | Provide opportunities for students to participate in civic and stewardship projects with community-based organizations. These types of initiatives directly connect the school with its surrounding environment. Students gain real-world learning experiences with a broad realm of sustainability issues, from land and water stewardship to socio-economic stewardship. | | 10 | School |
| Enrichment Programs through Partnership | | Organizations in the community bring in expertise and resources that the school may not be in a position to provide. With this action, schools will enhance student enrichment offerings during and outside the school day through partnering with community-based organizations. Civic, business, environmental, arts, health, historic, and faith-based organizations are examples of the types of groups that schools could partner with to create and support student enrichment programs. In order to earn points for this action, the school must document it has an established student enrichment program in partnership with external organizations. All eligible students should have equal opportunity to participate, and need-based support should be available if needed. | | 10 | School |
| <u>Actions</u> | <u>YES/NO</u> | <u>Description</u> | <u>Unsure? What steps will you take as a leader to find out?</u> | <u>NJ 4 Schools Points</u> | <u>Who's takes the Action?</u> |
| Schools and Communities Celebrate and Reflect Together | | Regularly and publicly recognize and celebrate individual and collective successes, and progress toward green schools and sustainable community goals on an ongoing basis at events and in the media. Make time to reflect on where we are, how we got here, how far we have come, how close we are to where we are going, and what we are going to do next. Celebrate the learning that comes from worthy failures. | | | |
| <u>Actions</u> | <u>YES/NO</u> | <u>Description</u> | <u>Unsure? What steps will you take as a leader to find out?</u> | <u>NJ 4 Schools Points</u> | <u>Who's takes the Action?</u> |
| Human Resources | | Hiring & Orientation: Hiring policies and practices, job descriptions, qualifications and choices are consistent with the schools' purpose and strategic goals to educate for sustainability. Priority is given to new faculty, staff, and administrator hires who have a successful track record in implementing green school programs and/or education for sustainability, and all hires are expected to be willing and able to learn how to contribute to sustainability through their professional role in the school community and their every day practices. | | | |
| Human Resources | | New hires are oriented to the policies and practices of the school. Mentorships, apprenticeships, peer to peer coaching and professional development and coaching are offered to new hires so that the cultural traditions, norms and language, curriculum and effective instructional practices are transmitted from generation to generation. | | | |
| Human Resources | | Performance assessments, grants, recognition awards and other incentives produce individual and collective learning for the adults being assessed and are aligned with the shared purpose of education in the school community, the strategic goals and instructional priorities and the plan to educate for, and contribute to sustainability. | | | |