

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal Mr. Joseph Marinelli
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Alder Avenue Middle School
(As it should appear in the official records)

School
Mailing Address 25 Alder Avenue
(If address is P.O. Box, also include street address.)

Egg Harbor Township NJ 08234
City State Zip

County Atlantic State School Code Number* 01-1310-038

Telephone (609) 383-3366 ext. 1400 Fax (609) 383-1492

Web site/URL http://www.eht.k12.nj.us/Alder_Middle E-mail marinelj@eht.k12.nj.us
/Index.html

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Joseph J. Marinelli Date 3-16-12
(Principal's Signature)

Name of Superintendent* Dr. Scott McCartney
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Egg Harbor Township Tel. (609) 646-7911, ext. 1000

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Scott P. McCartney, Ed.D. Date 3-16-12
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART II

SUMMARY OF ACHIEVEMENTS

The largest district in Atlantic County (NJ), Egg Harbor Township (EHT) jumped in population from 30,726 in 2000 to 43,323 in 2010 -- an increase of more than 41 percent. As a former rural farming community the growth surge not only caused overcrowding in our schools, it wreaked havoc on the nearby Great Egg Harbor River -- the jewel and namesake of EHT.

Reducing our carbon footprint by creating a healthy, energy-efficient school environment reinforced with sound environmental and sustainability education practices has been an ongoing initiative embraced by all grade levels at Alder Avenue Middle School, which serves half of the district's nearly 1,800 sixth, seventh, and eighth grade students.

Taking students out of the traditional classroom setting and introducing them to tangible outdoor learning excursions has been a way of life here since 2000 with the birth of *The Catawba Project*, our grassroots environmental education program. Instead of shielding students from the real-world problems brought on by overpopulation, Alder Avenue Middle School teachers have turned challenging environmental situations into learning opportunities -- with amazing results.

***The Catawba Project* program has received more than \$100,000 in grants and has garnered national, state and local awards including:**

- 2011 *Disney Planet Challenge State Finalist*
- 2010 U.S. Department of the Interior *National Park Service Recognition Award*
- 2008 *Environmental Quality Award* by the U.S. Environmental Protection Agency
- 2007 *Patricia F. Kane Environmental Education Award* by the NJ Audubon Society
- 2006/2007 *NJ Infrastructure Trust Award* by the NJ Department of Environmental Protection
- 2006 *New Jersey Governor's Environmental Excellence Award*

Catawba Project curriculum is packed with differentiated instruction curriculum that incorporates core content standards and appeals to all students despite their learning levels. It is infused with character-building service-learning initiatives designed to partner middle school children with Township leaders, environmentalists, parents and community members to work together to help solve real environmental problems. Classroom activities help shape the way EHT youth view themselves and their world, empowering them as confident, informed, civic-minded individuals eager to make a difference!

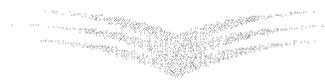
One of eight schools in the district, Alder Avenue Middle School staff work hard to successfully blend *Catawba Project* curriculum with the nationally-recognized Energy Education® program instituted district-wide in 2011. Combined, both programs reinforce the importance of behavior modification and teamwork to achieve energy, water and wildlife conservation benchmarks while meeting educational goals.

Through the Energy Education® program, staff members are required to turn off all lights, computers and power strips, and close window blinds and doors to conserve energy. Our Energy Specialist tracks energy consumption – including electricity, water, natural gas and fuel oil – using state-of-the-art energy-accounting software. The software compares current energy use to a baseline period and calculates the amount of energy that would have been used if conservation and management practices had not been implemented. A recent energy audit of Alder Avenue Middle School showed we had an energy reduction of 26.65% in the first eight months of implementing the program. Overall, more than **\$533,103** has been saved district-wide and the community has benefited with savings of **2,684,806** kWh in electricity and **42,483** therms of natural gas. These savings are equal to **1,587** metric tons of carbon dioxide emissions being prevented, or **285** autos off the highway annually or over **40,587** tree seedlings planted and grown in ten years.

In 2009, Alder Avenue Middle School was selected via competitive process to participate in the **National Middle School Environmental Literacy Assessment (NELA)**, a multi-year research project funded and supported by the National Oceanic and Atmospheric Administration (NOAA), U.S. Environmental Protection Agency (EPA), and North American Association for Environmental Education (NAAEE). The goal of the project was to provide the vehicle to measure and track baseline environmental literacy data for 6th and 8th graders across the nation.

A solar-powered system was installed in 2009 at Alder Avenue Middle School. Linked to a kiosk information system that interfaces with the school's computer system and monitors the efficiency of the solar panels, the centrally-located kiosk allows students, staff and visitors to see energy being made in real time through up-to-the-minute data and graphs displayed on the kiosk. Teachers have included this grid-tied solar system in their math and science curriculum. Additional facility energy-conscious upgrades have included replacing two natural gas-fired 7.0 MBTU heating hot water boilers built in 1992 with three very high-efficient natural gas-fired 4500 BTU units.

The district began aggressive energy-saving efforts in the summer of 2010 by changing the summer schedules of 12-month employees from five 8-hour days to four 10-hour days, requiring all employees to work the same hours and days of the week, therefore reducing air conditioning, electricity, water, computer and printer use. More than \$70,000 was saved in 2010 through that pilot summer program. With the implementation of the Energy Education Program®, the savings more than doubled during the summer of 2011.



Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
1) environmental impact and energy efficiency; 2) healthy school environments; and
3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency _____ New Jersey Department of Education _____

Name of Nominating Authority _____ Deputy Commissioner Andrew Smarick _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

