



# Priority Actions Webinar

March 15, 2022





# Presenter

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# Webinar Housekeeping

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- Post questions in Chat or Questions option
- All attendees muted until the end
- Slides will be emailed and posted at <https://www.sustainablejerseyschools.com/resources/presentations/webinar-recordings/>



# Agenda

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- Background of priority actions
- Selecting priority actions
- Finding Spotlights & Examples
- Priority action review
- Questions & answers



# Levels of Certification

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- Green team
- 2 out of 14 priority actions
- Actions completed in 6 of 22 categories



- Green team
- 3 out of 14 priority actions
- Actions completed in 8 of 22 categories

If you recertify before all points in the application expire you can build on existing approved points for certification instead of starting from zero!

<https://www.sustainablejerseyschools.com/certification/certification-overview/>



# What is a Priority Action?

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An action that is considered to be especially important and foundational for sustainability in New Jersey schools.

Priority actions were selected by Sustainable Jersey taskforces of experts in a diverse range of education-related topic areas – from Student Learning to Operations.



# Priority Actions

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- District Sustainability Policy
- Professional Development for Sustainability
- School Carbon Foot Print
- District Commitment to Digital Learning
- Equitable Access to Digital Learning
- Digital Citizenship
- Education for Sustainability Actions (*category of 14 actions*)
- Energy Efficiency for School Facilities
- Green Building Policy
- Green Purchasing Policy
- Indoor Air Quality Review
- Community Education & Outreach
- School Wellness Council
- Waste Audit



# Find Priority Actions on Website

Check “Priority” box at top of *Actions* list to find the priority actions.

<https://www.sustainablejerseyschools.com/actions/>

Click a box below to open all the actions with that attribute. Clear Search before selecting a different box.

Mandatory  Priority  District Only  School Only

Collaboration

Digital Schools

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↑ BACK TO TOP EXPAND ALL ∨ COLLAPSE ALL ^

**Board Leadership & Planning** ^

**District Sustainability Policy**

**10 Points**

Priority District Only

**Professional Development for Sustainability**

**5 Points**

Priority

• THIS ACTION HAS VARIABLE POINTS: 5, 10, 15, 20





# Action Approval Rates (2019)

Action Name	Action Type	Total Submitted w/Docs & Reviewed	Adjusted Approval Rate
Energy Efficiency for School Facilities	Both	31	68%
District Sustainability Policy	District	24	67%
Green Purchasing Policy	District	6	67%
Professional Development for Sustainability	Both	30	57%
Community Education & Outreach	Both	42	55%
School Carbon Footprint	Both	27	41%
School Wellness Council	School	24	33%
Indoor Air Quality Review	School	26	19%
Green Building Policy	District	1	100%

Action Name	Action Type	Total Submitted w/Docs & Reviewed	Adjusted Approval Rate
Education for Sustainability Grades 4-12 Arts	School	17	94%
Education for Sustainability Grades 4-12 English Language Arts	School	20	85%
Education for Sustainability Grades 4-12 Health	School	13	85%
Education for Sustainability Grades 4-12 Social Studies	School	21	76%
Education for Sustainability Grades 4-12 Science	School	38	71%
Education for Sustainability 2nd Grade	School	24	71%
Education for Sustainability Grades 4-12 Math	School	12	67%
Education for Sustainability Grades 4-12 Career and Technical Education	School	10	60%
Education for Sustainability 3rd Grade	School	21	57%
Education for Sustainability 1st Grade	School	16	56%
Education for Sustainability Grades 4-12 Technology	School	12	50%
Education for Sustainability Integrated Unit	School	14	14%



>50% and >10 submissions



# Check out Examples: Action Spotlights

Exemplary submissions from schools that were certified are “spotlighted” in the action descriptions:

## Education for Sustainability Grades 4-12 Social Studies 5 Points School

Why is it important?	<p><b>Spotlight: What New Jersey schools are doing</b></p> <p><b>Bell Oaks Elementary School, Bellmawr Public School District</b> The students of Bell Oaks Elementary School viewed a Channel One News video that explained how Franklin D. Roosevelt’s “Four Freedoms” speech sought to move Americans to join the war and laid the framework for the declaration. To view Bell Oaks Elementary School approved submission click <a href="#">here</a>.</p> <p><b>Bret Harte Elementary School, Cherry Hill School District</b> During our Trash to Treasures project, students used waste products from their homes in order to create a usable product. This project effectively involved both students and parents as conversations extended into the homes as students sought to recycle and repurpose waste products. The creativity involved in the project also sparked interest among students and families alike, leading to far reaching effects such as follow-up conversations and suggestions for extension activities in the home. To view the complete description of Bret Harte Elementary School’s Trash to Treasures project click <a href="#">here</a>.</p> <p><b>Reeds Road Elementary School in Galloway, NJ</b> The fourth grade students Reeds Road Elementary School learned about the life cycle of plastic water bottles to help them understand how to combat linear waste. Students participated in a blind taste test of bottled and tap water. They brainstormed different ways to break the cycle of products that damage the environment through reducing, recycling, and re-using. Students were</p>
Who should lead and be involved with this action?	
Timeframe	
Project costs and resource needs	
What to do, and how to do it ("How to")	
What to submit to earn points for this action	
Spotlight: What New Jersey schools are doing	
Resources	

[Print Action Description](#)

[Download PDF Version](#)



# Check out Examples: Certification Reports

Use the Participating Schools Map to find examples of documentation from certified schools

Search by action

View certified schools approved for that action

View certification report for example documentation

MAP VIEW LIS

**Filter This Map**

**By Type**

- District
- School
- All

**By Status**

- Registered
- Bronze Certified
- Silver Certified
- Digital Schools Stars Awarded
- Any Certification
- Any

**By Certified Action**

- Board Leadership & Planning
- District Sustainability Policy
- Professional Development for Sustainability


Map Satellite

Tabernacle Elementary School (Burlington)  
Certification Level: Silver  
Certified On: August 09, 2018  
Total Points: 440  
Certification Report: [View Report](#)  
Applicant Profile: [View Profile](#)

<https://www.sustainablejerseyschools.com/certification/search-participating-districts-schools-approved-actions/>

Search Features

# Sustainable Jersey for Schools Community Certification Report

 [Download PDF Version](#)

This is the Sustainable Jersey for Schools Certification Report of Tabernacle Elementary School (Burlington), a Sustainable Jersey for Schools silver certified applicant.

