



## 2014-2015 School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

#### School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

### U.S. Department of Education Green Ribbon Schools 2014-2015

Charter  Title I  Magnet  Private  Independent

Name of Principal: Mr. Jeffrey Bicsko

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

Official School Name: East Brunswick Vocational and Technical High School

(As it should appear on an award)

Official School Name Mailing Address: 112 Rues Lane East Brunswick, NJ 08816

(If address is P.O. Box, also include street address.)

County: Middlesex State School Code Number \*: 040

Telephone: 732-254-8700 Fax: 732-613-9608

Web site/URL: www.mcvts.net E-mail: bicskoj@mcvts.net

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

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Date: 1/26/15

(Principal's Signature)

Name of Superintendent: Mr. Brian Loughlin

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)



District Name: Middlesex County Vocational and Technical Schools

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Date: 1/26/15

(Superintendent's Signature)

**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 to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal 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: Mr. Bernard E. Piaia, Jr.

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: January 29, 2015

(Nominating Authority's Signature)

**SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS**

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

**SUBMISSION**

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

**Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



**School Contact Information**

School Name: **East Brunswick Vocational and Technical High School** District: **Middlesex County Vocational and Technical High School**

Street Address: **\_112 Rues Lane**

City: **East Brunswick**

State: **NJ**

Zip: **08816**

Website: [www.mcvtss.net/eastbrunswick](http://www.mcvtss.net/eastbrunswick)

Facebook page: \_\_\_\_\_

Principal Name: **Jeffrey Bicsko**

Principal Email Address: [bicskoj@mcvtss.net](mailto:bicskoj@mcvtss.net)

Phone Number **732-254-8700**

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

Lead Applicant Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Level <input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name <b>Middlesex County Vocational and Technical Schools</b>  <input type="checkbox"/> Largest 50 Districts in the nation?  Total Enrolled: <b>673</b>
Does your school serve 40% or more students from disadvantaged households?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL <u>37%</u> % limited English proficient _____ Other measures _____	Graduation rate: <u>91%</u>  Attendance rate: <u>93%</u>	

**SUMMARY NARRATIVE: Provide an 800 word maximum narrative describing your school’s efforts to reduce environmental impact and costs, improve student and staff health, and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.**

The East Brunswick campus of the Middlesex County Vocational and Technical Schools has been conscious about sustainability and green education for over 7 years. We started with our Sustainable Courtyard project 7 years ago. Our school has interior courtyards that became over grown and unappealing to the eye. Our school collaborated with several career majors (Architectural Technology, Carpentry, Heating, Ventilation and Air Conditioning, Agriscience Technology and Welding). The career majors started by clearing the brush and removing overgrown vegetation. The students built walkways using reclaimed wood planks to give students access through the courtyard. The students dismantled two trailers and recycled the wood and metal. The welding student took the metal and made two metal frames for bridges.

The carpentry students took the reclaimed wood from the trailers to finish the bridges, which resulted in two completely recycled food bridges. Upon completion of our courtyards, we were contacted by Woodbridge Township to assist with their Green Museum, which was located in the Woodbridge Mall. Our HVAC teacher and Carpentry teacher designed two living walls that were to be constructed with our gymnasium bleachers were slated for removal. The frames were outfitted with PVC pipe to allow waters to run through the entire frame. Our Agriscience teacher provided plants to fit into the PVC piping. These walls were eventually given to the township and were on display in the museum. These two projects started our mission to educate our student and staff about sustainability and using reclaimed products in our career majors.

Our school was awarded a Coordinated School Health Grant from the NJ Department of Health. One of our goals was to promote student and staff health into our school. Our first achievement was to change the lunches our school serves. Our students met with our foodservice director to make school lunches healthier. We added a salad bar, switched from Styrofoam lunch trays to reusable trays, and offer more seasonable fruits and vegetables. The food service provider switched food vendors to limit the distance they had to travel. Our next achievement was to start a running club to promote fitness. We started with 5 students and 3 staff members who ran after school and ran in a half marathon. This running club gained momentum and transformed into a varsity cross country team. To promote the mission even further our school hosts a 5K run in honor of graduate who passed away. Our staff and student body, along with the community, embraced our mission of health and fitness.

Our latest project is our school garden. Our Agriscience career major met with local farmers to help discuss our groundhog issue. The student planted raised beds and experimented with different herbs to keep the pests out but it was unsuccessful. Several local farmers consulted with us and determined we needed to fence in our garden. The local farmers also worked with us on proper soil nutrition, crop rotation and garden maintenance. We also built compost bins using reclaimed pallets and have a secondary interior vermiculture compost bin where food scraps from culinary are used for compost. For the winter months, the students built cold frames to grow kale and spinach for the culinary arts department and herbs are grown in our hydroponic system in our Green Laboratory. We meet with Rutgers University representative and Food Corps members to collaborate with their urban farm market in New Brunswick.

Another accomplishment in promoting health comes from our collaboration with the Middlesex County Department of Homeless. Mental health is taken for granted by many people. We focused on educating our students and staff on proper nutrition, better food choices, and physical fitness, but we do not do enough to promote mental health. Our Cosmetology students take part in an annual event where homeless residents of the county can receive beauty services by our cosmetology students. This event is held at Elijah Promise soup kitchen in New Brunswick and our students provide haircuts, beauty tips and grooming to the less fortunate. While they may struggle with living conditions and financial hardships, they receive the same quality and care to make themselves look and feel better by a simple shampoo and haircut. The feedback we receive from the community and the workers is extremely positive.