(Nominating Authority's Signature) Date 3/21/12

New Jersey 2012 Green Ribbon Schools Scoring Matrix				Total >	60.47	
School Profile:		Green School Programs and Awards 10%		Score	Comments	
Cross Cutting Descriptors		1 pt.	2 to 3 pts.	4 to 5 pts.		
Participation in green school programs and/or progress toward a BOE approved green strategic plan (current) Maximum score = 5 points		School participates in one program that benchmarks progress, i.e. Eco-Schools, GSLL, PLT Green School, NJPALS, Cloud Institute	School participates in a few programs that benchmarks progress, i.e. Eco-Schools, GSLL, PLT Green School, NJPALS, Cloud Institute	School participates in a number of programs that benchmarks progress, i.e. Eco-Schools, GSLL, PLT Green School, NJPALS, Cloud Institute, and a BOE approved green strategic plan	3.75	
Awards for environmental and sustainability efforts previously received Maximum score = 5 points		School has received one award for environmental and sustainability efforts, i.e. NJ DEP Recycling Award, Eco-Schools, PLT Green School!	School has received a few awards for environmental and sustainability efforts, i.e. NJ DEP Recycling Award, Eco-Schools, PLT Green School!	School has received numerous awards for environmental and sustainability efforts, i.e. NJ DEP Recycling Award, Eco-Schools, PLT Green School!	4.25	
Pillar I: Environmental impact and energy efficiency 30%						
on, water, waste, and hazardous waste impacts						
Element Descriptors		1 to 5 pts.	6 to 10 pts.	11 to 15 pts.		
Element 1A: Zero greenhouse gas (GHG) emissions- Improved energy conservation/energy-efficient building Maximum score = 15 points		School demonstrates some reduced energy use	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity, heating, energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.	School has an Energy Master Plan; its Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a substantial amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	5.6	
Element Descriptors		1 pt.	2 to 3 pts.	4 to 5 pts.		
Element 1B: Improved water quality, efficiency, and conservation i.e. Water, Grounds Maximum score = 5 points		The school protects its water from contaminants, cleans its drinking water fountains and controls lead in drinking water.	In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs some water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a modest amount of reduction in water-use compared to baseline.	In addition, the school demonstrates a substantial amount of reduction in water-use compared to baseline; uses only alternative water sources for irrigation (e.g. gray water, rainwater harvesting); provides only water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).	2.6	
Element Descriptors		1 pt.	2 to 3 pts.	4 to 5 pts.		
Element 1C: Reduced waste production and improved recycling and composting programs i.e. Waste, Hazardous waste Maximum score = 5 points		School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/compost); purchases some paper with some recycled content; uses some "third-party certified" cleaning products; and describes a few creative ways the school community practices the 4Rs.	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses substantial amount of "third-party certified" cleaning products; has a recycling program that diverts 30% of its solid waste (some organics/compost, such as yard waste); purchases substantial amounts of paper with recycled and chlorine-free content.	School also has made substantial measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases substantial amounts of paper with a 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.	2.6	
Element Descriptors		1 pt.	2 to 3 pts.	4 to 5 pts.		
Element 1D: Use of alternative transportation to, during, and from school Maximum score = 5 points		School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes, has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	3.6	
Pillar II: Healthy School Environments – 30%						
the health and performance of students and staff						
Element Descriptors		1 to 5 pts.	6 to 10 pts.	11 to 15 pts.		
Element 2A: An integrated school environmental health program i.e. Integrated Pest Management, Ventilation, Contaminant controls, Asthma control, Indoor air quality, Moisture control, Chemical management Maximum = 15 points		School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%; contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, school lists classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses "third-party certified" cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).	9.8	
Element Descriptors		1 to 5 pts.	6 to 10 pts.	11 to 15 pts.		
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time i.e. Fitness and outdoor time, Food and Nutrition, Ultra Violet (UV) safety, Health Services, School Climate and Safety Maximum = 15 points		School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; some food purchased is certified organic; food from school garden is eaten by students.	School also purchases a substantial amount of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.	6.6	
Pillar III: Environmental and Sustainability Education – 30%						
Graduates are environmentally and sustainability literate						
Element Descriptors		1 to 3 pts.	4 to 6 pts.	7 to 10 pts.		
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems Maximum = 10 points		School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional development opportunities annually.	School has an E/S graduation/matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for all grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.	7.667	
Element Descriptors		1 to 3 pts.	4 to 6 pts.	7 to 10 pts.		
Element 3B: Use of the environment and sustainability (E/S) to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills to prepare graduates for 21st century technology-driven economy Maximum = 10 points		School routinely integrates E/S into science courses; makes few connections to E/S careers; and provides little evidence about links to STEM.	School sometimes integrates E/S into science courses; makes some connections to E/S careers; and provides some additional evidence about links to STEM.	School frequently integrates E/S concepts into STEM courses; curricula makes many connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.	6.333	
Element Descriptors		1 to 3 pts.	4 to 6 pts.	7 to 10 pts.		
Element 3C: Development and application of civic engagement knowledge and skills Maximum = 10 points		School has civic projects related to environment and sustainability in some grades; occasional meaningful outdoor learning experiences in a few grades; and a few community partnerships, perhaps only involving donations of funds/supplies.	In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor learning experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	School receives full credit when all grades have civic projects; when all grades have meaningful outdoor learning experiences; and when the quality and quantity of community partnerships results in sustainability advances at the school, other schools and the wider community. Higher points for inspiring and creative projects and partnerships.	7.667	

School Contact Information

School Name: Alder Avenue Middle School

Street Address: 25 Alder Avenue

City: Egg Harbor Township

State: NJ

Zip: 08234

School Website: http://www.eht.k12.nj.us/Alder_Middle/Index.htm

Principal

First Name: Joseph Last Name: Marinelli

Email Address: marinelj@eht.k12.nj.us

Phone Number: (609) 383-3366 ext. 1400

Lead Applicant (if different from principal)

First Name Ellen Last Name Gregory

Title: Director of Development

Email: gregorye@eht.k12.nj.us

Phone Number: (609) 646-8441, ext. 1017

Level

Elementary (PK - 5 or 6)

K - 8

Middle (6 - 8 or 9)

High (9 or 10 - 12)

Other (state)

School Type

Public

Private/Independent

District and Code - (i.e. Aberdeen School District – 14005)

District Name: Egg Harbor Township School District Code 011310

SCHOOL PROFILE: GREEN SCHOOL PROGRAM AND AWARDS

Is your school participating in a local, state, or nationally recognized green school program? If yes, please explain what program and what level you are currently at (for example, local Green Strategic Plan, Eco Schools USA, PLT Green Schools, NJPALS, Green Schools Leadership Institute, Cloud Institute, NJ Sustainable Schools Project).

Project Learning Tree: we are currently working with students to conduct a building audit using PLT energy investigation; Green Schools; 2009 National Middle School Environmental Literacy Assessment (NELA) survey participant

Has your school has received any green school, environmental, healthy school, environmental education, or sustainability education awards? If yes, please describe them, and state the year in which they were received: Our district's environmental education program has received the following awards:

- 2011 – Environmental Community Service Award finalist – presented by Wawa, NBC 10, and the environmental law firm Manko, Gold, Katcher & Fox, LLP (MGKF)
- 2011 – Disney Planet Challenge
- 2010 - US Department of the Interior *National Park Service Recognition Award*
- 2009 - *National Middle School Environmental Literacy Assessment (NELA)* – competitively selected to participate in this national study
- 2008 - *Environmental Quality Award* by the U.S. Environmental Protection Agency
- 2008 - *Environmental Quality Award* by the U.S. Environmental Protection Agency
- 2007 - *Patricia F. Kane Environmental Education Award* by the NJ Audubon Society
- 2006/2007 - *New Jersey Infrastructure Trust Award* by the NJ Department of Environmental Protection
- 2006 - *New Jersey Governor's Environmental Excellence Award*

Has your School Board adopted a Green Strategic Plan? Yes No

Has your school created a Green Team? Yes No If yes, describe its composition.

Policies 7000 and 7460 – adopted 5/25/2010 and revised 12/14/2010 and 9/13/2011 dictated that an Energy Education Specialist, appointed by the Superintendent of Schools, could be hired to facilitate implementation of said policies and given overall charge of the development and execution of an energy management program for the entire school district. Our Energy Education Specialist is responsible for developing operational standards for the school district, performing routine audits of all facilities, and communicating audit results to the appropriate personnel. He provides regular reports to principals indicating performance with regards to energy savings. He also serves as our leader of our energy management team charged with the responsibility of implementing the energy conservation program in accordance with the “Energy Standards.”

Has your school seen a cost savings from green initiatives? Yes No If yes, describe the savings. In November, 2011, Superintendent of Schools Dr. Scott McCartney announced that more than \$533,103 has been saved in the first 8 operational months of its energy conservation and management program. Additionally, the energy conservation program had also impacted the community with savings of 2,684,806 kWh in electricity and 42,483 therms of natural gas at that time. These savings are equal to 1,587 metric tons of carbon dioxide emissions being prevented, or 285 autos off the highway annually or over 40,587 tree seedlings planted and grown in ten years.

PILLAR 1: ENVIRONMENT IMPACT AND ENERGY EFFICIENCY

Buildings, ground and operations: The school has made significant progress toward net zero environmental impact (zero carbon, solid waste, and hazardous waste footprints.)

Element 1A: Zero greenhouse gas (GHG) emissions

ENERGY

1A1. Using the inventory module from [Clean Air Cool Planet's Campus Carbon Calculator](#) or similar green house gas calculator, what is your school's GHG emissions per person? _____ (MT eCO₂/person) This could not be calculated in the allotted time. Much of the historical data dating back to the early 1990's is no longer available.