Tabernacle Elementary School (Burlington) was certified on August 09, 2018 with 440 points. Listed below is information regarding Tabernacle Elementary School (Burlington)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

## Contact Information

The designated Sustainable Jersey for Schools contact for Tabernacle Elementary School (Burlington) is:

<b>Name:</b>	Gerald Paterson
<b>Title/Position:</b>	Principal / Principal
<b>Address:</b>	141 New Road Tabernacle, New Jersey 08088
<b>Phone:</b>	6092680150 Ext. 2003

## Sustainability Actions Implemented

Each approved action and supporting documentation for which Tabernacle Elementary School (Burlington) was approved for in 2018 appears below. Note: Standards for the actions changed and the documentation listed may no longer satisfy requirements for that action points associated with actions prior to 2013 certifications may not be accurate.

Example of certification report; scroll down report to find submission information for searched action.

## BOARD LEADERSHIP & PLANNING

**District Sustainability Policy** 10 Points  District

### Program Summary:

The Tabernacle Township Board of Education recognizes its role as a responsible steward of the environment. Embracing the sustainable schools concept and building healthy and sustainable schools positively impacts not only our students' learning experience but the health of the entire community. To this end, it supports sustainable planning and operations, as well as sustainability education and shall therefore endeavor to meet the needs of the present without compromising the ability of future generations to meet their own needs. The District's goal is to not only incorporate sustainability into our operational and business practices to the extent of economic and practical feasibility, but to make it an integral part of the students' educational experience. We seek to preserve our natural environment while balancing social, economic and environmental issues. The District believes that it is both possible and desirable to:

- Protect the environment and preserve natural resources;
- Improve the learning environment and student health;
- Enhance sustainability leadership in our schools and community;
- Strive to create green and healthy spaces within and outside our schools;
- Create a culture of Environmental Stewardship.

• Save General Fund dollars that can be used towards education and jobs. The District further believes that public education can provide leadership in sustainable development and operations. Therefore, it shall implement this policy in a manner that will involve those who attend, visit, and work in support of the District. The extent of this policy is far-reaching. It will include, but not be limited to:

- Facility operations, functionality, design and construction;
- Purchasing;
- Curriculum development;
- Health and Wellness.

The Superintendent, in consultations with the Business Administrator shall establish administrative procedures and guidelines to implement this policy. Our district continues to recognize the importance of sustainable practices. There is on going support for the SJ4S actions as we strive towards a more responsible & sustainable school.

 [BOE Approval Documentation](#)

 [District Sustainability BOE minutes 2017](#)

 [District Sustainability Policy Documentation/BOE](#)

 [District Sustainability Policy Documentation/screen shot](#)



# District Sustainability Policy - Requirements

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## DISTRICT ONLY

- Description: Explain what has been accomplished and the impact it has/will have on the school community.
- Approved and dated copy of the Sustainability Policy.
- Evidence that policy is posted on the district website with samples of district outreach to staff, students and parents.

The policy defines sustainability and states the district's goal to operate with identified sustainability priorities that include at a minimum: protecting students, staff and community from environmental harm; preparing students for the future by educating for sustainability; and an intent to preserve current and future resources.

### Resubmission Requirements:

- Documentation that the Board informed the school staff, students and parents about the district's progress in implementing the policy through various outreach techniques
- Evidence that policy is posted on district website.



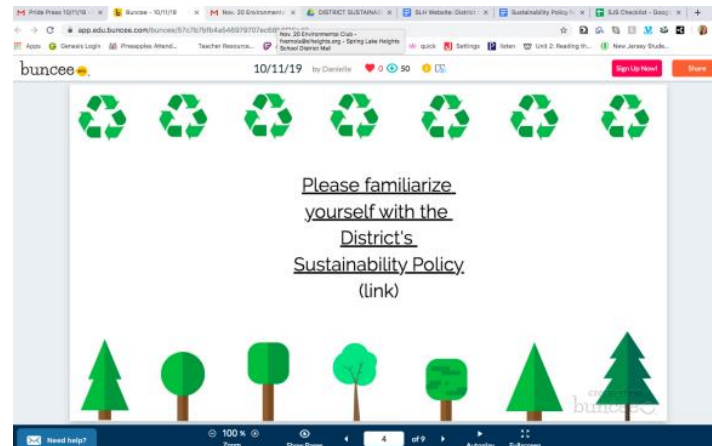
# District Sustainability Policy - Spotlight

## Spring Lake Heights School District

### District Policy

### Policy posted on website

<b>POLICY</b>	<b>SPRING LAKE HEIGHTS BOARD OF EDUCATION</b>
	Property 7461 Page 1 of 6 DISTRICT SUSTAINABILITY POLICY
<u>7461 DISTRICT SUSTAINABILITY POLICY</u>	
<p>Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. It considers the interrelationship of economic, social, and environmental factors that protect and enhance present and future quality of life.</p> <p>The Board of Education desires to conduct its operations and make decisions with identified sustainability priorities that include at a minimum: protecting students, staff, and community from environmental harm; preparing students for the future by educating for sustainability (knowledge of concepts and practices of environmental, social, and economic responsibility and sustainability), and include an intent to preserve current and future resources.</p> <p>The Board believes by incorporating sustainable practices into school policies and operations it can make an immediate impact on student health, academic performance, and teacher retention while decreasing operational costs and demands on natural resources.</p> <p>The Superintendent of Schools will establish a School District Sustainability Committee to provide the Superintendent and the Board with information on the benefits of increased sustainability practices within the school district.</p> <p>The Board wants to protect students, staff, school visitors, and community members from environmental harm and will strive to eliminate the use of potentially toxic and harmful substances; prepare students for the future by providing a high-quality education that support concepts and practices of environmental, social, and economic responsibility and sustainability; and preserving current and future resources by adopting practices in operations that balance environmental, social, and fiscal responsibility to protect and enhance the future quality of life.</p> <p>The Board of Education authorizes the following sustainability practices to be implemented within the schools of the district:</p> <p><b>Green Purchasing Policy</b></p> <p>Green purchasing, also known as Environmentally Preferable Purchasing (EPP), is the coordinated purchasing of goods and services to minimize impacts on human health and the natural environment. Alternatives exist for many products used by schools that are less hazardous, save energy and water, and reduce waste.</p> <p>A simple first step will be for the school district to purchase as many products as possible made from recycled content that are themselves recyclable. Green purchasing moves beyond recycled materials and also takes into consideration the raw materials, including energy and water, used to</p>	