Being a vocational school allows us to incorporate a myriad of careers that lends itself to educating our students. Our green initiative has taught students and staff to think about the environment, recycling, nutrition, fitness, and mental health and community partners. Each career major in our school has incorporated a unit on sustainability and teaches the students to take a proactive approach to conservation. Our students and staff take this initiative outside the classroom walls and into their community.

**Instructions for Completing this form:** Please answer all of the questions below to the best of your ability, **in a different text color**. A more complete application will increase your chances of success. You may supplement the information in these questions by describing alternative benchmarks or indicators of progress (see final question in each section).

**SCHOOL PROFILE: GREEN SCHOOL PROGRAM AND AWARDS (Cross-Cutting Question)**

- Is your school participating in a local, state, or national program, which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes  No  If yes, please explain what program(s) and what level you are currently at, and state the years you have been involved in these programs. (e.g. EPA Energy Star Portfolio Manager, Eco-Schools USA, PLT Green Schools, NJPALS, Green Schools Leadership Institute, NJ Learns, NJ Sustainable Schools Project, NJ Recycling). **Our school is participating in the New Jersey Green Program of Study sponsored by the NJ Department of Education. New Jersey’s Green Program of Study incorporates curriculum frameworks for three industry-specific pathways—Sustainable Architecture and Design; Green Construction; and Energy for a Sustainable Future. All three pathways are aligned with New Jersey’s Core Curriculum Content Standards. Our campus takes part in the Green Construction pathways infusing multiple career majors in this pathway. We are in year 4 of this pilot and are working with other schools in the state to increase involvement in the program. Part of this pilot is collaborating with other districts involved in the pilot to write curriculum for this project.**
- Has your school, staff or student body received any awards for facilities, health or environment?  
Yes  No  Award(s) and year(s) **FFA (community service), Green Tech Expo - ongoing**
- Has your school identified or created a place for teachers to go to share lessons on Sustainability?  
Yes  No  If yes, where? **Google docs, Dropbox, school network shared hard drive**
- Has your School Board adopted a Green Strategic Plan? Yes  No
- Has your school created a Green Team? Yes  No  If yes, list team members and their roles. **The Green Team consist of 21 students representing each career major, Dance Instructor (recycling chair), Director of Facilities (facilities chair), Assistant Superintendent, Green POS science teacher (school garden chair), Principal (chairman of team)**
- Has your school seen a cost savings from green initiatives? Yes  No  If yes, describe the **cost savings** or use the table below to fill in your **cost savings** data.

	Electric Energy Consumption (kwh)	Natural Gas or Fuel Oil Consumption (therms)	Electric Utility Costs (\$)	Natural Gas Utility Costs (\$)	Total Utility Costs (\$)	Annual Savings (\$)	% Reduction from FY'10-'11
FY '10-'11						Baseline	Baseline
FY '11-'12							
FY '12-'13	2,333,914	242,582	\$409,925	\$226,534	\$636,459	Baseline	Baseline
FY '13-'14	2,305,597	236,312	\$336,252	\$183,524	\$519,776	116,683	18.4%

**PILLAR I: REDUCED ENVIRONMENTAL IMPACT**

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions

**Energy** (Please convert energy data to Portfolio Manager format if possible)

7. Can your school demonstrate a reduction in **Greenhouse Gas emissions**? Please fill in table below first.

(X) Yes ( ) No Percent reduction: 1,669 tons of CO2 Over (m/yy - m/yy): \_\_\_\_\_ Data provided by vendor as anticipated emissions saving. This is not calculated by percentage but by reduction of tons of CO2

Initial GHG emissions rate (MT eCO2/person): 3.70

Final GHG emissions rate (MT eCO2/person): 3.63

Offsets: \_\_\_\_\_ How did you calculate the reduction? \_\_\_\_\_

What do you use to benchmark your energy use? \_\_\_Panoptix\_\_\_\_\_

Table is based on School data taken from actual utility bills (Portfolio Manager, district utility bills, etc.), as reported by both vendor and district personnel (Vendor or School/District Personnel).

	Electric Energy Consumption (kwh)	Natural Gas Consumption (therms)	Fuel Oil Consumption (gallons)	Carbon Dioxide from Electric 1.52 lbs/kwh	Carbon Dioxide from Natural 11.7 lbs /therms	Carbon Dioxide from Fuel Oil 26.033 lbs/gal	Total number of Staff & Students	MT eCO2 /person
<b>Example</b>	100,000	15,000	5,000	100,000 x 1.52 = 152,000	15000 x 11.7 = 175,500	5000 x 26.033 = 130165	250	(152000+ 175500+ 130165) /250/1000 =1.83
<b>FY '10-'11</b>								
<b>FY '11-'12</b>								
<b>FY '12-'13</b>	2,333,914	242,582	0	3,547,549	2,838,209	0	784	3.70
<b>FY '13-'14</b>	2,305,597	236,312	0	3,504,507	2,764,850	0	784	3.63

8. Has your school conducted an energy audit of its facilities? Yes X No \_\_\_

Percent reduction: \_\_\_38% anticipated

Measurement unit used (kBtu/Square foot

Time period measured: from \_\_\_9/12\_\_\_\_\_ to \_\_\_6/13\_\_\_\_\_

9. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification? (score of 75 or above)

Yes \_\_\_ No X Year(s) and score(s) received: \_\_\_\_\_

10. What percentage of your school's energy is obtained from:

On-site renewable energy generation: \_\_\_\_\_ 0 \_\_\_\_\_ Type \_\_\_\_\_

Purchased renewable energy: \_\_\_\_\_ 0 \_\_\_\_\_ Type \_\_\_\_\_

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

11. Has your school reduced its total non-transportation energy use from an initial baseline? Yes X No \_\_\_\_\_

Current energy usage (kBtu/student/year): Enter data in table below.