(Note that, while completing this inventory can be an extensive and time-consuming process, it will facilitate answering many other questions on this application form)

1A2. Has your school received EPA ENERGY STAR certification? Yes ___ No X If yes, in what year was the certification earned? N/A Not as of this date, we are currently developing our portfolio

Has your school reduced its total non-transportation energy use from an initial baseline?
Yes X No _____

1A3. Has your school conducted an energy audit of its facilities? Yes X No ___

Percentage reduction: 26.65 %

Measurement unit used (kBTU/Square foot or kBTU/student): cannot be determined at this time

Time period measured: from March 2011 to January 2012

1A4. What percentage of your energy consumption is derived from the following: (this includes BTU's/energy from Geothermal and bio-fuels or electricity from solar, wind and fuel cells).

On-site renewable energy generation: 15 %

Purchased renewable energy: 0 %

Natural Gas: 0 %

Please indicate which energy saving practices have been implemented at your school

[X] School has automatic light sensors in all regularly occupied rooms or has a policy to turn off lights in all unoccupied rooms and use daylight when possible.

[X] School policy requires all computers and other electronic equipment to be turned off at the end of the day.

[X] School is inspected for potential energy waste on a regular basis (at least annually) and issues are addressed promptly by maintenance staff.

[X] School sets standard heating and cooling points of 68 - 70 degrees during the heating season and no higher than 75 degrees for air conditioning.

[X] School has a programmable system or weekend and vacation shutdown procedures for its HVAC system.

[X] Window blinds or curtains are shut at the end of the day to retain heat and opened in the morning to let in daylight.

[X] Windows and doors are closed when heating/cooling systems are on.

[X] School has developed and implemented a communication plan that includes print and electronic media for students, staff and parents regarding above practices.

Identify all additional energy efficiencies that are possible using potential energy reductions.

The district began aggressive cost-saving efforts in the summer of 2010 by changing the summer schedules of 12-month employees from five 8-hour days to four 10-hour days, requiring all employees to work the same hours and days of the week, therefore reducing air conditioning, electricity, water, computer and printer use. Based on energy bill data comparisons from 2009, it was estimated more than \$70,000 was saved in 2010 alone through that pilot summer program leading to its continuance. With the implementation of the Energy Education Program, the saving during the 2011 four-day work week produced increased savings of \$162,168.

To verify the program's effectiveness and measure its success, our Energy Specialist tracks energy consumption — including electricity, water, natural gas and fuel oil — using third-party energy-accounting software. The software compares current energy use to a baseline period and calculates the amount of energy that would have been used if conservation and management practices had not been implemented. It adjusts for weather, equipment additions or deletions, and changes in building use. By tracking consumption and analyzing energy use, the software helps the district and Energy Education quickly identify and correct energy consumption that needs to be addressed.

Of the efficiencies identified above, match those with any possible state and federal incentives to help defray the cost. The Egg Harbor Township School District is currently developing its Energy Star Portfolio. Correspondence was sent by the Superintendent of Schools in December 2011 expressing the District's interest in becoming an Energy Star Partner.

With each site being considered, identify possible renewable energy options and provide the potential reduction in energy usage. Through the behavior modification program offered by Energy Education, it is anticipated that a 20 to 30 percent reduction in utility consumption will be realized.

Identify state and federal incentive programs available, and provide a cost payback analysis for each renewable being considered. Could not be determined in the allotted time.

BUILDINGS

1A5. Has your school constructed and/or renovated buildings in the past 10 years? Yes X No _____

What percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performance Schools (CHPS), Green Globes or other standards?
0 %

In what year was your school constructed and/or renovated? 1992

What is the total constructed area? 169,171 (SQ.FT.)

What is the total renovated area? 29,000 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum) and in what year? None

1A6. Have the project plans been viewed from an Integrated Pest Management (IPM) point of view?

Yes X No _____

Has IPM been considered before any new building project or renovation project (either buildings or grounds)? Yes X No _____

1A7. What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations Report Card, Green Globes or other standards? 0 %

What is the total building area? 169,174 (SQ.FT.)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)?

1A8. Does your school reduce or offsets the GHG emissions from building energy use? Yes____
No X If yes, please provide: Could not be determined at this time

Current Total GHG Emissions (MtCO₂e) _____

Baseline Total GHG Emissions (MtCO₂e) _____

Change from Baseline: GHG Emissions (MtCO₂e) _____

Time period: from _____ to _____

Explain any offsets used _____

Please indicate which green building practices your school is using to ensure your building is energy efficient. The Egg Harbor Township School District is currently in the process of developing its Energy Star Portfolio, which will include all of the following practices once complete.

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management. TBA

School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager. TBA

School has an energy and water efficient product purchasing and procurement policy in place. TBA

Other

1A9. What percentage (by cost) of all your school's furniture purchases are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? 0 %

1A10. Does your school have an energy and water efficient product purchasing and procurement policy in place? Yes____ No X

If yes, describe the policy that is in place

1A11.1 Does your school purchase energy through [ACES?](#) (Alliance for Competitive Energy Services) Yes X No____

1A11.2 Describe other indicators of your progress towards elimination of GHG emissions in detail and include metrics if available):

Cannot be determined at this time

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

1B1. Can you demonstrate a reduction in your school's total water consumption (measured in gal/square foot) from an initial baseline? Yes X No____ Please provide:

Percentage reduction in domestic use: _____ %

Percentage reduction in irrigation: _____ %

Percentage reduction: 8.64 %

Time period: from March 2100 to January 2012

Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

- [X] Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.
- [X] Our school has a smart irrigation system that adjusts watering time based on weather conditions.
- [X] Our school's landscaping is water-efficient and/or regionally appropriate.
- [X] Our school uses alternative water sources (ie. grey water) for irrigation before potable water.
- [X] Our school has not been cited within the past three years for failure to meet federal, state or local potable water quality standards.
- [X] Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.
- [X] Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings? _____

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:
Irrigation is operated by a rain-sensing meter and timer, preset for the optimum performance that is related to our Southern New Jersey climate.

1B3.1 Has your school sought advice from Cooperative Extension for irrigation efforts. Yes ___ No X ___

*Appropriate plantings can change from county to county within a given State and schools taking advantage of Cooperative Extension should be credited for asking for and following proper advice.

1B4. Do all your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? Yes X ___ No ___

If no, what percentage of the total consists of this type of plantings: _____

- Describe the type and location of plantings: Our goal is to combat habitat degradation and protect wildlife by heightening awareness and promoting the use of native plants in our school garden projects. Our school is located on a tract of land that is surrounded by native trees including Black Oak (Quercus velutina), Red Oak (Quercus rubra), White Oak (Quercus alba), American Holly (Ilex opaca), Shortleaf Pine (Pinus echinata), and Eastern White Pine (Pinus strobes) among others.

1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation?
Yes X ___ No ___ If yes, describe these alternative water sources:
We use Rain Barrel water harvesting units to irrigate our school garden and tree farm area _____

1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected from potential contaminants? Yes ___ No X ___ If yes, describe how they are protected:

1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

Yes X No ___ If yes, describe this

1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards? Yes ___ No X ___

1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes X No ___

If yes, how often is such cleaning conducted? Monthly

1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation:

Principal and building maintenance mechanics are provided with audits of their facility during off hours to detect water usage and possible leaks during unoccupied periods (late evenings, weekend and holiday periods).

Describe any financial savings from water conservation methods or technologies that your school has installed:

\$598.83 savings have been earned since the employment of the district's energy management and energy education program.

Describe any local resources or experts that you consulted that helped improve the overall water efficiency and quality of the water in your school.

The district has secured the services of Energy Education, Inc. to assist in the reduction of water usage as well as other utility reductions

GROUNDS

1B11. What percentage of your school grounds (e.g., playgrounds, rain gardens, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.) are devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife?