# Professional Development for Sustainability-Requirements

Quality professional development of staff and board members facilitates the effective transition to sustainability planning and practices for schools and districts.

## DISTRICT OR SCHOOL

- Description: Explain what has been accomplished and the impact it has/will have on the school community.
- Documentation showing that 5, 10, 15 or 20 personnel (for corresponding number of points awarded) have each received two hours of training, including details about personnel and the training.

**Resubmission Requirements:**  
- Full submission requirements.



**PLEASE NOTE:** Points will not be awarded in this action for training activities submitted for points under another action or that would be eligible to earn points under the following actions:

- *Asthma Friendly School* - Asthma training and IAQ training for school nurse and one facilities staff person
- *Professional Growth and Collaboration* - Digital technology professional learning
- *Green Building Training* - training on features and operation of green buildings for at least 5 staff
- *Green Cleaning Training & Education Programs* - at least 5 personnel
- *Indoor Air Quality Review* - IAQ education for school staff
- *Integrated Pest Management - Education & Organic Lawn Care* - IPM training for at least four school staff
- *iSTEAM Professional Development Plan* - at least five, ten, fifteen, or twenty (number will determine points awarded) individuals received iSTEAM training
- *Outdoor Classroom* - professional development provided to school personnel on how to use the space
- *Inclusive Environments Where All Can Thrive* - staff training to support inclusive school culture and climate



# Professional Development for Sustainability- Spotlight

## Ramtown Elementary School

### Documentation

## Today's Agenda

- ✓ Introduction to PowerSave Schools Program
- ✓ Online Portal for Students
- ✓ Benchmark Questions



First Name	Last Name	Staff Title	School	Course Name	Date	Instructor	Course Description	Length
Carmela	Balassone	Teacher	Ramtown	A "Ramtastic" Finale- Activity 1- Social Emc	6-30-2019	AJ Bohrer	Building Relationships with colleagues and students through the use of morning meetings and techniques to help students open up to reduce stress  When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	75 minutes
Carmela	Balassone	Teacher	Ramtown	Mindfulness- Finding The Root Causes	1-9-2019	AJ Bohrer and Mike Harvey	When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	90 minutes
Christine	Barnes	Teacher	Ramtown	Mindfulness- Finding The Root Causes	1-9-2019	AJ Bohrer and Mike Harvey	When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	90 minutes
Lauren	Barron	Teacher	Ramtown	Mindfulness- Finding The Root Causes	1-9-2019	AJ Bohrer and Mike Harvey	When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	90 minutes
Jayne	Begley	Guidance	Ramtown	A "Ramtastic" Finale- Activity 1- Social Emc	7-13-2019	AJ Bohrer	Building Relationships with colleagues and students through the use of morning meetings and techniques to help students open up to reduce stress  When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	75 minutes
Jayne	Begley	Guidance	Ramtown	Mindfulness- Finding The Root Causes	1-9-2019	AJ Bohrer and Mike Harvey	Building Relationships with colleagues and students through the use of morning meetings and techniques to help students open up to reduce stress  When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	90 minutes
Darlene	Bogdan	Aide	Ramtown	A "Ramtastic" Finale- Activity 1- Social Emc	6-27-2019	AJ Bohrer	Building Relationships with colleagues and students through the use of morning meetings and techniques to help students open up to reduce stress  When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	75 minutes
Darlene	Bogdan	Aide	Ramtown	Mindfulness- Finding The Root Causes	1-9-2019	AJ Bohrer and Mike Harvey	Building Relationships with colleagues and students through the use of morning meetings and techniques to help students open up to reduce stress  When we get stressed in class, we need to break down the obstacle that is keeping us from being successful. In this activity we wrote a statement based on data from class. We came up with three reasons that we have this problem and then diagnosed ways to solve these root causes. We watched a TED Talk video about accomplishing goals by focusing on our behavior and motivation vs looking for the end goal.	90 minutes





# School Carbon Footprint - Requirements

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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. It requires an accounting-like inventory of all the sources of GHG in your school buildings, fleet, and operations. Most of this GHG footprint results from the schools' energy use profile, although other sources are also considered.

## DISTRICT OR SCHOOL

- Description: Explain what has been accomplished and the impact it has/will have on the school community. Identify sources of information used in calculations.
- Sustainable Jersey Carbon Footprint [spreadsheet](#) or similar tool.

**Resubmission Requirements:**

- Updated analysis using data from within 3 years.