Current energy usage (kBtu/sq. ft./year): Enter data in table below.

How did you document this reduction? District utility bill

	Electric Energy Consumption (kwh) 1kwh=3.412 kBtu	Natural Gas Consumption (therms) 1therm=100kBtu	Fuel Oil Consumption (gallons) 1 gal. = 139 kBtu	Number Occupants (Students & Staff)	kBTU/Occupants (Students & Staff)	kBTU/sq.ft.	% Reduction from FY'10-'11
FY'10-'11							Baseline
FY'11-'12							
FY'12-'13	2,333,914	242,582	0	784	41,099	135.9	
FY'13-'14	2,305,597	236,312	0	784	40,176	132.8	

12. In what year was your school originally constructed? 1969 What is the total building area (sq.ft) of your school?  
237,100 sq.ft.

13. Has your school constructed or renovated building(s) in the past ten years? (X) Yes ( ) No

For new building(s): Which green building standard was used? \_\_\_\_\_  
(LEED for Schools, CHPS Operations Report Card, Green Globes or other)

Percentage building area that meets green building standards: \_\_\_\_\_

Certification and level: \_\_\_\_\_ Total constructed area: \_\_\_\_\_

For renovated building(s): Percentage of the building area that meets green building standards:

26% Certification and level: Below (certified) Total renovated area: 67,000 sq.ft.

Which green building standard was used? LEED Existing Building Standards/ HEAT Island affect

(LEED Existing Buildings: Operation & Maintenance, CHPS Operations Report Card, Green Globes or other)

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

**Water and Grounds**

	Water Consumption (gallons)	Total Square Feet	Water Consumption (gals/sqft)	% Reduction from FY 2009
FY'10-'11				Baseline
FY'11-'12				
FY'12-'13	4,434,486	237,100	18.7	Baseline
FY'13-'14	3,728,250	237,100	15.7	16%

14. Can you demonstrate a reduction in your school's total water consumption (measured in gal/square foot) from an initial baseline? Yes X No    If yes, please complete the table below, then provide the following information:

Average Baseline water use (gallons per occupant): 18.7

Current water use (gallons per occupant): 15.7

Percentage reduction in domestic use: 16%

Percentage reduction in irrigation:                    %

Percentage reduction:                    %

Time period: from 12/13 to 13/14

Do you include after-hour activities in your water consumption calculations? (adult sport leagues, adult education, scouting, other community events etc.?) Yes

How did you document this reduction utility bills

15. Describe any strategies you use to discourage single-use beverage containers on school property. Describe how you assure the recycling of those containers at athletic locations, or other outdoor events. Athletic events use multiple water bottles for practices and limit single use plastic cups for games only. The school is in the process of eliminating Styrofoam from all career majors. Our science department currently uses eco cups for labs. The baking and Culinary Arts career majors do not use Styrofoam products. The Culinary Arts is using eco-friendly to-go containers for faculty lunches. Our school currently has single stream recycling container. Green team students are making recycling containers from old garbage receptacles and from recycled scrap metal. This form of art and function make recycling appealing to adolescents.

16. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 96% Types of plants used and location: The school was built on farm land consisting of pine, oak, maple, dogwood, birch arborvitae and spruce trees.

17. What plants are native to your geographic location and how have you incorporated them? Our grounds contain numerous evergreen trees where the greens are collected by the Agriscience Technology career major to make wreaths and blankets from the scraps. Native plants consist of locally sourced Mums which are planted annually. East Brunswick New Jersey falls in zone 6b of the USDA hardiness chart and is acceptable for mums. The students in Agriscience and Green Technology research native plants and incorporate them into their classrooms. The Plant Science pathway and Introduction to Agriculture, Food and Natural Resources in the CASE curriculum further reinforces native plants education.

18. Describe alternate Non-potable water sources used for irrigation (e.g. roof run-off, parking lot runoff). (50-words max) Rain water collection barrels located outside green lab. Green program of study students are currently running

water tests and water will be used in wild flower or herb garden. Green program of study instructor putting rain water barrels by our school garden to irrigate the garden.

19. Describe any efforts to reduce stormwater runoff and/or reduce impervious pavement (e.g. rain gardens, bioswales, ponds). (50-words max) Agriscience career major build groundwater containment pond for instruction of various aquatic plants and species. The students also maintain water collection barrels in our green lab and the school garden.

20. Our school's drinking water comes from: (X) Municipal water source ( ) Well on school property

21. Describe how the water source is protected from potential contaminants. (50-words max) Water source is public. The boilers and equipment housed within the building footprint as well as the irrigation are protected by mechanical back flow preventers, air brakes and air gaps.

22. Describe the program you have in place to control lead in drinking water. (50-words max) The potable water supply and distribution are guided by EPA clean drinking water standards. The district provides point source filtration for culinary programs and limited drinking water supply.