20 % Describe: We have an Outdoor Classroom site that features a small tree farm, an organic garden, a pond with a solar panel-powered pump, native plants and bird houses built by students and strategically placed to encourage wildlife nesting. Additionally, our outdoor classroom site was 'adopted' by a family of muskrats who took up residence there in 2009.

1B12. Have you diverted rainwater that falls on impervious surfaces (roof, parking lot) from the city storm sewers to on-site management areas such as rain gardens, swales, or ponds? Yes X No ___

If yes, describe how: We collect surface water runoff from our asphalt parking area and divert it to a bog and use the bog to water our organic garden and tree farm.

Element 1C: Reduced waste production

WASTE

1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: Cannot be calculated within the allotted time period

Monthly garbage volume (garbage dumpster size(s) X frequency of collection): _____ cubic yards.

Monthly recycling volume(s) (recycling dumpster sizes(s) X frequency of collection): _____ cubic yards.

Monthly compostable materials volume(s) (food scrap/food soiled paper dumpster size(s) X frequency of collection): _____ cubic yards.

Recycling rate calculation: Total monthly recycling quantity, plus total monthly compostable material quantity divided by total monthly recycling, composting, and garbage quantity x 100 = _____% or Recycling Rate = $((B + C) \div (A + B + C) \times 100)$

1C2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: 50 % (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.) Which standard did you use? Sustainable Forestry Initiative

1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF)? 100 %

1C4. Describe the steps taken to replace paper instruction with paperless, (working and reviewing online, white boards, flash cards, etc). 100% of our regular education classrooms at Alder Avenue Middle School are equipped with LCD projectors and computers. 10 classrooms have starboards, and 1 has a Smartboard. Written into the Board of Education Policies is the Board's encouragement of the use of classroom technology including computers and computer peripherals, communication networks, projection systems, starboard technology, whiteboards, personal response technology (Interwrite PRS), computerized databases and libraries of information, and the integration of audio, video, multimedia devices and media to maximize teaching and learning and minimize the use of paper. Paperless technology is viewed by the Board of Education as a resource to enhance the learning process. In addition, the Board encourages and supports staff use of technology as a regular part of the learning process.

Describe the amount of paper per student saved: 216.5 sheets of paper per student.

1C5. Does your school refill or recycle printer cartridges? Yes X No _____

1C6. Does your school use durable plates, trays, and tableware? Yes _____ NO X
If your school composts on site, do you use compostable tableware instead of plastic?
Yes _____ NO X

Which of the following practices does your school employ to reduce waste?

Our school has a program in place to promote waste reduction practices (for example, reduced paper use, use of durable products).

Our school has implemented policies to reduce the amount of ink used in printing (for example, toner saver features, preferred font selections).

Our school does not sell bottled water.

Our school has installed a hydration station and/or conducted a campaign to promote use of reusable water bottles.

Our school has reduced or eliminated Styrofoam and other disposable trays and utensils in our lunch room.

Our school actively involves students and staff in our waste reduction and recycling practices.

Hazardous Waste

1C7. How much hazardous waste does your school generate? (lbs/student/year) Less than 5 LBS per year generated by (5-8) Diabetic students

How was this calculated? # of Diabetic Students requiring medication at school _____

List each type of hazardous waste generated, and the amount of each present at the end of the year:
One quart Sharps Container to safely dispose needles and syringes as medical waste.

1C8. How does your school monitor hazardous waste?

NJ Hazard Communication Standard – Right To Know Act (RTK)

1C9. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? Yes X No _____

1C10. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations? Yes _____ No X Don't Know _____

1C11. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: 100 %

How does your school dispose of unwanted computer and other electronic products?

We donate to the Urban Renewal Corporation (URC), where they either salvage what they can or recycle.

1C11.1 Describe how your school manages spent fluorescent lamps (light bulbs).

We recycle all fluorescent lamps _____

1C12. Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard). Yes _____ No X

1C13. What percentage by cost, of all cleaning products in use, are "third party certified" green cleaning products? 25 %

Which standard(s) are you using? ISSA

Element 1D: Use of alternative transportation to, during and from school

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school?
100 %

Describe how this information been collected and calculated:

Egg Harbor Township Public School District is a 100% bused district. Board policy dictates that children in the Egg Harbor Township public education system are *not allowed* to ride their bikes to school. Because of the obvious safety factors involved, all students are bused to and from school on a daily basis. The District offers courtesy busing (as opposed to charging residents for those students who require bus services) because the layout of the Township is such that it is inconvenient and unsafe for students to drive, walk or ride their bikes to school. Limited sidewalk availability and minimal access to the County's bike path, which serves only 6.7 miles of the Township's 69-square-mile radius, makes it impossible for school-aged children to travel safely on foot or on bicycle within the Township anytime of the day or night. Two elementary schools of the Township are located within walking distance of the Atlantic City Expressway – a major highway and the most direct route connecting Philadelphia to Atlantic City.

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? Yes X No _____

Describe how you are complying with the NJ no idling law.

On November 10, 2004, Egg Harbor Township School District signed the "Stop the Soot" No-Idling Pledge to protect the health and well-being of the students and staff. Although the district prides itself in maintaining idling time at a three-minute maximum, promoting voluntarily efforts among bus drivers to turn off engines while waiting to load and unload students, using newer buses for the longest routes

1D3. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? Yes X No _____

1D4. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions): We have retrofitted every bus engine with cutting-edge pollution control technology that will dramatically reduce diesel emissions. Ongoing, long-term project goals include working with Atlantic County Government and the EPA to find the most cost-effective ways to maximize public health benefits in areas that receive a disproportionate quantity of air pollution from diesel school buses, conserve diesel fuel, and promote a stronger no-idling campaign through educational initiatives. The project will reduce emissions from diesel fleets, thereby reducing local and regional air pollution. Future Plans include:

*Instituting more stringent No-Idling rules

*Continuing to participate in the Clean School Bus USA program

*Continuing to educate bus drivers of the economic and health benefits of turning off their engines

*Implementing air quality curriculum in every classroom

*Scrapping replaced vehicles

*Continuing to utilize ultra low sulfur diesel fuel (15 parts per million of sulfur content)

*Conducting voluntary health surveys of Egg Harbor Township bus drivers

The Egg Harbor Township School District Transportation Department was selected as a "Great Fleet" by the *School Bus Fleet*, a Torrance, California-based trade magazine that has covered the school transportation industry since 1956. The Egg Harbor Township transportation fleet was the only fleet from New Jersey profiled in *School Bus Fleet's* October 2003 issue as part of "Great Fleets Across America," a special report about 50 exemplary school bus fleets across the nation. These "Great Fleets," representing both public and private operations, were selected based on their excellence in safety, efficiency, maintenance, driver training, staff moral and innovation. A highly competitive award, the SBF drew from information provided from state directors of pupil transportation, state pupil transportation associations, and its editorial advisory board during the selection process to determine the best fleets in the country.

*NJ adopted the California Low Emission Vehicle (LEV) program effective model year 2009. This impacts all light duty (under 8,501 lbs GVWR) gasoline vehicles. All cars and light trucks sold in NJ are, by default, now LEV or 50-state certified. The regulations are at N.J.A.C. 7:27-29.

1D5. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? Yes _____ No X _____

1E1. Describe any other accomplishments your school has made under Pillar 1 towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered:

The largest district in Atlantic County, Egg Harbor Township jumped in population from 30,726 in 2000 to 43,323 in 2010 -- an increase of more than 41 percent. As a former rural farming community the growth surge has not only caused overcrowding in the school buildings, it has wreaked havoc on the Great Egg Harbor River and its sea life and wildlife that depend on its cleanliness for survival.

