



2015-2016 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.
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 2015-2016

X Public [] Charter [] Title I [] Magnet [] Private [] Independent [] Rural

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

Official School Name: Whitehouse School (As it should appear on an award)

Official School Name Mailing Address: P.O. Box #157 (50 Whitehouse Avenue) Whitehouse Station, NJ 08889 (If address is P.O. Box, also include street address.)

County: Hunterdon State: New Jersey School Code Number *: 070

Telephone: (908) 534-4411 Fax: (908) 534-9157

Web site/URL: http://www.readington.k12.nj.us/whitehouse E-mail: aderosa@readington.k12.nj.us

*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.

Ann T. De Rosa (Handwritten signature)

Date: January 28, 2016

(Principal's Signature)



Name of Superintendent: **Dr. Barbara Sargent**

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

District Name: **Readington Township School District**

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

Date: **January 28, 2016**

(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.**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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, 2016**

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary 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. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

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 ed.green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

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 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: Whitehouse School District: Readington Township
 Street Address: 50 Whitehouse Avenue, P.O. Box #157
 City: Whitehouse Station State: New Jersey Zip: 08889
 Website: www.readington.k12.nj.us
 Principal Name: Ann T. DeRosa, Ed.D.
 Principal Email Address: aderosa@readington.k12.nj.us Phone Number: (908) 534-4747
 Lead Applicant Name (if different): same
 Lead Applicant Email: same Phone Number: same

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input 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 <u>Readington Township</u> <input type="checkbox"/> Largest 50 Districts in the nation? Total Enrolled: <u>350</u>
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL <u>7.7%</u> % limited English proficient <u>2%</u> Other measures _____	Graduation rate: <u>N/A</u> Attendance rate: <u>99.155%</u>	

SUMMARY NARRATIVE: Provide an 800 word maximum narrative for publication 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. (See [examples](#) from prior year)

Whitehouse School was recently honored as one of only five schools in the state to receive the Silver level certification through the Sustainable Jersey Schools program. Our focus on wellness and efforts to preserve our environment have been well-supported in our district, in addition to the greater school community. For example, our district's strategic plan contains goals that promote green behavior and conservation initiatives. Our school is situated in Readington Township, which has also been recognized for the high value it places on sustainability efforts. Therefore, our primary students arrive at school with a basic understanding of the importance of recycling, reusing, and reducing. We work to enhance their knowledge base as we try to model and teach forward-thinking lifestyle habits that will guide them long past their time with us.

As our district's green vision evolved, we took some comprehensive measures to conserve energy and money. The district hired an Energy Efficiency Coordinator who works closely with our school as we increase awareness, track, monitor, and communicate our progress with energy conservation. The Energy Efficiency Coordinator has also served as an invaluable resource as we seek and write grants for green-related initiatives. Our Energy Efficiency program not only deepens staff and student knowledge of how energy is used, but mobilizes them to act.

We convened our first school level Green Team four years ago and teachers worked with the children to create an assembly where an Energy Hog was introduced as an analogy for environmentally unfriendly behaviors. Student leaders remind our school community about the 3 R's: recycle, reuse, and reduce. Our work at becoming a more environmentally-friendly school is ongoing. Based on behavior modification (e.g., turning off electronics, lights, computers, etc.), our most recent quarter yielded a 26% savings in energy.

Our Facilities Department has adopted green cleaning policies and procedures resulting in reduced exposure to harmful chemicals, while concurrently improving Indoor Air Quality. After participating in a New Jersey LGEA Energy Audit, we also instituted the ensuing cost-effective recommendations, including upgrading fixtures and light bulbs, installing HVAC systems, and furnishing all rooms with motion-sensor lights. Our Energy Management Program, Schools for Energy Efficiency (SEE), is in its fourth year and we are pursuing funding to obtain equipment to develop an Energy Lab in the school. We also earned the National Wildlife Federation's 2015 Eco-Schools USA Silver Award.

Student leaders, teachers, and the principal have also worked together to determine how to spend discretionary funds. Suggestions resulted in acquiring a rain barrel in the school vegetable garden area, two weather stations, three composters, sensory garden items and outdoor air quality flags. Our very active student green team members assume the

role of stewards as they facilitate green projects and promote the tenets associated with our GREEN TEAM Eco-Code acronym (Grow, Recycle, Earth, Energy, Nutrition, Technology, Efficiency, Activism, & Movement).

Our faculty has embarked on a wellness campaign and made some significant changes that should serve to positively influence students. Staff members received training from our nurse on Childhood Obesity & Healthy Living, which served as the impetus for several subsequent initiatives. The nurse shares healthy recipes (e.g., salads in a mason jar are the latest trend) and facilitates Pre/Post Holiday Shape Up competitions. This year, we purchased a school FitBit pedometer funded by our local BJ's Adopt-a-School Program. One teacher volunteered to be our staff model and continues to share her progress (including data) with staff and students.

Several Eagle Scouts have adopted our setting for their projects. They built a garden shed for our tools, created an outdoor classroom in a courtyard, and designed a new landscape plan for our front entrance. Girl Scouts and Daisies help us with weeding and Earth-friendly projects, the latest one involving recycling markers.

We have "greened" our annual Science Fair and created a Green Links page on our school website to provide families with green-friendly ideas. Also, we asked parents to join our TerraCycle project by recycling beauty product bottles. Parents also help us receive cash back through our affiliation with Cartridges-for-Kids as we collect and recycle ink cartridges and approved electronics. Student leaders advertise our initiatives by creating and hanging posters throughout the school.

Our school has a Science Leadership Team trained through our partnership with Merck when the corporate headquarters resided in our town. Guided by our work with the NGSS and the effective practices of science instruction, we continue to make science a priority. Each grade level has a science or STEM Lab and this year, we began featuring monthly STEM speakers from the community who address our students.

We are proud of our efforts at Whitehouse School. As we continue to seek ways to reduce our environmental impact, we do so with the determination to change behaviors that better serve and sustain our environment.