23. Does your school have its own well? Yes \_\_\_ No X If yes, did your school comply with all monitoring requirements and did the drinking water meet all applicable standards? Yes \_\_\_ No \_\_\_

24. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, with an emphasis on water conservation: (50-word max) Currently only our varsity baseball field has an irrigation system with water sensor monitored by staff with attached rain sensor. The remaining grounds of the school use the natural terrain and grading to sustain water runoff for grounds supplemented with our water collection system.

25. What percentage of school grounds are devoted to ecologically beneficial uses? (50 word max) Approximately 8% of our school grounds are used for ecological educational use. Our school garden, Agriscience building perimeter, and courtyards are designated areas of education use by Agriscience students and the rest of the students and staff at our school. Science classes will utilize our sustainable courtyards for education use when weather permitting.

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

26. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 233 Cu.Yd.

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 48 Cu.Yd.

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): <1 Cu.Yd.

Recycling Rate =  $((B + C) \div (A + B + C) \times 100)$ : 21%

Monthly waste generated per person =  $(A/\text{number of students and staff})$ : 0.358 Cu.Yd.

27. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 20% currently. In the process of ordering 2015-2016 annual supplies where only recycled paper will be purchased.
28. Do you include after-hour activities in your garbage reduction calculations? (adult sport leagues, adult education, scouting, other community events etc.?) Yes, all after hours and community event are given the same direction and the same receptacles for recycling.
29. Verify that your school is compliant with the New Jersey Department of Environmental Protection's (DEP) Air Quality Permit requirements. Equipment at schools that require air permits include boilers, emergency generators, space heaters and hot water heaters that have a maximum rated heat input of 1 million BTU/Hr or greater, to the burning chamber. Also, some schools might require an air permit for certain woodshop operations.

Our school has the required [New Jersey DEP Air Quality Permits](#). Yes X No     

30. Describe how you have reduced your paper consumption, and how you measured that reduction (e.g. working and reviewing online, white boards). (50-word max) Our school eliminated mass report card, interim report mailing. All students' grades are available online and are only printed if requested by parent. We use Honeywell Instant Message services to contact parents regarding school information; all staff announcements, memos etc. are done via email.
31. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other: Regulated medical waste (sharps)
600 gallons waste oil/year	0	0	0	

How is this calculated? Disposal contracts

How is hazardous waste disposal tracked? Pick up and manifest date annual for tracking

32. Describe other measures taken to reduce solid waste and eliminate hazardous waste (on-site composting etc.). (100-word max) School built a three-stage compost bin using recycled shipping pallets. Students collect food waste from cafeteria and culinary arts to compost. The green students compost culinary food scraps using a contained vermiculture bin. Any equipment purchased for our school, the vendors are responsible for removing shipping waste. All technological e-waste is removed by EPA /DEP registered contractors. Wood scraps, metal scraps and other wastes are inspected to determine if any career major can reclaim the material.
33. Which green cleaning custodial standard is used? Portions of NY state model for green cleaning and green seal certified product purchases.

What percentage of all products is certified? 85%

What specific third party certified green cleaning product standard does your school use? NJ Governors Executive Order 76 (January 2006) for State Agency Purchasing, Green Seal Certified products.

Describe the measures your school has taken to use only green cleaning product. Centralized purchasing and pre order review prior to ordering of cleaning supplies.

34. If your school has a nurse's office, how does the nurse track regulated medical waste? Describe the tools or mechanisms used to track this waste. **Sharps container, medical waste collected in biohazard bags and properly disposed. All staff receives blood born pathogen training.**

35. 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 \_\_\_\_\_

The MCVTS district implemented Hazardous Substances and Hygienic Management policies in 2011. These policies directly address definitions, care and use of hazardous substances and designate responsibility of supervision and reporting of these substances to the Board of Education. Furthermore, these policies address Chemical Hygiene provisions and the designation of responsibilities for local oversight. The district is committed to providing a safe and healthful environment for all employees and students as well as during structured learning experiences at off-campus worksites. The Board of education provides funds, time and training to administrators and teachers to help develop and implement the District's safety and health plan annually. The Occupational Safety and Health Program Plan implements the overarching elements of these policies through district-wide organization and school Safety Councils.

36. Are there any Underground Storage Tanks located at your School? \_\_\_\_Yes **X** No If yes, do you have the proper permits for using an underground tank? \_\_\_\_Yes \_\_\_\_No

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

37. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses) **<1%**

How is this data calculated? **Since we are a county vocational school, we serve approximately 21 different townships. We are located on a major road which makes walking to school difficult. 99% of our student population takes a school bus to school. Our school starts later than traditional high schools which eliminated peak hour traffic.**

38. Has your school implemented?

- Designated carpool parking spaces
- A well publicized no idling policy that applies to all vehicles (including school buses)
- A policy that encourages walking and/or bicycling to school
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows
- A Safe Routes to School program or a School Travel Plan
- Walk and Bike to School Days
- A Walking School Bus program
- Walking and bicycling safety curriculum
- Electric vehicle charging stations have been installed to encourage the use of these vehicles
- Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school

Describe activities in your safe routes program if applicable: (50-word max)

39. If your school has only bus transportation, describe how your school transportation use is efficient and has reduced its environmental impact (e.g. more efficient bus routes, diesel retrofits for buses, use of biodiesel fuel, electric vehicles). (50-word max) **The majority of our students are transported via the Middlesex County Education Commission which controls a large majority of the towns we serve in Middlesex County. The Commission will use the most efficient routes to transport our students to our school.**

#### **Summary Question for Pillar 1**

40. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100-word max) Our school renovated an existing career major program to make a Green Laboratory for our Green Program of Study. We consulted with City Hydroponics to develop an area where we can hydroponically grow herbs year-round. We met with representative from the NJ Green Program of Study and toured Essex County Vocational Schools' green program to further research building ideas. The room was retrofitted incorporating natural light, a maker space for green construction, and conduit running to exterior location where wind and solar energy will be installed and monitored. This facility is an educational laboratory for our green program of study. Our district has hired Johnson Controls, an energy savings company, to conduct an intensive audit and begun replacing all lighting with led, installation of high efficiency mechanicals and installation of motion sensors.