Egg Harbor Township's Alder Avenue Middle School received a \$62,729 grant in 2011 from the State Farm® Youth Advisory Board to continue and expand two middle school "Catawba Project" service-learning environmental education programs that eliminate the negative environmental impact of overpopulation on Egg Harbor Township's area watersheds. The programs include a Saltwater Expedition program at Fernwood Avenue Middle School and a new Community Teaching Garden program that is underway at Alder Avenue Middle School. The district was one of only 64 recipients across the United States and Canada to receive grant funding and one of only two awarded in New Jersey. Since 2006, the "Catawba Project" has been awarded more than \$106,000 in grant funding.

The Catawba Project is a grassroots environmental education program designed to partner Egg Harbor Township public school children with Township leaders, environmentalists, parents and community members to work together to help solve real environmental problems. What began as a water quality testing classroom experiment in 2000 has grown into an award-winning environmental umbrella program that has impacted more than 5,000 Egg Harbor Township students and sparked many ancillary district projects including Fresh and Saltwater Expeditions, Outdoor Classroom sites, Reforestation project, Energy-saving Solar and Recycling programs, and soon a 6-acre Community Teaching Garden. It has shaped the way Egg Harbor Township middle schoolers view the world and empowers them as environmental stewards charged with the hands-on knowledge, tools and desire needed to make a difference in their community. The service-learning infused program curriculum incorporates science, mathematics, technology, history/social studies, language arts, visual and fine arts, and physical education core content curriculum standards.

The program partners Egg Harbor Township youth with Township leaders, environmentalists, parents, community organizations and businesses to work together to help solve real environmental problems. Organizations currently partnering with *Catawba Project* leaders are JSA Contracting Enterprises LLC, Atlantic County Utilities Authority, Great Egg Harbor Watershed Association, Great Egg Harbor National Scenic and Recreational River Council, Great Egg Harbour Township Historical Society, Duke O' Fluke/Brook Koeneke, NJ Fish and Willdlife and Rutgers Cooperative Extension of Atlantic County Master Gardeners.

The Catawba Project has also garnered national, state and local awards including the *2011 Disney Planet Challenge State Finalist*, *2010 U.S. Department of the Interior National Park Service Recognition Award*, *2008 Environmental Quality Award* by the U.S. Environmental Protection Agency, *2007 Patricia F. Kane Environmental Education Award* by the NJ Audubon Society, *2006/2007 NJ Infrastructure Trust Award* by the NJ Department of Environmental Protection, and the *2006 New Jersey Governor's Environmental Excellence Award*.

1E2. Describe what leadership decisions have been made and what partnerships have established related to Pillar 1:

In November 2011, Egg Harbor Township School District embarked on a cost-saving, energy-saving program partnership with Energy Education®, a leading behavioral and people-oriented energy conservation company, has enabled Egg Harbor Township School District to build a customized and sustainable energy conservation program that reduces consumption of electricity, natural gas, fuel oil and water through changes in organizational and human behavior. It includes hundreds of conservation

recommendations, followed by a powerful and complex methodology that consists of assessment and planning, coordination and communication, leadership and focus, and measurement and verification. Energy Education's conservation experts are working closely with district personnel to audit buildings and to train personnel to control energy use wherever possible. Our Energy Education Specialist has received intensive training from Energy Education energy consultants to implement energy conservation behavior and procedures throughout the district. He conducts energy audits to ensure that students and teachers are comfortable during class time and scheduled activities, and that energy is used only as necessary.

Energy Education's innovative Transformational Energy Management® process trains client personnel to implement sustainable behavioral and organizational change that substantially reduces energy consumption without the purchase of new equipment. The program is funded solely and rapidly by the savings it generates, allowing clients to reserve saved energy dollars for other priorities. Energy Education earned the 2011 Sustained Excellence Award and was named 2009 & 2010 ENERGY STAR Partner of the Year by the United States Environmental Protection Agency. In 25 years, the company has worked with more than 1,100 educational and ministerial organizations, helping clients save over \$2.5 billion in utility costs.

PILLAR 2 : HEALTHY SCHOOL ENVIRONMENTS

Element 2A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds.

Integrated Pest Management

- 2A1. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? Yes X No ___
- 2A2. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? Yes X No ___
- 2A3. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? Yes X No ___

*New Jersey has a requirement for Integrated Pest Management (IPM) to be implemented in all schools below college grade, N.J.A.C. 7:30-13.

Ventilation

- 2A4. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? Yes X No ___ If yes, which standard is your school using? All
- 2A5. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? Yes X No ___
- 2A6. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? Yes X No ___

Contaminant Controls

- 2A7. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months? Yes ___ No X

What percentage of all classrooms with levels greater than or equal to 4 pCi/L have been mitigated in conformance with ASTM E2121? N/A % Unsure how to answer this. We have no record of any Radon testing taking place in the EHT schools. With no test results, no mitigation has taken place. EHT is designated as a Tier 3 Low Radon Potential Area.

2A8. Carbon Monoxide (CO): If your school has combustion appliances, does your school have an inventory of all combustion appliances and does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)?? Yes X No ___ No combustion appliances ___

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? Yes X No ___

2A9. Mercury: Have all unnecessary mercury-containing devices been replaced with non-mercury devices, including florescent light bulbs? Yes X No ___

Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations: Yes X No ___

2A10. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been either removed or sealed within the past 12 months? Yes X No ___

2A11. Secondhand Tobacco Smoke: Is smoking prohibited on campus and school buses? Yes X No ___

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? Yes X No ___

2A13. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? Yes X No ___

2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? Yes X No ___

Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? Yes X No ___

Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? Yes X No ___

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements:

[X] Routine removal of materials no longer needed for the curriculum, by disposal or donation

[X] Chemical purchasing policy, including low- or no-VOC products

[X] Chemical inventory

[X] Storage and labeling

[X] Training and handling

[X] Hazard communication

[X] Spills, clean-up and disposal

[X] Select EPA's Design for the Environment - approved cleaning products

[X] Pesticides

Yes X No ___ Explain _____

Air Quality - Boilers, Heaters, Emergency Generators, Dust Collectors, Spray Booths, and Parts Washers

2A16. Boilers, Heaters, Emergency Generators, Dust Collectors, Spray Booths, and Parts Washers are sources of air pollution that may require a NJDEP air permit.

Check here <http://www.state.nj.us/dep/aqm/Sub8.pdf> (section 8.2) to determine if you are required to obtain a NJDEP air permit for equipment at your school.

Does your school(s) have any equipment described above that requires an air permit?

Yes X No _____

If Yes, have you obtained the required NJDEP air permit(s)?

Yes X No _____ N/A _____

For older permits (> 10 years), NJDEP recommends obtaining a new air permit. See *3 below.

Fuel burning equipment (Boilers and Heaters): See *1 below

Does your school(s) have any Boilers and/or heaters? Yes X No _____

If Yes then: Are they permitted with NJDEP? Yes X No _____ N/A _____

For older permits (> 10 years), NJDEP recommends obtaining a new air permit See *3 below.

Are any of these boilers/heaters certified to be energy efficient (energy star, etc.)?

Yes X No _____

If yes, then describe: Installation of three new Camus Hydronics High Efficient Heating Hot Water Boilers December 2011.

Are any of these boilers/heaters equipped with air pollution controls (low NOx burners, particulate filters, etc.) to reduce air emissions? Yes _____ No X

If yes, then describe: _____

Do any of these boilers/heaters require annual combustion adjustments to reduce air emissions? See

*4 Yes X No _____ If yes, are you performing these adjustments and submitting the results to the NJDEP? Yes X No _____ If No, then follow advisory. See *4.

2A17. Fuel burning equipment (Emergency Generators): See *1 below.