# School Carbon Footprint - Spotlight

## Cranbury School

### Carbon footprint spreadsheet

16219858570066.xlsx - Excel

File Home Insert Page Layout Formulas Data Review View Acrobat Tell me what you want to do... Sign in

Clipboard Font Alignment Number Styles Cells Editing

G5

	A	B	C	D	E	F	G	H	I	J
1	<b>School:</b>	Cranbury School	<i>complete applicable cells highlighted in yellow, grey cells contain formulas</i>							
2										
3	<b>STEP 1: Establish a Baseline Year</b>									
4	Baseline Year Selected:	7/1/2019-6/30/2020								
5										
6	<b>STEP 2: Scope 1 Emissions from Stationary Fuel Consumption in Baseline Year</b>									
7										
8	<b>School Operation - Natural Gas</b>	<b>Total Therms</b>	<b>converted to Million BTU</b>	<b>CO2 Emissions (lbs)</b>	<b>CO2 (Metric Tons CO2e)</b>	<b>CH4 Emissions (Metric Tons)</b>	<b>CH4 (Metric Tons CO2e)</b>	<b>N2O Emissions (Metric Tons)</b>	<b>N2O (Metric Tons CO2e)</b>	<b>Total Emissions (Metric Tons CO2e)</b>
9	Building & Facilities	58099	5809.9	680223.092	308.544229	0.0290495	0.7262375	0.00058099	0.17313502	309.4436014
10	Street Lights & Traffic Signals		0	0	0	0	0	0	0	0
11	Water & Wastewater Treatment Facilities		0	0	0	0	0	0	0	0
12	Other		0	0	0	0	0	0	0	0
13	<i>Natural Gas Total</i>	58099	5809.9	680223.092	308.544229	0.0290495	0.7262375	0.00058099	0.17313502	<b>309.4436014</b>
14										
15	<b>School Operation - Heating Oil</b>	<b>Total Gallons</b>	<b>converted to Million BTU</b>	<b>CO2 Emissions (lbs)</b>	<b>CO2 (Metric Tons CO2e)</b>	<b>CH4 Emissions (Metric Tons)</b>	<b>CH4 (Metric Tons CO2e)</b>	<b>N2O Emissions (Metric Tons)</b>	<b>N2O (Metric Tons CO2e)</b>	<b>Total Emissions (Metric Tons CO2e)</b>
16	Building & Facilities		0	0	0	0	0	0	0	0
17	Street Lights & Traffic Signals		0	0	0	0	0	0	0	0
18	Water & Wastewater Treatment Facilities		0	0	0	0	0	0	0	0
19	Other		0	0	0	0	0	0	0	0
20	<i>Heating Oil Total</i>	0	0	0	0	0	0	0	0	0
21										

Export Summary | 1) School Carbon Footprint | 2) Electric, Gas & Heating Oil | 3) Vehicle CH4 & N ...



# Energy Efficiency for School Facilities - Requirements

- Description: Explain which audit approach was taken and provide high-level conclusions from the audit . For higher point levels, give a summary of the Energy Use Intensity calculations.
- One of the following, depending on point level:
  - 5 points (**for schools only**): Local Government Energy Audit or ASHRAE Level 2 Audit for one building
  - 10 points: Energy audits for all buildings in school or district.
  - 15 points (**for schools only**) - Upgrades in one building that will result in at least 10% annual energy savings.
  - 20 points - Energy audit for all buildings and upgrades in one building resulting in 10% energy savings.
  - 30, 40, or 50 points - Data showing 10%, 20%, or at least 30% energy savings, respectively, between two years for all buildings in school or district.

## DISTRICT OR SCHOOL

Take increasingly more effective steps to reduce energy consumption, starting with energy audits and culminating in upgrades that lead to deep savings. Most of the work done under this action will make use of incentives provided by New Jersey's Clean Energy Program and utility companies.

### Resubmission Requirements:

- Updated documentation
- For 5 and 10 point levels, the audit must be no older than 5 years from January submission deadline.
- For 15, 20, 30, 40, and 50 point levels, new energy data should be no more than 18 months old.



# Energy Efficiency for School Facilities - Spotlights

## Cove Road Elementary School

Data showing energy savings

Reveal net Energy Usage Reduction Energy Audit Date: 3/7/2018											Energy Usage Data (over recent 12 months) Date: 3/7/2019						
Building	Building area in square feet	Enter your grid purchased electricity (kWh) in this column	Enter your natural gas (therms) in this column	Enter your oil (gallons) in this column	Enter your propane (gallons) into this column	Enter your on-site generated electricity (kWh) into this column	total kWh per month	Electricity Cost	Enter your grid purchased electricity (kWh) in this column	Enter your natural gas (therms) in this column	Enter your oil (gallons) in this column	Enter your propane (gallons) into this column	Enter your on-site generated electricity (kWh) into this column	total kWh per month	Current EUI	% Change EUI in Facility	Weighted
Cove Road School	29,000	222,320	20,600				3,505.79	227.4	238,000	24,674				4,785,249	124.6	-24.3%	\$4.32%
Adapted from Solar Oregon's net EUI calculator for homes <a href="http://solarorange.org/656a160552/cui-calculator/">http://solarorange.org/656a160552/cui-calculator/</a>																-14.33%	

## Upper Township Elementary School

Local government energy audit





# Green Building Policy - Requirements

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Adopt a policy that requires all major renovation and new school construction to meet a nationally recognized green building standard.

This demonstrates the district's commitment to environmental, economic, and social stewardship practices that reduce operating costs, provide healthy work and learning environments, and sustainability leadership.

## DISTRICT ONLY

- Description: Describe the policy, the date of its adoption and how it has been implemented.
- Copy of policy that includes mandatory elements outlined in action description.
- Annual report of how policy has been implemented, and of any construction projects with green standard.
- Copy of school board minutes showing presentation of report in current school year.

### **Resubmission Requirements:**

- Provide link to the online Green Building Policy and a progress report and board minutes from the current school year.



# Green Building Policy - Spotlight

## Egg Harbor Township School District Policy

### Policy

Egg Harbor Township  
Board of Education

8000 Operations  
8429 Environmentally Sustainable Practices

#### A. Generally

The Egg Harbor Township School District Board of Education recognizes the critical importance of environmental sustainability in today's changing world and is committed to fostering the principles of environmental, economic, and social stewardship through the incorporation of sustainable practices throughout the school district.

#### B. Purpose

The intent of this Policy is to provide a healthful learning/working environment which contributes to protecting, conserving, and enhancing the nation's environmental resources while providing long-term savings to taxpayers through lower operating costs.