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)

1. Has your school participated 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 Sustainable Schools Project, and NJ Learns). **We participated in the inaugural year of the Sustainable Jersey for Schools program receiving a silver level award as well as a leadership award for our school district. We have also participated in the Energy Star Portfolio Manager from 2012 to the present. In 2014-15 we belonged to the USGBC Center for Green Schools in addition to joining Eco-Schools USA.**
2. Has your school, staff or student body received any awards for facilities, health or environment?
Yes No
Award(s) and year(s)
SAIF Award- for the past 10 years
2015 NJ Sustainable Schools Silver Level Award Recipient
2015 NJ Sustainable Schools District Leadership Award Recipient
2015 Sustainable Jersey for Schools/NJEA Grant in the amount of \$2,000 for Whitehouse School
2015 Sustainable Jersey Grant from the Gardinier Environmental Fund in amount of \$10,000 for the district
2015 Eco-Schools USA Silver Award
2014 New Jersey Department of Education High Performing Rewards School Grant Recipient of \$29,654
2015 PACNJ Asthma Friendly School Award

3. Has your school identified or created a place for teachers to go to share lessons on Sustainability? Yes X No ___ If yes, where? Teachers share lessons on sustainability through a shared computer drive site with folders organized by grade level. In addition, they team teach in the school's STEM labs. We are also received a grant to establish an energy lab stocked with activities focused on energy awareness and conservation.
4. Has your School Board adopted a Green Strategic Plan or sustainability policy? Yes X No ___ If yes, please describe. (Max 50 words) Our strategic plan includes five goals, one of which reads "Ensure institutional and financial sustainability in the face of economic and demographic challenges" including an objective to "continue the district's commitment to environmental sustainability." New supporting policies include #7423 Green/Healthy Schools Cleaning Policy, #7460 Energy Conservation, #7471 Idle-Free School Zones.
5. Has your school created a Green Team? Yes X No ___ If yes, list team members and their roles.
Ann DeRosa, Principal, Don Race, District Facilities Manager, Jodi Bettermann, District Energy Efficiency Coordinator, Lori Yukniewicz, Technology Teacher & Student Voice Advisor, Kelly Gulick, Parent Representative, Debbie DeBaro, Guidance Counselor, Stephanie Armstrong, School Nurse, Maureen Sjonell, School Nurse, Karen Kozal, Physical Education Teacher, Donna Urbanowicz, Kindergarten Teacher Representative, Jaime Ericson, Grade 1 Teacher Representative, Deb VandeRydt, Grade 2 Teacher Representative, Robyn Davies, Grade 3 Teacher Representative
 In addition, our school has a student-led activism Green Team. The children act as role models in stewardship of green projects, initiatives, etc., based on tenets identified through our adopted GREEN TEAM Eco-Code acronym (Grow, Recycle, Earth, Energy, Nutrition, Technology, Efficiency, Activism, & Movement). Their introductory video can be found on our website.
6. Has your school seen a cost savings from green initiatives? Yes X No ___ If yes, input **cost savings** data into table:

	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 Baseline Year
FY '11-'12	719100	28378	94447	32743	127190	Baseline	Baseline
FY '12-'13	658500	33897	61002	29964	90966	36224	28%
FY '13-'14	602100	38739	58408	36508	94916	(3950)	25%
FY '14-'15	593100	44414	57245	36373	93618	1298	26%

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 document a reduction in **Greenhouse Gas emissions**? *Please fill in table below first.*

Table is based on School data taken from **Portfolio Manager** and district utility bills as reported by **Jodi Bettermann, District Energy Efficiency Coordinator**.

	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 # of Staff & Students	MT eCO2 /person	% Decrease
Example	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	(Current Yr – Pior Yr)/ Prior Yr

	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 # of Staff & Students	MT eCO2 /person	% Decrease
FY '11-'12	719100	28378	0	1093032	332020	0	435	3.28	baseline
FY '12-'13	658500	33897	0	1000920	396596	0	400	3.49	-7%
FY '13-'14	602100	38739 ¹	0	915192	453246	0	402	3.40	3%
FY '14-'15	593100	44414 ²	0	901512	519644	0	414	3.43	-1%

¹ Due to extremely cold weather in early 2014, override nighttime temperature setbacks for 42 days resulting in higher usage.

² Summer 2015 found gas furnace issue causing higher usage during year. Furnace repaired and gas usage has decreased.

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

Percent reduction: 18* % Measurement unit used (kBtu/sq ft or kBtu/student): kBtu/sq ft

Time period measured: from July 2012 to June 2015

*Used electricity only because of abnormalities with natural gas usage noted in the table

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 Year(s) and score(s) received: Score is currently 70.

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 programs: (Ex. ACES) Yes No

_____ If yes, what programs? ACES-Plus

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

How did you document this reduction? _____

	Electric Energy Consumption (kwh) 1kwh=3.412 kBtu	Natural Gas Consumption (therms) 1therm=100kBtu	Fuel Oil Consumption (gallons) 1 gal. = 139 kBtu	Total kBtu	kBtu/sq.ft.	% Reduction From Baseline
FY '11-'12	719100	28378	0	5291343	72.2	Baseline
FY '12-'13	658500	33897	0	5636512	76.9	-7%
FY '13-'14	602100	38739 ¹	0	5928265	80.8	-12%
FY '14-'15	593100	44414 ²	0	6465057	88.2	-22%

¹ Due to extremely cold weather in early 2014, override nighttime temperature setbacks for 42 days resulting in higher usage.

² Summer 2015 found gas furnace issue causing higher usage during year. Furnace repaired and gas usage has decreased.

12. What year was school originally constructed? 1916 Total building area (sq.ft) 73,333

13. Has your school constructed or renovated building(s) in the past ten years? () Yes (X) 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: _____ Certification and level: _____

_____ Total renovated area: _____

Which green building standard was used? _____

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

Water and Grounds

14. Can you demonstrate a reduction in your school’s total water consumption (measured in gal/square foot) from an initial baseline? Yes ___ No X If yes, please complete the table below. If no, please explain. (max 50 words)

During the 2013 summer, an outside water hose was left running for an extended time period, resulting in much higher water usage for 2013-14. In 2014-15, the school undertook a school-wide gardening project which when combined with a dry summer, increased water usage. We believe these factors skewed our numbers.