Does your school(s) have any Emergency Generators? Yes X No _____

If Yes then: Are they permitted with NJDEP? Yes X No _____ N/A _____

For older permits (> 10 years), NJDEP recommends obtaining a new air permit. See *3 below.

Do you have any Emergency Generators equipped with air pollution control equipment (catalytic converters, particulate filters, etc.) to reduce air emissions? Yes _____ No X N/A _____

If yes then describe: _

Are you aware of the recordkeeping requirements required by NJDEP? Yes X No _____

If No, then follow advisory. See *5 below

Are you aware that you can NOT operate Emergency Generators for testing and maintenance on days when the Department has forecasted a "bad air" day? Yes X No _____ If No, then follow advisory. See *5 below.

2A18. Storage Tanks:

Does your school(s) have any storage tanks containing VOCs (gasoline, etc.)? Yes X
No _____

If Yes then: Are they permitted with NJDEP? See *2 below. Yes X No _____ N/A _____
For older permits (> 10 years), NJDEP recommends obtaining a new air permit. See *3 below.

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff

Food and Nutrition

2B1. Has your school earned USDA's Healthier US School Challenge award for school food?
Yes _____ No X

In 2008 received \$70,416.28 in grant funds from NJ Department of Agriculture Fresh Fruit & Veggies Program/U.S. Department of Agriculture's Fresh Fruit & Vegetable Program (FFVP)

List award level earned: applying March 8th with the NJ School Food Service Association

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? 5 %

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school or what percentage is grown and processed with "geographic preference" in mind? 30 %

What percentage of food is grown on school grounds? 1 %

What percentage of food is grown organically? 100 %

2B4. Does the school have an "onsite school garden" that students participate? Yes X No ___
If yes, does the school garden supply food for the school cafeteria? Yes ___ No X (not yet)

2B4.1 Describe how the onsite school garden is used as a teaching and learning tool. Describe the types of classroom applications and in what content areas. In addition to educating the community about the importance of reducing fertilizers and pesticides at home and introducing rain water catch basins for irrigation, future plans for the Community Teaching Garden include expanding our 'ReLEAF for EHT' component to further improve our environmental footprint. The 'ReLEAF for EHT' program will see students growing and nurturing native hardwoods and evergreens at the Community Teaching Garden site to replenish sparse areas where overpopulation has left nothing. A greenhouse will be added to introduce winter organic gardening practices. Produce raised in the greenhouse will supply Alder Avenue Middle School Cafeteria with fresh produce. A summer "Market Days" component will be added to sell fresh produce to community members.

The program introduces chemistry through plant and animal identification, and demonstrates how species' survival rates are impacted by environmental changes. By collecting water-quality samples and conducting wildlife counts, the program also encourages active citizenship. Students use geometry skills to create scale drawings, formulas to calculate the amount of rainwater harvested. Communication, technology and writing skills are sharpened through public speaking, PowerPoint presentations, website design activities, and Wikispace management. Students draft press releases, produce a newspaper and public service announcements, and even write environmental songs. They utilize inquiry and research skills when conducting stream assessments and bio-surveys.

2B4.2 Describe how your school offers alternative healthy choices for fundraising events that involve food. Fundraising events are typically planned during the school day. The Board of Education recognizes child and adolescent obesity has reached epidemic levels in the United States and that poor diet combined with the lack of physical activity negatively impacts on pupils' health and their ability and motivation to learn. The Board is committed to providing pupils with healthy and nutritious foods; encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains; supporting healthy eating through nutrition education; encouraging pupils to select and consume all components of the school meal; and providing pupils with the opportunity to engage in daily physical activity. All reimbursable meals shall meet Federal nutrient standards as required by the U.S. Department of Agriculture Child Nutrition Program regulations. All items served as part of an After School Snack Program shall meet the standards as outlined within this Policy. The school district's curriculum shall incorporate nutrition education and physical activity consistent with the New Jersey Department of Education Core Curriculum Standards. The Board of Education is committed to promoting this School Nutrition Policy with all food service personnel, teachers, nurses, coaches, and other school administrative staff so they have the skills needed to implement this Policy and promote healthy eating practices. The Board will work toward expanding awareness about this Policy among pupils, parent(s) or legal guardian(s), teachers, and the community at large. While we make every effort to encourage healthy food choices during the school day, during after-school activities, and at every school-sponsored event, these control factors are not enforced during some fund-raising activities that are held by outside organizations after the school day ends.

2B4.3 Describe how your cafeteria provides healthy food and beverage choices. Through menu choices and educational initiatives, we are currently meeting 90% of the Healthy Hunger-Free Kids Act: USDA

Physical Education, Outdoor Opportunities, and UV Safety

2B5. Describe how school-supervised physical education activities take advantage of outdoor spaces. Our physical education classes use the outside fields as many days as possible throughout the year. We are usually outside every month except December through February. Our school athletic teams also use all outside grounds. Some of our teams even use the paths through the woods that have been created.

2B6. Describe a unique or innovative health and physical education practice that uses outdoor spaces as a learning lab. Our adaptive physical education classes although with general education classes maintain the garden during classes. Students work up a sweat preparing the beds and maintaining the weeds throughout the spring, summer and fall. Students will take turns using the tools to maintain the garden. Social studies classes use the outside school grounds to create maps. While science classes also use the outdoor spaces to collect and log materials.

2B7. To what extent do school homework policies influence students' ability to engage in unstructured outdoor play? Homework assignments are given to different classes to log time playing outside on a daily basis. The assignment is also used as extra credit to motivate students to not only exercise, but to also spend time outdoors.

2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? 0 %

2B9. Describe any other measures regarding the school's built and natural environment that your school takes to promote student and staff health and which you feel should be considered.

Our after-school Catawba Club activities as well as the AtlantiCare Healthy School Garden program serves 6th, 7th and 8th graders. Teachers school-wide are encouraged to integrate the garden into their lesson plans bringing students out of the traditional classroom setting and encouraging them to roll their sleeves up and dig in – while they learn about the environment and gardening through hands-on instruction. We also invite the local media to all outdoor school activities to help us promote student and staff health initiatives to the entire community.

2B10. Describe any partnerships your school has made with community groups or private businesses to support student health and/or safety.

Alder Avenue Middle School partners with AtlantiCare Healthy Schools Program and Atlantic County Utilities Authority (ACUA) to support student health and safety. Since early 2005, AtlantiCare has been partnering with schools to improve the health and wellness of staff, students, their families, and ultimately the overall community. In 2010 Alder Avenue Middle School received a \$2,000 AtlantiCare Healthy Garden Network grant to begin a garden project. Eco-soil is provided by ACUA for the organic garden project. ACUA is also responsible for enhancing the quality of life through the protection of waters and lands from pollution by providing responsible waste management services to Egg Harbor Township.

2B11. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

Atlantic County Government was selected as one of 28 counties nationwide to receive a 2004 Indoor Air Quality (IAQ) Model County and Coalition grant from the National Association of Counties (NACO) in cooperation with the U.S. Environmental Protection Agency. The \$5,000 grant enabled the county to provide mold-training seminars for municipalities, educational institutions and county employees. Among other duties, Atlantic County Environmental Health employees are responsible for performing indoor air quality surveys at schools with the overall goal of protecting the public's health from immediate danger, as well as working to ensure a safe and healthy environment for generations.