## **PILLAR 2: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF**

### Element 2A: Integrated School Environmental Health program

#### **Environmental Health**

1. Has your school conducted any "Occupant Survey" with teachers and students? If so, please state the date(s) and over results of the survey. (CHPS Occupant Survey) Yes, teachers complete a safety survey quarterly and the results are compiled by the director of CTE and a report is shared with the board of education and staff. Concerns are addressed on a quarterly basis and immediate concerns are completed via an electronic maintenance request system. Maintenance department will immediately resolve the electronic requests.
2. Do you have an Operations & Maintenance Policy for your building? Yes
3. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspection, pest identification, monitoring, record-keeping, etc.: The East Brunswick Vocational School has a full scale IPM plan that complies with the IPM School Act. Pest reports are handled properly with low impact methods by an approved vendor. We do not use any chemicals inside the building to handle any pest issue.
4. What is the volume of your annual pesticide use (gal/student/year) .5 gallons of Talstar over an area of 2.5 acres for 684 students from the 2013-2014 school year. Use of pesticides only for outdoor use only on irrigated turf fields in accordance with IPM plan only. No pesticide use otherwise employed.
5. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice. Chemical hygiene officer received professional development on how to handle and dispose of all hazardous contaminants. The Chemical Hygiene Officers works with administration and other employees to develop and implement appropriate chemical hygiene policies and practices. They monitor procurement, use and disposal of chemicals used in the lab. They also work with science instructors to develop precautions and adequate facilities and works in collaboration with the building principal and director of facilities.
  - [X] Our school conducts both indoor (structural) and outdoor (turf and ornamental) IPM to reduce student exposure to chemical pesticides. This is consistent with district IPM policy.
  - [X] Our school prohibits smoking on campus and in public school buses. In accordance with N.J.S.A. 26:3D-58 and N.J.A.C. 8:6-7.2, the Board prohibits smoking at all times anywhere in the school building or on school grounds.
  - [X] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. Removal of all mercury products managed by facilities director
  - [X] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) School has CO detectors in boiler room

Our school does not have any fuel burning combustion appliances (e.g. boilers, emergency generators, hot water heaters, etc.)

**NJ Recommends School Radon Testing**:- Our school has tested all frequently occupied rooms in contact with the ground, and first floor rooms above basement spaces that are not frequently occupied for radon gas and has fixed and retested rooms with levels that tested at or above 4 pCi/L . \_\_\_Yes \_\_\_X\_\_\_ No

Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. \_\_\_ Yes \_\_\_X\_\_\_ No

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. N/A

6. Describe how your school controls and manages chemicals routinely used in the school, as well as construction or cleaning activity that produces odors or dust, to minimize student and staff exposure. Our school has a chemical hygiene officer that plans, organizes and directs chemical hygiene to maintain a safe and accident-free laboratory. The CHO, along with administration, monitors the use and disposal of chemicals used in the lab. We have a purchasing agreement with Ed-Data systems which only uses approved vendors that meet strict purchasing requirements. This allows the CHO to ensure chemical are purchased through approved vendors. Our school also shifted from chalk boards which produce high amount of dust to whiteboards using low odor markers. Further renovation projects following district IAQ policy with notification and inspections.

7. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. Our maintenance department follows a schedule where they change air filters in every classroom, hallway and career major classroom. This schedule is monitored through our facilities director for both the heating and cooling seasons. We also replaced our boilers with an energy efficient system which reduced the amount of particles on our filters. Career major instructors complete quarterly safety surveys which are reviewed by facility director. HEPA filters are employed on all cleaning devices.

8. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100-word max) School purchases mold free synthetic carpets and mold resistance ceiling tiles. School is replacing the roof in phases to better insulate, repair leaks, and install reflective coating to make the roof energy efficient which is consistent with IAQ policy. Using electronic work order systems teachers and staff can report any leaks and issues. Repairs of leaks and ceiling tile replacement happen immediately when the request is made.

9. Our school has installed local exhaust systems for major airborne contaminant sources. X Yes \_\_\_ No

Describe: Each program that produces fumes or dust has installed and maintains a general or point source exhaust system. Examples can be found in Automotive for point source Carbon Monoxide venting (engine exhaust), Welding, point source removal in Welding booths and other machines, Carpentry for dust collection and Hood exhaust systems are utilized for culinary, baking, agriscience architecture technology and health programs.

10. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100-word max) Career major instructors complete a quarterly safety survey to address any shop safety needs. Immediate issues with ventilation are handled with our maintenance department. The Maintenance department follows a cleaning and filter replacement schedule.

11. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100-word max) Maintenance schedule to replace filters and other ventilation services. All alterations are designed with current AHERA standards. School set up online maintenance report to ensure all issues are reviewed and remediated. Being a vocational

school, all maintenance concerns become an educational opportunity for the teachers to convey to their students on how to diagnose issues.