	Water Consumption (gallons)	Total Occupants	Gallons Per Occupant	% Reduction from FY 2011
FY '11-'12	363528	435	835.7	Baseline
FY '12-'13	326128	400	815.3	2%
FY '13-'14	476476	402	1185.3	-42%
FY '14-'15	382976	414	925.1	-11%

Do you include after-hour activities in your water consumption calculations? (adult sport leagues, adult education, scouting, other community events etc.?) Yes X No _____

How did you document this reduction (i.e. Energy Star Portfolio Manager, utility bills) 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 if/when purchased and used at athletic locations, or other outdoor events. (Ex. Hydration Stations, bottle refilling fountains) We have used Sustainable Jersey grant money to purchase a water bottle refilling station. This fountain replaced a standard water fountain, located in a hallway area where all children travel. Student leaders have embarked on a campaign to encourage the school population to use recyclable bottles, lunch containers, and bags. We are considering holding a water bottle fundraiser in the spring to further support this cause. As a primary school, we do not sponsor regular widespread athletic events. However, during field day or evening block parties, we serve water/beverages that are dispensed from large jugs and limit cup distribution so attendees reuse them.

16. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 100%

The school does not use landscape irrigation.

What types of plants are used and where are they located? Have you preserved any areas with native vegetation with minimal disturbance?

All plantings on site are native, naturalized, or regionally appropriate.

17. How have you incorporated plants that are native to your geographic location into your landscaping?

A recent Eagle Scout project resulted in the planting of 76 additional shrubs and trees at the entrance of Whitehouse School. All chosen plants thrive in the environment and are relatively maintenance-free. Some examples include Boxwood and Catmint plants. In order to complete the project, 15 yards of mulch were spread. In addition, our outdoor classrooms and landscape contain attractive plants and trees indigenous to the area. The Rutgers Master Gardeners helped us identify a few including: black walnut tree, Eastern red cedar tree, white ash tree, silver maple tree, Eastern white pine evergreen tree, maple leaf viburnum shrub, common milkweed, and black-eyed Susan flowers. Since all of the varieties that are chosen are based on suitability for our climate and our policy not to use pesticides, we do not need to irrigate. Our plants or vegetation are used for shade, education, food, and/or aesthetic purposes.

18. Describe alternate Non-potable water sources used for irrigation (e.g. roof or parking lot run-off). (50-words max)

Roof drain water is collected in a rain barrel for use in school gardens and surrounding landscaping.

19. Describe efforts to reduce storm water run-off or reduce impervious pavement (e.g. rain gardens, bio swales, storm water basins). (50-words max) **Storm water run-off and roof drains collect in a retention basin on school property. The collected water is released slowly to reduce stress on drainage systems and is also used by native vegetation and surrounding trees.**
20. Our school's drinking water comes from: Municipal water source Well on school property Other:
 If Well on school property, school complies with all monitoring requirements? Yes ___ No ___
 If Well on school property, drinking water meets all applicable standards? Yes ___ No ___
 Have all drinking water violations been corrected, if applicable? Yes ___ No ___
21. Describe how the water source for your school is protected from potential contaminants. (Ex. Backflow preventers) (50-words max) **Backflow preventers are installed on boilers and hot water systems preventing contaminants from reentering the domestic water system used for drinking and food preparation.**
22. Describe the program you have in place to control lead in drinking water (e.g., pipe flushing, old plumbing solder). (50-words max) **Water is routinely tested for lead and copper contamination. Periodic pipe flushing is completed after extended non-use of the building. Repairs to piping systems are made using non-lead solders and fittings.**
23. Describe how your school's site grading, irrigation system and schedule is appropriate for your climate, soil conditions, and plant materials, with an emphasis on water conservation and/or improved storm water management. (50-word max) **WHS does not irrigate.**
24. What percentage of school grounds are devoted to ecologically beneficial (ex. Green roof, rain gardens, native plantings, native plants, solar panels, fish farms, etc.)? (50 word max) **Approximately 70% of our school property is in school gardens, raised beds, wetlands, forest, and native grasses.**

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

25. What percentage of solid waste (including food service waste) is diverted from landfills 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): **72 cubic yards**
- B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): **18 cubic yards**
- 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): **2 cubic yards**
- Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: **22%**
- Monthly waste generated per person = $(A/\text{number of students and staff})$: **0.19 cubic yards per person**
26. What percentage of your school's total office/classroom paper content **contains at least 30%** post-consumer material, **or** fiber from forests certified as responsibly managed and/or chlorine-free? **As an elementary school, our colored paper order comprises 26% of our annual paper order, and this paper qualifies, so 26% of our paper has been 30% recycled paper. The white copy paper that we order does not qualify and is not offered under our district's Hunterdon County Cooperative Purchasing Agreement. The district's toilet paper, tissues, and paper towels are partially comprised of recycled material and are chlorine-free.**
27. Do you include after-hour activities in your garbage reduction calculations? (adult sport leagues, adult education, scouting, other community events etc.?) Yes No ___ **Organizations using our school regularly partner with us and are environmentally-conscious such as the Y-Care Program, Scouts, and the Township Recreation program. They recycle using the receptacles in every room.**
28. Describe how you have reduced your paper consumption, and how you measured that reduction or other uses you created for the materials (e.g. working and reviewing online, white boards). (50-word max) **We use paperless electronic blasts and our website for parents. Report cards are posted on our Parent Portal. We reduce paper for community partners by sending a weekly blast for them. Technologies and online subscriptions (e.g., RazKids, ReflexMath) reinforce instructional concepts while reducing paper. Some homework assignments involve Google Classroom.**

29. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury Fluorescent Bulbs	Other:
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How is this calculated? **Fluorescent bulbs containing mercury are inventoried.**

How is hazardous waste disposal tracked? **Chain of custody documents are created, which track materials from collection to disposal and are kept on file in the district's central office.**

30. Describe other measures taken to reduce or eliminate solid waste and hazardous waste (on-site composting etc.). (100-word max) (ex. Switching to re-usable cafeteria trays, silverware, etc.) **Our cafeteria utilizes re-usable, washable cafeteria trays. We recycle as all rooms and office areas have single stream recycling receptacles. Our on-site composting initiative also helps us reduce solid waste. We also participate in various other collection projects like beauty containers recycling through TerraCycle, as well as the recycling of electronic devices, ink cartridges, as well as repurposing of clothing through semi-annual clothing drives. Fluorescent bulbs are collected and recycled bi-annually through a local electrical supply company.**