#### C. Sustainability Provisions

The Egg Harbor Township School District Board of Education will encourage the following sustainability practices throughout the School Division:

1. All new construction projects and major modernization/renovation projects be designed and constructed to a minimum LEED (Leadership in Energy and Environmental Design) Certification or equal.
2. Minimize the amount of school waste sent to the landfill and implement a district-wide recycling program including, but not limited to, all school building, administration, and outdoor facilities and events.
3. Heighten awareness about the importance of environmental sustainability throughout the District through the curriculum and the promotion of environmental programs and initiatives.
4. Promote the use of "Green Seal" certified cleaning products in conjunction with environmentally sustainable cleaning practices throughout the District
5. Continue to encourage the use of innovative energy management practices and develop new programs that monitor and regulate energy consumption.
6. Continue to purchase Energy Star-rated appliances and electronics when possible.
7. Continue the no-idle policy for school buses while encouraging the purchase of fuel efficient vehicles for all fleet transportation.



# Green Purchasing Policy - Requirements

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Commit to environmentally preferable purchasing by enacting an official policy that outlines standards and procedures for selecting products based on environmental criteria.

## DISTRICT ONLY

- Description: Explain what has been accomplished and the impact it has/will have on the school community.
- Green Purchasing Policy with minimum standards and date of adoption.
- Documentation that policy was distributed to all administrative and facilities heads, and posted on website.

### **Resubmission Requirements:**

- Evidence that policy remains in effect and is posted on district website.
- Evidence of annual notification to relevant district employees.



# Green Purchasing Policy - Spotlights

## Pequannock Township School District

### Policy

**POLICY** \_\_\_\_\_ PEQUANNOCK TOWNSHIP  
BOARD OF EDUCATION

FINANCES  
6330 / Page 1 OF 2

**6330 – ENVIRONMENTALLY PREFERABLE PURCHASING PURPOSE**

The Pequannock Township School Board encourages the use of environmentally preferable products and services. By including environmental considerations in purchasing decisions, the district can reduce its environmental footprint and promote practices that improve human health, conserve natural resources, and reward environmentally conscious manufacturers. School district personnel are encouraged to actively seek out environmentally preferable products and services for use in day-to-day operations when quality, performance, price, and functionality are comparable to their non-environmentally preferable counterparts.

**DEFINITION:**  
Environmentally preferable products and services have less negative effect on human health and the environment when compared with competing products or services that serve the same purpose. This comparison will consider the environmental cost of acquisition of raw materials, production, manufacturing, packaging, distribution, reuse, operation, maintenance, and disposal.

**PROGRAM OBJECTIVES AND SPECIFICATIONS**

- Purchase products that minimize environmental impacts, toxics, pollution, and hazards to workers and the community.
- Purchase products that include recycled content, are durable and long-lasting, conserve energy and water, use agricultural fibers, residues and bio-based products, reduce greenhouse gas emissions, use unbleached or chlorine-free manufacturing processes, and use wood from sustainably harvested forests.
- Institute practices that reduce waste by increasing product efficiency and effectiveness. Seek out vendors that offer to take back or recycle products at the end of their useful life.
- Seek fiscal responsibility by balancing price, performance, and environmental considerations.
- Seek opportunities to pool purchases with others to enhance markets for environmentally preferable products, to obtain favorable prices, and to reduce waste packaging, transportation, and product cost.
- Use life cycle analysis (LCA) to help guide best choices. LCA is a technique intended to quantify the total impact of a product during its production, distribution, use, recycling, treatment, and disposal.
- Require outside contractors and consultants to use environmentally preferable products, whenever practical, in performance of their services.
- Maximize the proportion of goods and services that come from local providers with acceptable environmental practices, thereby reducing the environmental impact of

1

## Clayton Public School District

### Policy

Policy # 6421.01

**Just a reminder of the District Policy on Green Purchasing. Whenever possible please ensure school materials are purchased using the following guidelines:**

**District Policy**

**6421.01- ENVIRONMENTALLY PREFERABLE PURCHASING - GREEN PURCHASING POLICY**

Section: Finances  
Date Created: July, 2017  
Date Edited: July, 2017

The Board is committed to educating students and staff to be conscientious stewards of their environment. To reinforce this commitment within the school culture, the Board shall endeavor to:

- Institute practices that reduce waste by increasing product efficiency and effectiveness; and
- Purchase products that minimize environmental impacts, toxics, pollution, and hazards to worker and community safety to the greatest extent practicable; and
- Purchase products that include recycled content, wherever practical, are durable and long-lasting, conserve energy and water;

**Purchasing Objectives:**  
The Board shall, within the constraints of the District budget and when cost comparative, financially support facility improvements and purchase products or services that:





# Indoor Air Quality Review - Requirements

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Take a proactive approach to identifying factors contributing to poor air quality and addressing them before problems arise.

Complete a walk-through of the building to identify potential air quality concerns, develop an action plan for addressing them, and communicate the results of the effort to school staff, including highlighting the role they play in maintaining a healthy school environment.

## SCHOOL ONLY

- Description: Short summary of IAQ team's efforts, how results were shared with school community, and impact on the school environment.
- List of IAQ Team members and map of school.
- Copies of completed walk-through checklists.
- IAQ action plan resulting from walk-through.
- Samples of IAQ training and educational materials provided to school staff.

**Resubmission Requirements:**  
- Full submission requirements.



# Indoor Air Quality Review - Spotlights

## Raritan High School

### Walkthrough checklists

**Cafeteria and Food Preparation Areas Walkthrough Checklist**

Date: 3/4/20 Time: 9:30  
 Room Number: Cafeteria Conducted by: Ross + Bill

If equipment available:  
 Measured Indoor Air Temperature: 74°f  
 Measured Indoor Air Relative Humidity: \_\_\_\_\_  
 Measured Indoor Carbon Dioxide: \_\_\_\_\_  
 Measured Outdoor Carbon Dioxide (near air intake, but away from parking lot and bus area): \_\_\_\_\_

*Check the Y (yes), N (no), DNK (do not know), or NA (not applicable) beside each item. A "yes" response indicates that there are no issues and a "no" response indicates a potential problem and requires further attention.*