12. Describe other steps your school takes to protect indoor environmental quality such as: (200-word max)
- Implementing EPA IAQ Tools for Schools and/or District policy AHERA standards.
  - Conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. Our career major instructors complete a safety survey quarterly where instructors can identify any issues that may become hazardous. These forms are reviewed quarterly by our safety coordinator and our Director of Career Tech Education. Visual inspection of all career majors are conducted annually with the career major instructor present. District successfully completed QSAC monitoring for the 2013-2014 school year.
  - Participating in the Pediatric/Adult Coalition of NJ's Asthmas Friendly Awareness Program
13. Which of the following green procurement practices does your school engage in?
- Building & Construction
  - Carpets
  - Cleaning
  - Electronics
  - Fleets
  - Food Services
  - Landscaping
  - Meetings & Conferences
  - Office Supplies
  - Paper
14. What system do you use to determine if the above products and services are considered sustainable?
- DOE Purchasing for Energy Efficient Products
  - CHPS High Performance Database
  - Electronic Product Environmental Assessment Tool (EPEAT)
  - Other EB Tech Green Initiative
15. Does your district have an Operations & Maintenance Policy for your buildings? Yes

Element 2B: Nutrition and Fitness

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

16. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100-word max each) Our school promotes health and physical activity by implementing a running club with students and staff. The running club transformed to a cross country team that participates in NJSIAA meet and County Cross County meets. Our school also hosts a 5K in honor of a graduate who passed away. The entire community supports this endeavor. Our school participates in the Rutgers University Big Chill 5K and in the 2013-2014 school year, our school running group had the most participants in the event. Our school also participated in the Coordinated School Health grant and established a fitness cup to determine the fittest class in the school. Last year we have 100% of the entire population participate in the fitness gram and selected the fittest 10% of the school to compete in our own fitness challenge. We have a student nutrition committee which help offer more healthy sections at lunch.

- Our school participates in the USDA's Heathier US School Challenge. Level and year: \_\_\_\_\_
- Our school participates in a Farm to School program to use local, fresh food. \_\_\_\_\_
  - Our school has an on-site food garden that teaches nutrition and environmental education, describe. School garden is located outside our Agriscience Technology greenhouse. This garden is maintained by students and staff. We are currently growing greens during the winter season using cold frame techniques established by our Architectural Drafting students in the Green Program of Study.
  - Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. We are currently growing greens during the winter month to be distributed to our culinary arts career major. Our Green Program of Study students, Agriscience students and our garden committee are benefitting from the school garden as a learning environment.
  - Our students spend at least 120 minutes per week over the past year in school supervised physical education. As part of our graduation requirement, each student must take 4 years or physical education and health. These classes are offered 5 periods (42 minutes) a day (4 periods from, college preparatory classes) and one semester is dedicated to teaching health.
  - At least 50% of our students' annual physical education takes place outdoors. Our school has the grounds to have all students participate in outdoor physical education classes simultaneously. We determine whether or not to participate on Physical Education outdoors by the weather. Our teachers are synched to our school weather station to make sure the students are safe from inclement weather.
- Our school participates in the NJ Safe Routes to School Resource Center. Level and year: \_\_\_\_\_
- Our school participates in International Walk to School Day in October and/or National Bike to School Day in May. Year(s): \_\_\_\_\_
  - Our school has a School Wellness Policy that addresses both nutrition AND physical activity. yes \_\_\_\_\_
  - Our school has a School Wellness Committee that meets at least once a year. yes \_\_\_\_\_
  - Health measures are integrated into assessments. Fitness gram completed electronically using ipad.
- At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
- A certain percentage of the food purchased by our school food service is locally sourced from regional farms. Percentage: \_\_\_\_\_ Type: \_\_\_\_\_

17. Does your school compost lunch waste on-site? If so, what percent? \_\_\_\_\_ How much is used in your outdoor classroom? Just starting and do not have calculations yet.

18. What environmental technology is used at your school? (e.g. weather station, composting, rain garden) We are currently a weather bug school and have a weather station with live cam, and lightning detector. A weather monitor is located in the main office that gives live weather updates. We have 2 areas for rain water collection and composting areas by greenhouse and green lab. Students in culinary arts, Green Program of Study and Agriscience technology collaboratively work together to maintain the garden and compost bins. Being a CASE (Curriculum for Agriculture and Science Education) we purchased vernier's Lab Quest 2 which is a standalone interface used to collect sensor data with its built-in graphing and analysis application. We also participate in the Trout in the Classroom where students raise trout and use software to monitor them from eggs to fish. Each year we release the trout into approved waterways.

19. Describe the type of outdoor education, exercise and recreation available. Our career major instructors maintain interior courtyards, physical education activities are held outdoors during appropriate weather, Agriscience students maintain student garden and certain landscaping around school. Their curriculum follows the CASE (Curriculum for Agricultural Science Education). Part of their curriculum incorporates outdoor education for each of the modules. Students also use Trout in the Classroom (TIC) activities to research water conditions and also locate approved waterways to release the trout. Our heating, ventilation and air conditioning career major in collaboration with carpentry career major use decommissioned tennis court to construct a house. The students start with the basics of

foundation to roofing to eventually dismantling the house and starting over. Our science and English classes will hold classes outdoors during appropriate weather. Students use the outdoor green area during lunch when weather permits. Cross country team uses grounds to practice and host meets.