31. Which green cleaning custodial standard is used? **We follow the guidelines of Green Seal Standards.**

What percentage of all products is certified? **80%**

What specific third party certified green cleaning product standard does your school use? **Green Seal, DFE Designed for the Environment**

Describe the measures your school has taken to use only green cleaning product. **District policies have been adopted, to increase procurement and use of green products, reducing exposure of staff and students and the community to hazardous chemicals. Peroxide based cleaners have replaced more hazardous chemicals previously used by custodians for daily cleaning.**

32. 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. **The district is a Category 1 licensed medical waste generator. Our school's regulated medical waste consists of sharps that are generated when treating diabetic students (lancets, insulin needles) and children with severe allergies (EpiPens), as well as through the conducting of TB testing for new employees (TB syringes). Sharps are placed in a Stericycle Needle Drop container, tracked, and sent via the Sharps Disposal by Mail System to the disposal facility.**

Does the school have a Generator ID number, unless exempted; **Account #0088789, Sic Code 8211.**

Does the school manage the regulated medical waste on-site properly? (Use the proper containers, properly segregate the regulated medical waste, and properly store the containers)

Does the school use a licensed and registered regulated medical waste transporter, unless exempted?

Does the school ship the regulated medical waste to a facility authorized to accept the regulated medical waste?

Does the school complete the proper paperwork to document the shipment and maintain records for 3 years?

Does the school file the generator annual report, unless exempted?

33. 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 No **District Policy 7420-Hygenic Management**

34. Do you have Underground Storage Tanks located at your School?

Yes, Active. Are tanks properly [registered](#)? Yes No Are monitoring systems operating? Yes No

Yes, Inactive. Are tanks buried? Yes No Are tanks scheduled for removal? Yes No

None

35. Is your school compliant with the New Jersey Department of Environmental Protection's (DEP) Air Quality Permit requirement? (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. Most of these pieces of equipment can be [permitted](#).) Yes No List Permits: **Permit # GEN12001 (GP-17 Boilers <**

5mmbtu/hr.) (4 boilers in the building)

Element 1D: Use of Alternative Transportation

36. What percentage of your students walk/bike/skateboard, ride a school bus/use public transportation, or carpool (2+ students per car) to/from school? (Note if your school does not use school buses). **2.28% of the students are walkers. The remaining children are assigned to buses. Our school district services students who live throughout 48 square miles, so walking to school is not a practical or safe option. The number of students who are driven to school varies each day.**

How were these percentages collected and calculated? (50-word max) **There are 8 children who are categorized as walkers because their homes border the school property. The percentage was derived at by dividing that number by the total school population of 350 students.**

37. Has your school implemented?

- Designated carpool parking spaces
- A well-publicized no idling policy that applies to all vehicles (including school buses, cars and delivery trucks) **Yes**
- 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 **Yes**
- A Safe Routes to School program or a School Travel Plan. Describe: (max 100 words) _____
- 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

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) **This year, consolidated bus routes in the district resulted in improved efficiency and reduced fuel usage. A change from a 3-tier to a 2-tier bus system translates to a savings of nearly 8,000 diesel gallons of fuel each year and 292 bus miles each day.**

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) **We employ an innovative approach to resource conservation with our Energy Efficiency Program. Since 2012, we have partnered with Class 5 Energy's Schools for Energy Efficiency (SEE) program to improve facility operations and modify staff and student behavior to reduce energy usage. An Energy Efficiency Coordinator implements the SEE program strategies and provides ongoing communication about program goals, activities, and energy results through a district Energy Efficiency website. With SEE program guidance, we adopted an Energy Conservation Policy outlining lighting, heating, and cooling usage, and shut down requirements for electronics. We provide staff training on sustainability through teacher academy sessions.**

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? **No** If so, please state the date(s) and over results of the survey.(CHPS Occupant Survey) **Plans are in place to conduct a facilities survey in the winter to assess areas such as cleanliness, comfort, and service.**
2. Do you have an Operations & Maintenance Policy for your building? **Yes, District Policy 7410-Maintenance & Repair**
3. Does your school have an Integrated Pest Management plan? Yes No Date last updated: 9/2015
4. 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.
 - Our school conducts both indoor (structural) and outdoor (turf and ornamental) IPM to reduce student exposure to chemical pesticides. **We have a full scale IPM program that complies with the IPM in Schools Act. Monthly monitoring is performed and records are kept. Pest issues are handled promptly utilizing low impact methods such as proper cleaning techniques, using caulking and weather stripping to reduce pest entrance points.**
 - Our school reduces or does not use fertilizer on our property **We do not use fertilizers on school grounds.**

- Our school prohibits smoking on campus and in public school buses [District Policy 7434-Smoking in school buildings and on school grounds](#)
- Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. [With the exception of fluorescent bulbs which are recycled as hazardous waste.](#)
- Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) [All fuel burning appliances are vented properly to the outside of the building and CO alarms are used to protect occupants.](#)
- Our school does not have any fuel burning combustion appliances (e.g. boilers, emergency generators, hot water heaters, etc.)
- 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. [NJ Recommends School Radon Testing](#) Yes No
- Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Yes No [All new construction follows radon venting and testing requirements.](#)
- Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure to this pesticide/wood sealing preservative. [New playground was installed in 2005.](#)

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. (100-word max)

[Whitehouse School manages chemicals following the NJ Hazard Communication Standard. Yearly surveys are conducted to identify chemicals present and to ensure that containers are labeled properly. Safety Data Sheets are filed and kept in the Main Office. All new staff members have Right-to-Know training and refresher training is provided to employees who routinely work with chemicals. Normal daily cleaning is performed in the evenings when the building is unoccupied. Construction and intensive cleaning is scheduled during summer breaks to reduce exposure of staff and students to dust, and/or odors.](#)

7. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100-word max)