Recognizing the need for continued improvement, Egg Harbor Township Schools have followed practical investigative methods for identifying conditions in need of intervention, including collecting building history and occupant observations, performing visual and odor assessments, and conducting moisture assessments with the goal of locating sites of questionable indoor air quality and mold growth in order to determine how best to control the underlying moisture problem and remove the contamination. Focusing on the most critical step – finding and fixing the source(s) of excess moisture and locating and physically removing any contamination – has been challenging to a district whose facilities, staff and study body have multiplied, while manpower to fix the problems has not. In Accordance with the *American Association of School Administrators* recommendations, Egg Harbor Township Schools has adopted criteria for asthma management: 1.) Asthma management is recognized by school district leaders as a way to improve attendance. 2.) The board of education has adopted policies to address asthma and other chronic diseases. 3.) District leaders ensure that systems and procedures are in place to collect data about students with asthma. 4.) School Nursing Staff are trained to identify students with asthma. 5.) At the beginning of each school year, parents or guardians are asked to complete (and regularly update) a form used to identify their child's: Chronic health problems, Emergency care needs and history, Medications, Health-care providers. 6.) School personnel ensure that every child with asthma has an asthma action plan that considers the context of the school and is written by a health-care

provider. 7.) School personnel ensure that students' school health records are up-to-date and accurate. 8.) The district focuses on eliminating mold, mildew and leaks and reduces indoor humidity and dust as much as possible. 9.) The district ensures that bus exhaust fumes do not enter schools. 10.) The district prohibits furred and feathered animals from classrooms. 11.) The district reduces the amount of carpeting in schools. 12.) The district reviews building maintenance procedures periodically, updates them as necessary, and ensures that all maintenance staff is properly trained in these procedures. 13.) School personnel review all requirements in the materials safety data sheets concerning the handling of caustic and other dangerous substances and ensure that the requirements are met. 14.) School personnel regulate the use of potentially dangerous supplies and chemicals, including science and art supplies. 15.) The district ensures that integrated pest management techniques are used on school property. 16.) The district enforces a tobacco-free environment for all students, staff, and visitors on all school properties, in all school vehicles, and at all school-sponsored events.

Additionally, three district groups consisting of 42 people (administrators, staff, Board of Education members, community members, architects, engineers) representing the Buildings & Grounds committee, the Superintendent's Advisory Council, and to the Board of Education meet throughout the year to address various district concerns including air quality issues. Research consisting of employee complaints, student health data, parent/guardian concerns, building operations and procedures, pesticide applications, renovation and construction, and bus vehicle usage is reviewed during these meetings.

PILLAR THREE: ENVIRONMENTAL AND SUSTAINABLE EDUCATION

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems

3A1. Briefly describe how you quantitatively measure student environmental science literacy:

In 2009, our two middle schools were selected via competitive process to participate in the National Middle School Environmental Literacy Assessment (NELA). NELA is a multi-year research project funded through an inter-agency agreement between the National Oceanic and Atmospheric Administration (NOAA) and the U.S. Environmental Protection Agency (EPA) and supported by the North American Association for Environmental Education (NAAEE). The project is important because it provides instrumentation to measure environmental literacy and baseline environmental literacy data for 6th and 8th graders across the United States. This information can be used eventually to assess program effectiveness in the hope of raising environmental literacy across the nation and within our own schools. Similarly, this project supports and advances the goals of the National Environmental Education Act. More specifically it supports the EPA Office of Environmental Education's (OEE) Strategic Plan's research component recommending research that assesses the effectiveness of Environmental Education in meeting environmental protection and academic achievement goals. This project also addresses the National Oceanic and Atmospheric Administration's (NOAA) vision to incorporate social sciences into its research strategies. The data generated from this project and subsequent programmatic data may well have a direct impact on the design of NOAA's educational programming.

3A2. Describe your school's environmental or sustainability literacy graduation requirements:
Participation in the national survey encouraged us to begin to analyze the disaggregated district data to determine the efficacy of the program, a detailed process of reviewing data collected from our two middle

schools to analyze the impact of the Catawba Project on the academic standing of students in the program compared to students not in the program as well as the effect of the program on the dropout rate.

3A3. Describe how environmental science and concepts in sustainability are integrated throughout the curriculum:

Teaching environmental literacy to middle school students and preparing them to become critical thinkers, informed decision-makers, successful communicators and environmental ambassadors is an integral part of our curriculum. We take students out of the traditional classroom, and empower them with hands-on environmental knowledge and life-long learning skills to help solve real environmental problems. Our focus of increasing public knowledge of environmental issues facing Egg Harbor Township is demonstrated through our community partnerships. Students work side-by-side with environmentalists, town leaders, and members of the business community championing causes and implementing projects that induce and encourage behavior changes that ultimately positively impact our environment.

3A4. What percentage of last year's graduates last year completed Advanced Placement Environmental Science? N/A %

What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? N/A %

3A5.1 To what extent are your students successful on the New Jersey Department of Education's science assessments? Of the 293 valid scale scores, 242 were proficient or better, and 68 (23.2%) were advanced-proficient

NJASK4 N/A % of all students were proficient or better

NJASK8 82.6 % of all students were proficient or better

New Jersey Biology Competency Test N/A % of all students scored proficient or better

3A5.2 Describe any honors or awards that your students have received in the past two years as a result of their academic or extracurricular activities with environmental issues or sustainability.

After nearly a year's worth of research, teamwork, partner-building and designing a workable plan of action to protect the Great Egg Harbor River and other local watersheds, Mr. John Jones' 6th grade class received two awards in the past two years from national organizations for their Community Teaching Garden service-learning project including the Disney Planet Challenge and a \$1,000 State Farm grant. The class project was one of only eight Middle School State Finalists in the country selected for the Disney Planet Challenge™ (DPC) award. As a result, the class project received a \$1,000 grant to continue their efforts, as well as a recognition certificate, and Disney Prize Packs for all of the students. The class project was judged by a panel of experts and evaluated for their environmental-relevance, student learning, changes in practices and attitudes, community involvement, lasting benefits to students, school and/or community, and originality of projects. Additionally, the class was presented with a \$1,000 grant from State Farm® in 2010 to continue construction of the Community Teaching Garden on the grounds of Great Egg Harbour Historical Society.

In 2011, Alder Avenue Middle School received a \$62,729 grant in August 2011 from the State Farm® Youth Advisory Board to continue and expand the two middle school service-learning environmental education programs. The district was one of only 64 recipients across the United States and Canada to receive grant funding and one of only two awarded in New Jersey.

Other awards bestowed on Alder Avenue Middle School students for their environmental projects include placing 2nd in the category of Environmental Science and 1st in the category of zoology at the 36th Annual Jersey Shore Science Fair; and Honorable Mention in the category of Environmental Science at the annual Delaware Valley Science Fair where a special Environmental award from Weston Solutions INC was also presented.

- 3A6. Describe the professional development opportunities in environmental and sustainability education made available to all teachers in your school. What is the estimated percentage of teachers who have attended those opportunities?

Approximately 40% of teachers have participated in Project Wet, Project Learning Tree and Catawba Project professional development training on a volunteer basis. Additionally, the H.E.A.T. model has been introduced to staff members through professional development. H.E.A.T. is an acronym for Higher order of thinking; Engaged learning, Authentic connections, and Technology use. OnCourse 'train-the-trainer' lesson planning training has begun. ETTC representatives also conduct voluntary after-school workshops and as-needed training during teacher In-Service days and during Professional Learning Community (PLC) times. Furthermore, Egg Harbor Township School District has selected Charlotte Danielson's *Framework for Teaching* model for teacher preparation, supervising student teachers, teacher recruitment and hiring, mentoring beginning teachers, structuring professional development, and evaluating teacher performance to guarantee continuous improvement.