Housekeeping	Y	N	DNK	N/A
Walls are in good condition with no sign of peeling paint	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walls are in good condition with no sign of flaking paint	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kitchen is clean	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Floors, countertops and/or tables are clean with no signs of spills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Area is free of clutter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food is stored in well-sealed containers with no traces of food on outside	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water is poured down the floor drains once per week to prevent sewer gases from escaping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No odd or unpleasant odors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous materials	Y	N	DNK	N/A
Only cleaners and air fresheners supplied by school are present	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleaners or other toxic materials are not accessible to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mold and moisture	Y	N	DNK	N/A
Windows, windowsills, and window frames are free of condensation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cold water pipes are free of condensation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indoor surfaces of exterior walls are free of condensation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No stains, discoloration, or damp areas around plumbing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ceiling tiles are free of leaks (discoloration may indicate periodic leaks)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walls are free of leaks (discoloration may indicate periodic leaks)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dampness; musty or earthy smells are not present	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No signs of mold, slime or algae in kitchen including on upper walls and ceiling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pest Control	Y	N	DNK	N/A
No signs of insects or vermin in food preparation, cooking, or storage areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spot treatments of pesticides are not present in the food preparation, cooking, or storage areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation and temperature	Y	N	DNK	N/A
Temperature reading is between 68 to 78 degrees Fahrenheit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ventilation on, air flowing from supply vents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhaust fans are used whenever cooking, washing dishes, or cleaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhaust fans vent outside the building	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1

## Deal Elementary School

### Team members and plan documentation

**DEAL SCHOOL**  
 201 ROSEL D AVENUE  
 DEAL, NEW JERSEY 07723-1098

**Donato Saponaro, Jr.**  
 Superintendent of Schools

**Pia Lordi**  
 School Business Administrator / Facilities Director  
 Phone: 732-531-0410  
 Fax: 732-531-1908

January 10, 2019

Whitehouse School IAQ Team Members 2018-2019 School Year:

- Pia Lordi, Facilities Manager and District IAQ Coordinator
- Justin Marsh, Liaison Pritchard
- Mary Ann Baumann, School Nurse

Summary of action plan as a result of IAQ walkthroughs:

- Maintenance Department will continue to maintain the buildings ventilation systems by following a preventive schedule of inspection, repairs and replacement of filters and mechanical parts as needed.
  - o Work Orders are automatically generated by the district's computerized work order system on a quarterly basis.
- Building custodians will receive IAQ training as part of their annual review of procedures.
- The IAQ team will inspect the buildings quarterly using the Tools for Schools checklists and report all findings with staff and the facilities dept. so issues can be addressed promptly.
- IAQ Coordinator provided IAQ awareness training to staff through a PowerPoint presentation and additional materials to raise awareness, and review the process for reporting concerns.
- Educational materials and a reporting process for parents and the community utilizing the facilities area of the schools website.



# Community Education & Outreach - Requirements

Take action to educate the community 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.

## SCHOOL ONLY

- Description: Explain what has been accomplished and the impact it has/will have on the school community.
- Documentation for at least 2 community education events or activities.
- Documentation that describes student involvement in one initiative.



**Resubmission Requirements:**  
- Full submission requirements.



# Community Education & Outreach - Spotlight

## Spring Lake Heights School

### Documentation

SPRING LAKE  
**HEIGHTS**  
PREPARATION. PRIDE. POSSIBILITIES.

**OPEN HOUSE**  
SATURDAY, OCTOBER 26, 2019  
10AM-12PM

*COME SEE ALL OF THE AMAZING IMPROVEMENTS TO THE SCHOOL AS A RESULT OF THE COMMUNITY'S SUPPORT OF OUR REFERENDUM PROJECT.*





# School Wellness Council - Requirements

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Have an active School Wellness Council that :

- Completes the Centers for Disease Control and Prevention (CDC)'s Self-assessment and Planning Tool - the School Health Index (SHI)
- Develops a School Health Improvement Plan.
- Communicates the Plan to the school.

## SCHOOL ONLY

- Description: Explain how the School Wellness council was established, the School Health Index (SHI) Assessment was completed and the School Health Improvement Plan (SHIP) was developed.
- School Wellness Council's membership list and meeting schedule.
- Copy of SHI scoring sheet completed no more than 3 years ago and SHIP
- Documentation of Council's efforts to communicate SHIP to school community

### **Resubmission Requirements:**

- Updated documentation to verify that the School Wellness Council is still actively implementing the SHIP. If the SHI is more than 3 years old, then all submission requirements need to be updated.





# Waste Audit- Requirements

Complete a waste audit: an assessment of the school's waste in terms of quantity and origin. The audit must have been completed no earlier than the previous school year.



## SCHOOL ONLY

- Description: Explain what has been accomplished and the impact it has/will have on the school community.
- Waste audit form completed on day of audit.
- Findings and recommendations to improve reduction and reuse.
- OPTIONAL: Photos of the audit and/or promotional materials to school community

**Resubmission Requirements:**  
- Full submission requirements.



# Waste Audit- Spotlights

## North Boulevard Elementary School

### Findings and recommendations

#### Recycling Dumpsters

- Paper towels found in recycling dumpster, paper towels are trash.
- Pizza boxes can be recycled, but the waxy paper, crumbs and food residue is not acceptable!



Recyclables are loose and look good in this dumpster!  
Empty milk cartons now being recycled! Congratulations!



Remove waxy paper from pizza boxes. Waxy paper is trash.  
If a pizza box has food residue or oil on it, that part of the box is trash.