[We take a proactive approach as we conduct air quality awareness training. We track outdoor air quality through Enviroflash and display flags daily. Alerts are sent out to keep children indoors if levels become unhealthy. Both school nurses are trained in NJDOH Indoor Air Quality \(IAQ\) and staff members viewed a slideshow presentation with basic information, sources of contaminants, basic control strategies, how to report concerns, and steps taken to resolve issues. Forms are available to report IAQ concerns. Information and the reporting process is posted through the Pillar II link under the Go Green tab on our school website.](#)

Is your school signed up to receive air quality alerts through [Enviroflash](#) which issues notifications of days when poor air quality is forecasted to occur? [Learn more](#) Yes No

Has your school developed a plan for implementation to modify activities to protect the health of students and teachers when poor air quality is forecasted? Yes No

Have you provided [brochures](#) to students, teachers and parents to educate them about air quality and steps they can take to protect their health and decrease their contribution to ozone pollution? Yes No [In addition to the adult brochures, students made a child-friendly IAQ brochure.](#)

8. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup any visible mold or remove moldy materials when found. (100-word max)

[Preventive roof and building systems are completed regularly to prevent leaks and moisture/mold issues. When leaks occur, repairs are made promptly by in-house maintenance staff or contracted services. Wet materials are removed and the affected area cleaned and dried of moisture. The building is fully air conditioned to control humidity, and regular maintenance on condensate drain pans and lines ensure the moisture is removed from the building properly.](#)

9. Our school has installed local exhaust systems for major airborne contaminant sources. Yes No Describe (max 100 words)

[The school cafeteria kitchen has exhaust systems for cooking and dishwashing that removes airborne contaminants created during food preparation. Restrooms have exhaust systems to remove odors. These systems are directly vented to the](#)

outdoors and not recycled back into the occupied spaces. General exhaust is provided by exhaust fans throughout the building and the HVAC systems.

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) **The building HVAC systems are maintained as part of a preventive maintenance program. HVAC units are inspected for proper operation, cleaned, lubricated, and filters changed quarterly during the school year. Reported unit and or comfort issues are promptly checked and repaired by maintenance staff.**
11. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with filtered outside air, consistent with state or local codes, or national ventilation guidelines. (100-word max) **To ensure adequate ventilation rates of 6 to 8 air changes per hour, the HVAC units are designed to bring in 20% outdoor make up air. The outdoor air mixes with recycled air from the space, is filtered and then enters the space. Outdoor intakes and dampers, and filters are checked regularly to ensure they work properly and are clear of obstructions. Classroom teachers are briefed on proper operation of HVAC equipment, such as keeping supply and return vents clear to ensure efficient operation of systems.**
12. What steps has your school taken to protect indoor environmental quality?
- Implementing US EPA IAQ Tools for Schools and/or **Checklists are used to conduct periodic IAQ inspections**
 - Conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. **Annual QSAC facility inspections conducted to check building systems**
 - Participating in the Pediatric/Adult Coalition of NJ's Asthmas Friendly Awareness Program
 - Other (max 100 words) **Facilities Manager conducts annual IAQ training with staff to raise awareness and to share reporting procedures. In addition to the Facilities Manager, both nurses from WHS have completed 2015 NJPAC Asthma-Friendly school training.**
13. Does your school engage in green procurement practices as it pertains to the following? ([Buy Recycled](#) / [Buy Green](#))
- | | | |
|--|---|--|
| <input type="checkbox"/> Building & Construction | <input type="checkbox"/> Fleets | <input checked="" type="checkbox"/> Office Supplies |
| <input type="checkbox"/> Carpets | <input checked="" type="checkbox"/> Food Services | <input checked="" type="checkbox"/> Paper |
| <input checked="" type="checkbox"/> Cleaning | <input checked="" type="checkbox"/> Landscaping recycled mulch | <input checked="" type="checkbox"/> Other paper towels & toilet paper made from recycled materials (50 max) |
| <input checked="" type="checkbox"/> Electronics refurbished | <input type="checkbox"/> Meetings & Conferences | |
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 **Green Seal Standards for cleaning chemicals and paper product**

Element 2B: Nutrition and Fitness

Food and Nutrition, Fitness and Outdoor time

15. 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 participates in the USDA's Healthier US School Challenge. Level and year: _____
 - Our school participates in a Farm to School program to use local, fresh food. **Maschio's Food Services provides students with fresh, locally-grown produce through its Farm-to-School program and its Buy Fresh, Buy Local chapter of Northwest Jersey. These programs supply our school district with locally grown foods from area farms that practice sustainable agricultural techniques in order to preserve and enhance the local ecosystem. The farm fresh seasonal foods are incorporated into the school lunches and are advertised as such so that the students may realize this benefit. Newsletters and menus are available online.**
 - Our school has an on-site food garden that teaches nutrition and environmental education, describe. **We work with Master Gardeners from Rutgers University to facilitate our school-wide garden program. We designed a curriculum map that spans the grade levels and is aligned with our science units. The Master Gardeners helped us have our soil professionally tested to teach the children about the proper nutrients needed to optimize growth. We grow vegetables, herbs, and edible**

plants. The composting program has been another component of our environmental educational program. The kindergarten classes are also piloting a worm composting program this year.

- Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Students participate in harvesting the garden and a Salad Day celebration. Parent volunteers serve the children and staff unlimited bowls of salad. Additionally, staff members share low-calorie salad dressing recipes. Furthermore, we open our doors to the school community so people can continue to harvest vegetables to bring home to their families.
 - Our students spent at least 120 minutes per week over the past year in school supervised physical education. All students receive over 200 minutes per week of supervised physical education and related physical activities. In addition, we host special fitness-centric days that are held outdoors like Tennis Time, Nature/Listening Walks, Field Day, and U.S.A. Map Madness Challenges. In addition, our Jump Roping initiative was launched several years ago by a World Record jump rope champion and The First Tee golf equipment that we have was obtained last year through a Barclays Bank grant.
 - At least 50% of our students' annual physical education takes place outdoors. _____
 - 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 or National Bike to School Day in May. Year(s): _____. Only 8 out of our population of 350 students are zoned to walk to school because our district covers 49 square miles.
 - Our school has a School Wellness Policy that addresses both nutrition AND physical activity. The school complies with all federal and state mandates for nutrition and physical activity under the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). Our Wellness Policy includes goals for nutrition promotion, nutrition education, physical activity, and other school-based activities that promote student wellness. The Board policy is entitled, Wellness Policy/Nutrient Standards for Meals and Other Foods (#8505).
 - Our school has a School Wellness Committee that meets at least once a year. We meet to discuss five over-arching goals; Safety Precautions, Crisis Planning, Student Well-Being, Nutrition, and Fitness & Community Outreach. Topics of interest include healthy food choices, cafeteria selections, and physical activity events or fundraisers. Recommendations for healthier living have resulted in new menu items into the school lunch program, Wellness Week activities, and procedural changes to school practices. We have eliminated food-centric birthday and holiday celebrations. Now, instead of a typical cupcake party, we actively promote non-food ideas like extra recess, reading, community service projects, crafts, and video clips. We promote healthy snacks and hydration throughout the day.
 - Health measures are integrated into assessments. All students are assessed annually by the school nurse with regard to height, weight, BMI, blood pressure, hearing, and vision. The data is tracked over time to identify at-risk children. Also, the physical education program uses the *FitnessGram* computer program to track physical strength, agility, endurance, flexibility, and speed. This year, we purchased a FitBit to be worn by a staff member who is serving as our *healthy living* role model. She is periodically updating staff and students about her year-long journey to better living through the tracking of her own eating and fitness habits.
 - At least 50% of our students have participated in the EPA's Sunwise, or equivalent program. This year, 100% of our students will receive the SunWise program through the National Environmental Education Foundation. In the past, we have received help through our local hospital, the Hunterdon Medical Center. Additionally, our school nurse monitors and posts UV Index (and the daily pollen count) on her door. We send out notices and reminders through our newsletter articles on sun safety and the importance of sunblock.
 - Some food purchased by our school food service is locally sourced from regional farms.
Describe: Apples are served on a daily basis and 100% of the apples are acquired from local or regional farms. We also participate in the School Lunch Commodity Distribution Program and intermittently receive locally grown fruits and vegetable, when available. Some recent products we have received that have been fresh and local include carrots, apple slices, plums, and broccoli.
16. Does your school compost lunch waste on-site? Yes X No _____ What percent? 25% How much is used in your outdoor classroom? Our student leaders help to manage our composting program. Each grade level has its own composting container in

the cafeteria. Food waste is then transferred to the two compost tumblers in our garden area. We also have a separate yard waste composter. We utilize the compost that we make for our garden and surrounding beds.

17. What environmental technology is used at your school? (e.g. weather station, energy monitoring systems, etc.)

WHS has two weather stations, a rain barrel, two tumbler composters for food waste, one non-tumbling container for lasagna composting materials, and a man-made retention basin. This year, the Rutgers Master Gardeners helped us get the soil in each garden bed professionally tested. The results were shared with students and a professional composting/nutrient replenishment plan was instituted. Students learned the scientific aspects of composting, such as how orange peels emit nitrogen, etc.

18. Describe the type of outdoor education, exercise and recreation available. (100-word max)

In addition to physical education class, teachers have the option to teach outside with three different courtyards from which to choose. In our social studies and reading area, we worked with AT&T employees to permanently paint a colored map of the United States on the blacktop. Students are challenged to meet benchmarks each year, learning the 50 states and capitals before they leave the school. We submitted a Lowe's grant for "reading benches" to enhance the outdoor classrooms and add items to our evolving sensory garden. The township recreation department also uses the school, offering sports like basketball and tennis.

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

19. 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 district believes in a coordinated school health program that encompasses health education, physical education, health services, nutrition services, counseling services, school safety, health promotion for staff, and community involvement. As the staff members model good nutrition, fitness, and health habits, we also actively engage students in those areas. For instance, we encourage healthy snacks, have eliminated food-centric birthday and holiday celebrations, as well as promote exercise. Teachers embrace brain research and understand the importance of nutrition, hydration, and movement throughout the day. All children have a snack during the daytime and teachers regularly structure brain breaks and movement in the middle of long instructional blocks of times. Teachers also want to engage in healthy living. For instance, based on interest, our physical education teachers prepared teachers for rainy days and harsh winter months when indoor activity is more feasible. They have measured indoor footage routes so that staff members can complete half-mile and one-mile walking laps. Parents receive newsletters and bulletins from the nurse, physical education teachers, or the principal related to health and safety (e.g., dental health, handwashing, sun protection, allergens, bee stings, etc.) We have a Safety Committee that meets regularly and a Crisis Management Team that meets monthly.

Guided by current research and the New Jersey Department of Agriculture, our food service provider partners with us in the enactment of many shared wellness policy goals.

20. 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:

This year, our Home & School Association supported our new wellness initiative to take sugary treats out of school. They worked with the principal to host a healthy alternative: a Welcome Back Dance Party during recess in lieu of the traditional Welcome Back Ice Cream Social from prior years. In addition, at our family Fall Block Party, the parent volunteers called for healthy appetizers and dessert selections like salads, fruit salad, watermelon, etc. Each year, we have an annual fitness-anchored fundraiser such as a Diabetes Walk or Jump-Rope-for-Heart event. In addition, for the past two years, we participated in the annual CASA SHaW 5K Superhero Run to benefit local children in foster care. We also work with the YMCA leadership and proudly display their work products in our cafeteria, such as nutrition banners created annually by the students in our school-based YMCA Child Care Program as they engage in a Healthy U Campaign. We also structure time in the school day for student, parent, and teacher representatives to meet to give feedback on Food Service offerings and taste-test potentially-new menu items. In addition, the local dentist also joins the school nurse as they discuss good dental hygiene.

We have had a partnership with the Rutgers Master Gardeners for more than a decade as they fulfill their mission to support horticulture programs. These knowledgeable volunteers work with grade level representatives as we connect our garden project to aspects of our science program (e.g., first graders study the weather, second graders examine soil & bugs, third graders focus on rocks & minerals, etc.). In addition, they have been helping our staff and students examine all of the plants, bushes, and trees on the campus to identify those indigenous to our region. They also help our teachers reinforce with children the importance of and benefits associated with harvesting and ingesting pesticide-free and preservative-free foods. In addition, we participate in the National Green Apple Day of Service, and this year, student leaders helped to plant and harvest vegetables at the local community garden. For the past six years, a Whitehouse School parent and former NBC News meteorologist has joined us in person and through Skype with a green screen to discuss weather and its related aspects.