- 3A7. Describe how your school's environmental education program emphasizes student active engagement in scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence:

The program introduces chemistry through plant and animal identification, and demonstrates how species' survival rates are impacted by environmental changes. By collecting water-quality samples and conducting wildlife counts, the program also encourages active citizenship. Students use geometry skills to create scale drawings, formulas to calculate the amount of rainwater harvested. Communication, technology and writing skills are sharpened through public speaking, PowerPoint presentations, website design activities, and wikispace management. Students draft press releases, produce a newspaper and public service announcements, and even write environmental songs. They utilize inquiry and research skills when conducting stream assessments and bio-surveys.

- 3A8. Describe the extent to which students are engaged in meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making).

Cultivating the next generation of environmental leaders through outdoor hands-on learning activities has been an ongoing challenge in a financially-strapped public school district. Our 'surf and turf' middle school curriculum concentrates on both land and water issues and exposes students to key environmental issues. Students are wading into rivers to take water quality samples, digging ponds and vegetable gardens, constructing a gazebo for public outreach, raising native trees and plants to replenish development-stripped areas, publishing their own *Catawba Times* newspaper, drafting press releases, and maintaining their own wikispaces and portfolios. The successes far outweigh the challenges. The program embodies differentiated instruction and reaches all students giving them a sense of purpose and a reason to feel good about themselves and what they have achieved. Catawba Project students have scored higher on state tests than non-Catawba students. The program has attracted the attention of community businesses that see the value of working with

schools to achieve common goals. Partners have donated thousands in in-kind services and have exposed students to work-readiness skills.

- 3A9. Describe innovative or creative approaches that your teachers have embraced to integrate learning about the key relationships between dynamic environmental, energy and human systems.

The Catawba Project environmental education umbrella program curriculum provides students with a structured learning experience that allows them to enhance academic achievement, develop workplace-readiness skills, demonstrate active citizenship, and give back to their communities through service-learning and incorporates the four components of service-learning: Preparation, Action, Reflection and Recognition as well as the eight essential elements of a successful service learning project

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

- 3B1. Describe how you quantify graduates conceptual understandings in physical, life and earth systems sciences.

Project lessons are based on the pedagogy of cross-curricular teaching and life-long learning, which are rooted and supported by the research of educational neuroscience. Experiences based on this cross-curricular infrastructure foster the development of the three learning domains: cognitive, affective, and psychomotor. With that said, it's easy to facilitate the core subject areas. A science-based program, it covers the core subject areas and encourages advocacy among the student body by demonstrating how people's actions are impacting the local environment.

What percentage of students take more than the minimum science requirement? 1%. 42 Alder Avenue Middle School students choose to take Advanced Science.

How many hours per week on average do students spend in science classes at the elementary 205, middle grades 275 and high school 275 ?

- 3B2. Describe how your curriculum prepares and inspires students to pursue post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers?

As a middle school we set the stage for students entering high school to have a firm grasp on environmental issues facing New Jersey as a whole and especially Southern New Jersey. While the main educational benefit of the environmental education program is to empower EHT middle school students with the tools needed to serve as environmental stewards/teachers helping to increase the environmental knowledge base of the entire community, the project also encourages the schools and the community to work together. Long-range educational benefits include keying in on students' environmental interests through hands-on learning and service-learning activities while they are young, and linking those interests to future postsecondary education opportunities and careers that envelop their dedication to the environment, improving district-wide state test scores, and increasing graduation and 4-year postsecondary education rates, and reducing student suspension, expulsion and dropout rates.

Community and Civic Engagement

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

- 3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level? Yes _____ No X If not in all grades, please specify which grades: One 6th grade class is required to conduct an age-appropriate, self-selected civic/community engagement project as part of their curriculum requirements.

What percentage of these projects focused on environmental or sustainability topics? 100 %
What percentage of students satisfactorily completed such a project last year: 100 %
(of the 6th graders)

3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? N/A %

3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars? Yes X No ____
Briefly describe the scope and impact of these partnerships:

Our focus to continually increase public knowledge is demonstrated through community partnerships. Students work side-by-side with environmentalists, town leaders, and members of the business community championing causes and implementing projects that induce and encourage behavior changes that ultimately positively impact our environment.

Through the sharing of knowledge and resources, partnerships have been forged with JSA Contracting Enterprises LLC, AtlantiCare, Atlantic County Utilities Authority (ACUA), Great Egg Harbor Watershed Association, Duke O' Fluke, Rutgers Master Gardeners, Great Egg Harbour Township Historical Society, Americorp, Great Egg Harbor National Scenic & Recreational River Council, Calvi Electric, EB Fence LLC, Atlantic Nursery, and Seashore Construction Corp.

3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms)? Yes X No ____

If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills: Egg Harbor Township (EHT) is home to the largest public school district in Atlantic County, NJ. It is also home to the Great Egg Harbor River, a National Wild and Scenic Rivers Systems waterway that stretches 50 miles across Southern NJ, and offers infinite hands-on outdoor classroom opportunities to Catawba Project teachers, who use the river as an outdoor classroom to teach students about the importance of preserving our local watersheds through service-learning initiatives.

Since 2007, EHT's Fernwood Avenue middle school students have addressed the affects of pollution on the 'Great Egg' by embarking on three annual Saltwater Expeditions aboard a fishing vessel trawling the Great Egg Harbor River searching for potential pollution hazards. During the trips, students test the water quality and clarity, check oxygen levels, and assess it for temperature changes, pH levels and conductivity. They collect surface and bottom samples, and bio-survey sea-life organisms caught using nets. Students share their excursion experiences with other students in the district, and report their scientific findings to the Marine Fisheries Administration Offices, Division of Fish and Wildlife in Trenton. Their findings are also reported to Alder Avenue Middle School students for their Community Teaching Garden project currently underway on the grounds of the EHT Historical Society. The Community Teaching Garden will serve as an off-campus outdoor classroom pilot site for middle school students to host workshops. Utilizing the pollution data collected during the Saltwater Excursions, Alder Avenue Middle School students will emphasize the importance of reducing the amount of fertilizers and insecticides heaped on home garden projects that are being washed into storm drains and polluting our local Great Egg Harbor River and other watersheds. They will also introduce the need to use native plants that are less dependent on water for survival, and present conservation-friendly water harvesting techniques to use for home gardens.

Both programs are offshoots of the successful Catawba Project -- an award-winning, district-wide environmental stewardship program that began in 2000. The service-learning-infused Catawba Project reaches all students, especially the ones who are in danger of falling through the cracks. The hands-on curriculum allows students who don't thrive in a typical classroom setting to shine. It allows students to apply Catawba Project classroom learning to real-life situations, empowers lackluster students to love school, to volunteer in the community, and to make a difference. It's a win-win-win program for students, the district, the community and the environment.

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee? While most colleges and universities now require in-depth exposure to environmental literacy and sustainable curricula with social responsibility and civic engagement components as a core general education requirement for all degree-seekers, it has been difficult to gain full approval of a similar requirement at the K-12 level.

Our goal is to continue to press forward with implementing additional rigorous and relevant environmental and sustainable literacy graduation requirements at both the 8th grade level and the high school level. We are well aware of the benefits of our environmental education program in inspiring our students as environmental stewards with increased caring about the future of the society, increased belief that they can make a difference, and increased willingness to participate in solving societal and environmental problems.

Unstructured and non-traditional environmental education learning also takes place through reinforcement of recycling in the classroom, the cafeteria and outdoors. Students are reminded daily to use recycling collection bins that have been provided by the Atlantic County Utilities Authority (ACUA), as well as during physical education classes and extra-curricular activities. Our students are constantly taught by teachers, cafeteria staff, coaches and other staff members to 'leave it the way you found it' – clean of human debris.

Our high school offers a five-credit Environmental Science course for juniors and seniors. The course requires completion of the pre-requisite course College Prep Biology & Lab covering major topics including environmental problems and scientific principles, ecological principles, human population & resources, environmental quality and pollution, land use, biodiversity, and conservations.