## Paramus High School

### Report

### How much waste is produced (per year)?

Area of School	Paper(lbs)	Cardboard(lbs)	Plastic(lbs)	Metal(lbs)	Glass(lbs)	Food Waste(lbs)	Other(lbs)	Total(lbs)	Recyclable(%)	Compostable(%)	Trash(%)	(%)
600,700,800,900	3,078	152	1,140	76	N/A	874	2204	7,524	59.10%	11.60%	29.3%	6%
200,300,400,500	2,394	N/A	1,140	N/A	N/A	N/A	7372	10,906	32%	0%	68%	9%
Gyms, Commons, Library	174.8	N/A	334.4	38	N/A	494	1489.6	2530.8	21.61%	19.51%	58.85%	2%
Offices	3,668	1,330	N/A	N/A	N/A	N/A	N/A	4,998	100%	0%	0%	4%
Basement	1,064	77.9	266	381	N/A	47.5	836	2,329.4	62%	2%	36%	2%
Cafeteria	N/A	N/A	760	570	5,700	22,230	9,500	38,760	18.50%	57%	25%	29%
Kitchen	190	N/A	684	798	1,330	23,370	10,450	36,632	7%	64%	29%	30%
TOTAL:	15,697	3,023	14,813	1,606	7,695	47,016	34,132	123,982	42,154	47,113	34,715	-----
Percentage:	13%	3%	12%	1%	6%	38%	28%	-----	34%	38%	28%	-----





# Education for Sustainability Actions

There are 14 Education for Sustainability actions but only **one** in an application will count towards meeting priority action requirement

Education for Sustainability (EfS) can occur in the context of any academic discipline and at any grade level. Submit lesson that delved into a sustainability-related issue, employed effective methods to engage students, and assessed student learning of sustainability core principles.

## SCHOOL ONLY

- Description of implementation: Describe the lesson or unit, its delivery and its impact.
- Lesson/unit plan aligned with NJ Student Learning Standards that documents the planning and delivery of lessons and assessment of student learning of the sustainability enduring understanding(s).
- Samples of student work and rubrics that show understanding of sustainability.
- Completed Education for Sustainability Questionnaire. **For Digital Schools Star credit** answer questions about digital component of lesson/unit.
- **OPTIONAL:** Additional documentation such as photos, videos, news articles.

**Resubmission Requirements:**  
- Full submission requirements.



# Education for Sustainability - Spotlights

## Bradley Beach Elementary School

[EFS Questionnaire](#)

# COOKING MATTERS FOR KIDS

Our free, fun, hands-on classes can help your child:

- Learn how to prepare healthy snacks
  - Make healthy choices
  - Eat more fruits and vegetables

New Jersey Department of Human Services | New Jersey Department of Health This material was funded by USDA's Supplemental Nutrition Assistance Program (SNAP). This institution is an equal opportunity provider.

## Franklin Township Elementary School

[Lesson Plan](#)



**KIDVISION PRE-K**

Recycling Center

### Scavenger Hunt:

Look for these things on your field trip! See how many you can find.

- Trash
- Sorting system
- Hard hats
- Plastic
- Cans
- Paper
- Recycling truck
- Bulldozer
- Blue recycling bin



# District Commitment to Digital Learning-Requirements

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Make a systemic commitment to digital learning by:

- Supporting the sustainability of digital learning through appropriate professional development, infrastructure, devices, applications, data safety practices, curriculum development, and documentation
- Providing the necessary financial support to be successful
- Reflecting the district's digital learning vision in all communication channels
- Implementing an iterative data-informed annual review and revision process
- Striving to manage digital resources in an environmentally friendly manner

## DISTRICT ONLY

- Description: Explain how the district developed its digital learning vision statement, board support, and periodic review of the supports.
- For 10 pts:
  - District's Digital Learning Vision Statement.
  - District's Digital Learning Plan or equivalent.
- For 5 additional pts:
  - Summary of district's green management of all digital learning technology resources.

### **Resubmission Requirements:**

- Updated information for all requirements.



# District Commitment to Digital Learning- Spotlights

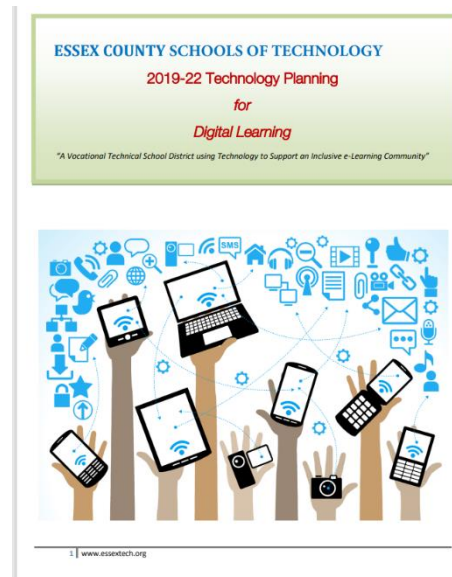
## Hackensack School District

### Learning vision statement



## Essex County Schools of Technology

### Digital learning plan





# Equitable Access to Digital Learning - Requirements

---

Districts assess their effectiveness in supporting the digital learning needs of diverse student learning groups, identify and implement successful strategies that foster student engagement through technology for these groups, and measure outcomes based on their efforts.

## DISTRICT ONLY

- Description: Explain how gaps in equitable access to learning are addressed, and the ongoing process to ensure gaps do not persist or reemerge.
- For 10 pts:
  - Samples of surveys or other tools used to collect data about digital equity.
  - Report that quantifies identified gaps for all students, documents how gaps were addressed; and analyzes the success of the initiatives to address the gaps.
- For 5 additional pts:
  - Evidence of community partnerships formed to address digital learning gaps.

### **Resubmission Requirements:**

- Status report on continued efforts to address any identified gaps in equitable access to learning.