We have also been working with an AmeriCorps Watershed Ambassador for the Raritan Headwaters region. The group is working to help raise awareness for water quality issues and aims to promote watershed stewardship. The hands-on workshops in each grade level involve EnviroScape models of the watershed and learning more about non-point source pollution and age-appropriate ways to help in the prevention of pollution.

Our current grant efforts have expanded to include obtaining worm composting kits for our kindergartners through our Home & School Association. We also used Sustainable Jersey Schools grant money to purchase our water bottle filling station. In addition, our school site has hosted several Eagle Scout projects related to nature or in support of our environmental focus. One Boy Scout built a shed for our garden equipment and raised money to furnish the courtyard. Another Boy Scout designed, fundraised, and completed a comprehensive landscaping plan for the side entrance of our school. We also have earned the 2015 Eco-School USA Silver Award through the National Wildlife Federation.

The Readington Township Police Department takes our safety needs and goals seriously. We have a part-time police officer who monitors all of the schools. This year, he was our featured guest at grade level meetings during Violence Awareness Week. He spoke about making good choices and behaving appropriately on the school bus. He also discussed the various adults in the lives of children who are there to offer assistance, when needed. The police department again provided us with glow sticks for each child to illuminate the way during trick-or-treating on Halloween.

Whitehouse Fire and Rescue Squad volunteers join us each October to discuss fire safety in outdoor assemblies. They bring their safety equipment and a fire engine truck. They teach the children what to do during an emergency and then show them how the hose and ladder work.

Each year, our local Rotary Club members speak to our third graders and present each child with his/her own personal dictionary. As part of the assembly, the Rotarians discuss the organization's purpose and place within the Readington community.

21. Does your school have a school nurse and/or a school-based health center? Yes ___ No
22. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): As a character-based school, we begin each day with a song and each class holds a morning meeting. The principal and guidance counselor have quarterly assemblies to discuss our R-E-S-P-E-C-T acronym. We expect respect for Rules, Everyone, School, Property, Environment, Community, & Teamwork. We are also known as a *bucket filling* school, based on the works of author, Carol McCloud. Each classroom literally has a bucket hanging outside and each week we write messages of appreciation and love to others. Through a local grant, we also created a character trait Reflection Ramp. The guidance counselor sometimes takes a "walk-and-talk" up the ramp with youngsters who have made poor choices. We also regularly discuss Kelso the Frog's conflict resolution wheel so children can consider options and advocate for themselves when resolving conflicts. Each room contains a Kelso wheel poster. Other proactive climate initiatives we observe that promote good choices and reinforce the welfare for all include School

Bus Safety pledges and an incentive bulletin board, Week of Respect, School Violence Awareness Week, Red Ribbon Week, and Fire Prevention Week.

Summary Question for Pillar 2

23. Describe any other efforts to improve coordinate health and safety, nutrition and fitness, highlighting innovative or unique practices and partnerships. (100-word max) Staff wellness efforts are used to inspire students. The nurse helped teachers develop and present a slideshow on childhood obesity and nutrition. As a faculty, we examined calories and what-not-to-eat (e.g. actually visualizing how many vegetables equaled a fast food meal.) We purchased a FitBit pedometer through money received from our local BJ's Club as their 2015-16 Adopt-A-School recipient. A staff member is using it to publically chronicle her nutrition and fitness efforts. We also promote a Staff Walking Club during periods when the gymnasium is open and the nurse facilitates a Pre/Post Holiday Weight Loss Shape Up initiative.

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.

[special note] Our school has an environmental or sustainability literacy requirement. (200-word max)

As a public school in New Jersey servicing students in kindergarten through third grade, WHS does not have the requirement, but we live as though we do. The district's strategic plan goals and our school-based initiatives reflect our commitment to the environment and sustainability education, as well as the partnerships that can be forged as we jointly engage in projects or lifestyle changes germane to those tenets.

- [X] Recurring environmental and sustainability concepts are integrated widely throughout an interdisciplinary curriculum. (200-word max) We adopted the SEE program curriculum, which promotes energy and money efficiencies through behavior modification. As a school group, we also meet regularly with the Energy Efficiency Coordinator to plan special projects like our school-wide thematic unit on the *Little House on the Prairie* through a Then/Now energy lens (e.g. horses were really used for horsepower, children did homework by candlelight, and Laura Ingalls Wilder remembers playing ball with an inflated pig bladder!) We decorated our halls with student writings, math-based projects, character-based assignments, and displays that highlighted historical aspects of the time period.

Students promoted activism and educated the school community by creating a user-friendly, electronic pamphlet on Air Quality, Google Doc slideshow about Energy Efficiency, and PowerPoint presentations about Arbor & Earth Days. Additional grade-specific sustainability lessons are taught in every grade.

Several art projects are related to repurposing and recycling materials like murals of our mascot made from bottle caps and pencil holders constructed from toilet paper tubes. In computer class, we focus on coding and have applied it in practice by introducing BeeBot robot activities as early as kindergarten. Our librarian facilitates a Book Swap to repurpose books and students traded 1,224 books last year.

- [X] Student learning of environmental and sustainability concepts is evidenced by authentic assessments. (200-word max) In our STEM Labs, investigations occur in which students are immersed in exploration and analysis of scientific concepts. Chapter tests are administered regularly in science (e.g., rocks and minerals, soil, weather, paper-making, plant & animal life cycles, etc.) and in social studies (e.g., responsible & active citizenship, the law-making process, and respect for cultures, etc.). In addition, science fair criteria needs to be met to be considered an authentic "green" project. Student voice leaders enact our SEE (Schools for Energy Efficiency) mission as they monitor classroom energy usage and leave reward or reminder stickers based on what they find. Students tracked and maintained the data for the year, awarding a Light Bulb trophy to the most deserving class. Our program instilled the importance of energy efficiency during school hours, but urged students to enact their learning in the home settings as well by educating their families. Students also receive incentive charms (a.k.a. Cub Tags) that they add to their backpack chains for participation in spirit days and green activities. Some examples include broccoli and apple charms for healthy eating, sneakers for running or walk-a-thons, and green globes for Earth Day efforts.