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

20. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues?  Yes  No

If yes, describe the health-related initiatives or approaches used by the school: Our school was awarded a Coordinated School Health Grant from the Department of Education for 3 years where our school is a model school for future coordinated health grants. We completed a needs assessment and there were 2 areas of improvement for our school: community participation and student/staff health. We met the student/staff health goal by starting a running club that eventually transformed into a successful varsity cross-country team. We also hosted a 5K run in honor of a graduate who passed away for the last 2 years. The community involvement in those races made us achieve the goal of community participation. We also participate in fitness gram which monitors and tracks students' fitness level. Pre-test data is collected at the beginning of year, midyear and final collection. All results are shared with parents so they are aware of their child's fitness level. These results are shared electronically to the parents. We calculate the data to determine the fittest students in each grade level and host a fitness challenge to see which class is the fittest. The winning class is engraved on our fitness cup which is displayed in our entrance.

21. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health, school garden education and/or safety?  Yes  No

If yes, describe these partnerships: Stockton University (Principles of Sustainability), FFA (local chapter that is very active) American Culinary Foundation (nutrition) Delaware Valley College (Sustainability: Saving the Earth and Feeding the People Today's Sustainable Homestead Exploring Horticulture, Science and the Environment) Local Farmers in the County of Middlesex consulting with students and staff about our school garden. School participated in culinary competition to benefit food banks. Partnered with NJ State Police on safe driving and also participated in the HERO campaign to curb driving under the influence. Participated the Middlesex County Don't Drive Distracted driving public service announcement where we won 1<sup>st</sup> place in video and 3<sup>rd</sup> place for audio.

22. Does your school have a school nurse and/or a school-based health center?  Yes  No

23. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): Student assistance counselor is our anti-bullying school coordinator. Also have three psychologists on staff to assist with mental health issues and education staff regarding issues. We have a group of students and staff who participate in yoga and meditation practices for mental and physical health. We are participating in Share our Strength which is a peer leadership program assisting students in preventing youth suicide.

### **Summary Question for Pillar 2**

24. Describe any other efforts to improve coordinate health and safety, nutrition and fitness, highlighting innovative or unique practices and partnerships. (100-word max) Over the years, we held our own Green Technology Exposition where career major students must research an issue about the environment or develop a product that is environmental friendly. The entries ranged from using organic dry cleaning materials to the dance department making a video about the trash vortex in the Pacific Ocean. Judges of the expo were members of the community.

We also partnered with Woodbridge Township to build living walls out of wooden bleachers that were being replaced. We also participated in numerous fitness challenges sponsored by NJ State Police and the US Army.

### **PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION**

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

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

X Our school has an environmental or sustainability literacy requirement. (200-word max)

We have implemented a sustainability unit to our Biology curriculum for this campus. In the ecology unit, Humans in the Biosphere, we integrated some of the following topics: introduction of diminishing resources, air pollution labs, where does our food come from, where does our water come from, bioaccumulation/bio magnification, impact calculator and the story of stuff with repurpose as an extension. These lessons were developed in conjunction with the NJ Green Program of Study. New Jersey's Green Program of Study incorporates curriculum frameworks for three industry-specific pathways—**Sustainable Architecture and Design**; **Green Construction**; and **Energy for a Sustainable Future**. All three pathways are aligned with New Jersey's Core Curriculum Content Standards. Our campus takes part in the Green Construction pathways infusing multiple career majors in this pathway. Every freshman in the school will benefit from this sustainability unit in our curriculum to further educate the students about sustainability; every career major instructor must incorporate a sustainability unit in their curriculum.

X Environmental and sustainability concepts are integrated throughout the curriculum. (200-word max) Career teachers and biology teachers wrote and implemented a sustainability unit in their curriculum. This cross-curricular sustainable integration allows every student in the school to receive 2 separate units on sustainability. This school wide initiative reinforces our mission of educating our students to understand and learn sustainable concepts.

X Environmental and sustainability concepts are integrated into assessments. (200-word max) Our school developed common assessments for all academic classes. Each semester all students take the common assessment in all academic classes. The results gathered are analyzed by supervisor and teachers during the professional learning communities. The teachers share their successes and areas where they need to improve instruction to raise the assessment data. The sustainability common assessment will be given during the 4<sup>th</sup> marking period.

X Students evidence high levels of proficiency in these assessments. (100-word max) 98.6% proficient on the Language Arts section of (High School Proficiency Assessment (HSPA).

X Professional development in environmental and sustainability education are provided to all teachers. (200-words) John Henry, from NJ School Boards Association, conducted professional development workshops for all career major instructors on integrating sustainability into their curriculum. The teachers broke into career clusters looking at each career major and how they can incorporate sustainability into their classes. The career instructors worked collaboratively on writing lesson plans and sharing those plans with others. Our Green Program of Study instructors had professional development on sustainability at the Green Jobs Training Center in Philadelphia and have been involved in the NJ Green Program of Study since 2012. Each summer, our green program of study science teacher has taken part in numerous in-services on sustainability sponsored the NJ Green Program of Study, Green Building Council, Philadelphia Energy Coordinating Agency, Green Jobs Training Center, and NJIT.

#### Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: \_\_\_\_\_ Percentage scoring a 3 or higher: \_\_\_\_\_

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200-word max) Our school offers nineteen sections of four-year Career and Technical education programs in 10 different clusters. Each program requires students to employ critical thinking skills independently and in teams to solve problems and make decisions. Our programs are technical and hands-on. Students continually develop an awareness of safety, health, and environmental hazards inherent in the pathway and apply appropriate precautions and considerations when solving problems, developing plans, implementing processes, or completing projects to proactively promote safety and ethical environmental considerations. A number of our instructors have participated in a Math in CTE initiative to assist students to apply the related concepts, processes, guiding principles, and standards of mathematics to solve related science, technology, engineering, and mathematics problems. Our sustainable school-wide initiative has included all of our technical programs for self-evaluation and collaborative input with the goal of increasing sustainability and decreasing the environmental impact of our school in total by the collective efforts of each program, student and teacher. Our school also has implemented a Sustainability team to address larger and ongoing school sustainability impact elements as well as the successful implementation of a Green Program of Study.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200-word max) Our school has implemented a four-year model program of study in sustainable architecture and design, construction, and energy. This collaborative Green Program of Study explores interrelationships of STEM knowledge and 21st century skills. Student's learn to work with tools, machines, materials and processes as they develop their technological literacy through program related lessons and hands-on activities by applying content knowledge and skills that challenge students to design, implement and measure practical sustainable and environmentally friendly solutions. Students simultaneously explore the "greening" of new and existing structures and the roles within green-related career pathways. Students participate in field trips to a wind farm in Atlantic County, Rutgers cooperative extension and the Stockton College Sustainability Program and campus. Our Agriscience program is in its fourth year of implementation and has implemented the CASE curriculum developed by the National Council for Agricultural Education. The program provides a rigorous level of education and experience for agriculture, food and natural resources (AFNR) subjects. Our school has also benefited from workshops by the Middlesex County Solid waste division on recycling and composting, local farmers presented information on how to deal with groundhogs and other pests and how to manage and maintain our school garden.

#### Element 3C: Development and application of civic knowledge and skills

5. Describe students' civic/community engagement projects integrating environment, environmental justice ([as defined by EPA](#)) and sustainability topics. (200-word max) FFA students volunteer their times gleaning potatoes for local farmers, distributed seeds to community to promote home gardening, hosted a thank a farmer lunch for area farmers. Students met with local farmers to learn and understand farming. We met with representative from Rutgers University and Food Corps to sustain ongoing efforts to assist with their urban farm market needs. Food Corps representative met with students to give lesson on farming in urban and rural settings. School donated micro-greens (sorrel) to the Soul Kitchen in Red Bank. Our Culinary Arts department takes part in an annual cooking competition where all proceeds from tickets go directly to the Monmouth County Food Bank.

6. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200-word max) Our students use our weather station to teach meteorology in the science classroom. The CASE program consistently incorporates outdoor education as a foundation of the program. Students in the FFA club complete various community service projects from volunteering in local farms to educating the community about home gardens. Our FFA chapter received a proclamation from the New Jersey State Assembly and East Brunswick Township on all the community service projects the group completed. Our students use GPS devices to plot their garden

and to identify native plants on the school grounds. The Green Program of Study students also incorporates outdoor education by building structures to test insulation and to perform blower door tests to ensure the structure is energy efficient. The carpentry and construction career majors built a house on our grounds and use it as an outdoor construction laboratory. Physical education classes hold an annual outdoor volleyball tournament that was started by groups of students who enjoy the game.

7. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max) All grade levels experience outdoor learning throughout the school year. The Career Majors of HVAC, Carpentry, and Agriscience Technology spend the most time with outdoor learning which the majority of their career is. However, our Theatre, Dance and Film majors incorporate outdoor learning too. Film students scout the school grounds for shooting locations and consistently film on our school grounds. The theatre department will utilize a small stage built in our sustainable courtyard for photo shoots or to practice a monologue. The dance department filmed their Trash Vortex movie outdoors and experimented with movement in the outdoors. Multimedia Art and Design students will paint outdoors and use our grounds to paint scenic landscapes. Each and every career major can incorporate outdoor education and our schools unique vocational make up allows the outdoors to be an education and meaningful classroom.
8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200-words). Being a pilot school for the NJ Green Program of Study and being a part of the CASE program allows us to educate our students using models that were developed collaboratively with experts. We also embrace our schools green initiative by having an active Green Team. The green team consists of student ambassadors represented from each career major. We meet on a regular basis to discuss ways our school can be more environmentally efficient on a facilities and curricular level. The students report back to their peers and education them and their teachers about making green choices. We also incorporated our green initiative into our spirit week and class wars (class who recycles the most receives the most points).

### Summary Questions for Pillar 3

8. Describe any other ways that your school integrates core environment, sustainability, STEM, equity and environmental justice issues ([as defined by EPA](#)), green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200-words) The partnership between our school and the NJ Green Program of Study allows the school to continue teaching vocations to the students while incorporate green theories and practices to our vocational career majors. By adding sustainability in our Biology curriculum, each career major sends the message to the entire school population that this is a lifestyle change that transcends trends and initiatives. This total school buy-in empowers and educates to the students to make green choices both in and outside of their school.
9. How are your descriptions in number 8 supported or enhanced by your efforts in Pillar 1 to reduce environmental impact and costs for your school. (Maximum 100-words) Having this green initiative in a building that was built in 1969, when energy efficiency was not a thought, proves challenging. Although the facility will never be as efficient as a new building today, we have taken the steps to drastically eliminate energy waste by replacing boilers, completing energy audits, retrofitting and most importantly, educating our students about energy conversation, organic farming, and recycling. The students police themselves about turning lights off, conserving water, and being conscious about sustainability and impact it has on the environment.