# Equitable Access to Digital Learning - Spotlights

## Howell Township Public School District

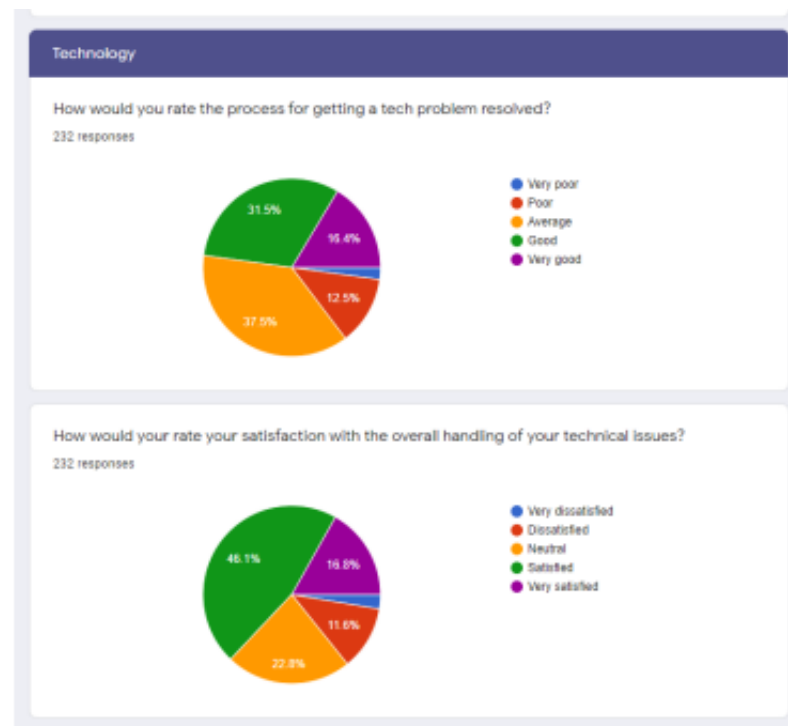
### Report

ANALYSIS OF STUDENTS WITHOUT INTERNET ACCESS AND WITHOUT DEVICE FOR REMOTE LEARNING

A	B	C	D	E
3-16-2020 INTERNET ACCESS			8-3-2020 INTERNET ACCESS	
Row Labels	Count of Student Number		Row Labels	Count of Student Number
NO	116		NO	103
YES	5,532		YES	5,397
<b>Grand Total</b>	<b>5,648</b>		<b>Grand Total</b>	<b>5,500</b>
3-16-2020 COMPUTER ACCESS			8-3-2020 COMPUTER ACCESS	
Row Labels	Count of Student Number		Row Labels	Count of Student Number
NO	59		NO	54
YES	5,589		YES	5,446
<b>Grand Total</b>	<b>5,648</b>		<b>Grand Total</b>	<b>5,500</b>
3-30-2020 Internet			9-30-2020 INTERNET ACCESS/HOT SPOT ISSUED	
Row Labels	Count of Student Number		Row Labels	Count of Student Number
NO	22		NO	0
YES	5,626		YES	5,522
<b>Grand Total</b>	<b>5,626</b>		<b>Grand Total</b>	<b>5,522</b>
3-30-20 COMPUTER ACCESS - LOANER PROVIDED			9-30-2020 COMPUTER ACCESS 1:1 DISTRICT ISSUED	
Row Labels	Count of Student Number		Row Labels	Count of Student Number
NO	0		NO	0
YES	5,648		YES	5,522
<b>Grand Total</b>	<b>5,648</b>		<b>Grand Total</b>	<b>5,522</b>
STUDENT ROSTER 3-16-2020	STUDENT ROSTER 8-3-2020	STUDENT ROSTER 9-30-20	<b>PIVOT</b>	

## Mount Olive Township School District

### Report





# Digital Citizenship - Requirements

---

Digital Citizenship requires a positive school environment that supports students in using technology responsibly.

**Resubmission Requirements:**

- Updated information for all requirements.

## DISTRICT ONLY

- Description: Explain what has been accomplished and the impact it has/will have on the school community.
- Plan with vision and goals showing commitment to digital citizenship.
- Staff training on integration of digital citizenship into curricula.
- Samples of digital citizenship integration into curriculum.
- Digital citizenship policy document distributed to students and parents, including social media and cyberbullying policies.



# Digital Citizenship - Spotlights

## Essex County Schools of Technology

[Staff training](#)

## Digital Citizenship Interactive Lessons For Summer Enrichment Teacher Training 6/18/20



## Readington Township School District

[Report](#)







# Sustainable Jersey Grants

- Fund your certification efforts with a Sustainable Jersey grant!
- All cycles are contingent upon annual funding received by sponsors
- Once funding is confirmed for a cycle, it will be announced via our website at: [bit.ly/SJSgrants](http://bit.ly/SJSgrants)

Sponsor	Project Type	Funding Levels	Cycle Announced	Application Deadline	Funding Distributed
Gardinier Environmental Fund	Energy	\$10,000-\$50,000*	Late August	End of October	By January
NJEA	General	\$2,000 \$10,000	Late August	End of October	By March
PSEG Foundation	General	\$2,000 \$10,000	Mid-October	Mid-May	By June

*\*Subject to change*



# EDF Climate Corps Fellows

Fellows help school districts and municipalities track and analyze energy usage and apply for New Jersey's Clean Energy Program and utility incentives!



## Join us for “Drop-in” Sessions!

- March 16<sup>th</sup> @ 6PM
- March 24<sup>th</sup> @ 3PM
- March 25<sup>th</sup> @ 11:30AM

Register or apply at:  
[bit.ly/SJEDFClimateCorps](https://bit.ly/SJEDFClimateCorps)



## Questions?

Contact Brandon Rothrock at [rothrocb@tcnj.edu](mailto:rothrocb@tcnj.edu)



# Sustainability Summit 2022

Save the date for the 2022 New Jersey Sustainability Summit:  
**Friday, June 24, 2022** at @BellWorks in Holmdel, NJ.  
#NJSustainabilitySummit





# Sustainable Jersey for Schools Program Partners



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# Sustainable Jersey Digital Schools Funders & Partners

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IMAGINE A BETTER NEW JERSEY



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Interested in becoming a Corporate Sponsor?

Click [here](#) or our contact Development Director, Joe Grillo at 908-406-1901 or email [grillog@tcnj.edu](mailto:grillog@tcnj.edu).



# Questions?

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*Sustainable Jersey for Schools* is here to help!

Questions about program, registration, or certification:

609-771-3427 or [schools@sustainablejersey.com](mailto:schools@sustainablejersey.com)

Questions about grants:

609-771-3189 or [grants@sustainablejersey.com](mailto:grants@sustainablejersey.com)

**Contact us to schedule a technical assistance session**

The recorded webinar and slides will be posted here:

<https://www.sustainablejerseyschools.com/resources/presentations/webinar-recordings/>