- [X] Students evidence high levels of proficiency in these assessments. (100-word max) Students perform well in science as reflected through their report cards. Also, upon analyzing the most recent fourth grade NJASK science scores, Whitehouse School Students performed well. The majority of students, 58 students or over 65%, were rated as *Advanced Proficient*, 27 or about 30% were *Proficient*, and only 4 children scored as *Partially Proficient*.
- [X] Professional development in environmental and sustainability education are provided to teachers. (200-words) A science leadership team, comprised of the principal and teachers from each grade level, was formally trained through our partnership with the Merck Institute for Science Education. In addition, teachers can volunteer to be sent for summer training through our more recent Mickelson-ExxonMobil science education partnership. We also facilitate many in-house trainings (e.g., how to report an indoor air quality concern, keeping children safe outdoors, living a healthier lifestyle, etc.) Also, Teacher Academy classes are offered throughout the year on best practices and covering sustainability topics such as energy efficiencies, engaging your students with energy, school garden results, and new building technologies like solar power. Guest speakers from local organizations have been used to enrich each topic. Our school nurses are very proactive about wellness and often address the staff members during meetings or in-service days. Finally, during faculty meeting time, specialty area teachers update the rest of the teachers on the progress and initiatives generated from our Student Voice leaders and the student-led Green Team.
- [X] Environmental/Sustainability Education is offered in after-hour school programs In third grade, Student Voice representatives begin the year by nominating afterschool clubs of their choice. This year, several changed, based on their suggestions and three (Science Club, Technology Club, and Fitness Club) out of the five clubs now offered are related to the environment or sustainability issues. Advisors plan lessons (Science Club is inquiry-based) and students stay after until 5p.m. one day per month. Attendance is high, as the majority (70%) of students voluntarily participate.

We also offer a series of STEM evenings that engage the entire family. They include Family Math Nights, Family Science Nights, and our “Green” Science Fair.

Through our Home & School Association, all students are offered mini-courses twice a year. Parents and outside experts instruct students in many areas, some of which involve environmental or sustainability issues. For instance, course are available on repurposing water bottles to make piggy banks, exploring caves, Sensor-Size gross motor exercises, and Lego-building with physics, sports, chemical reactions, etc.

We also host Boy/Girl Scout troops in the building. The groups work with the principal and guidance counselor in the fulfillment of their badge requirements. They have planted flowers, weeded our gardens, picked up litter, and organized collections for various charities (e.g., Capri Sun juice box repurposing, towel and blanket drives for animal shelters, Halloween costume recycling for the needy, etc.). Student participation is high, as all enrollees attend WHS..

The *Girls on the Run* Program also uses our school grounds as members train for a culminating 5K Run. Each year, teacher and parent volunteers guide them as they reach their fitness goals and complete a service component, which the girls vote on that directly impacts or beautifies our school.

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 Environmental Science / Earth Systems (or similar environmental course) course during their high school career: _____ Percentage of those completing course 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 (STEM), and art thinking skills and content knowledge? (200-word max) Our longtime partnership with Merck (MISE), before the headquarters moved, helped our school Science Leadership Team gain a better sense of the NGSS and the 8 Effective Practices of Science Education. A new district partnership with the Mickelson ExxonMobil Teachers Academy has been formed for staff science training. Our school is also unique in that each grade level has access to a STEM Lab with 92 new available laptop computers purchased through grant money, and space to conduct science experiments and analyze findings. We also merged mathematics with computer class as students fundraised around Veteran’s Day by getting sponsors to support them as they showcased their math fact skills through timed, computerized tests. All

proceeds (\$6300) went to the Wounded Warrior Project. We also kicked-off our annual holiday season food drive for the local food pantry and our supply (e.g. mittens, scarves, toys, etc.) collections for families in need. We recently submitted a Sustainable Jersey School large grant to obtain equipment to develop an Energy Lab as a companion to our current grade-level STEM Labs. Eco-friendly art is also created by students (e.g., murals of our mascot made from recyclables like bottle caps, foil leaf prints, pinecone snowmen, etc.)

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200-word max)
- In our STEM labs, students work as scientists and mathematicians. Teachers discuss the relevance of math and science as it relates to professionals working in those fields. Our garden program is a school-wide endeavor and we have developed a curriculum map as a means of blending all the relevant components of our science program with related aspects of the garden. We are actively engaged in composting and have a greater understanding of the complexities and links to chemistry because of the expertise of our Master Gardeners and how they shared the results after they professionally tested the soil in the vegetable garden beds. This year, we began hosting monthly STEM speakers. Some confirmed examples on this year's roster include our Director of Buildings & Grounds, Energy Efficiency Coordinator, School Nurse, local dentist, Director of Environmental Education at the Raritan Headwaters Association, and parents who work as a food scientist, a statistician, a toxicologist, and in various engineering roles. All grade levels are involved in coding in an age-appropriate manner. For instance, Bee Bot robots were first instituted in kindergarten. All grade levels discuss and examine data from the weather stations either in computer class and/or science class.

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) We discuss, in age-appropriate terms, what it truly means to be green and how we can make a difference using the tenets in our own GREEN TEAM Eco-Code acronym: Grow, Recycle, Earth, Energy, Nutrition, Technology, Efficiency, Activism, & Movement. Through our activism lens, we try to structure engagement projects that remain inclusive of all groups, both outside (e.g., food drives for the needy) and inside of our building (a kindergarten class won the Spare Change Challenge). Various civic, environmental justice, and sustainable projects are completed through our social studies and science curricula. Our volunteer work with the community gardens is a partnership that children can directly link to their own school experiences.
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) (ex. citizen science, field trips, overnight camping, retreats) We use several outdoor classroom settings for science, social studies, reading, and sensory awareness purposes. Outdoor field trips experiences are also plentiful including visits to Schaefer Farms, local museums, Lost River Caverns, the Trailside Nature & Science Center, and the RVCC Planetarium. Also, each year, we work with the NJ State Division of Parks and Forestry so that each third grader is provided with a seedling to plant at home around Arbor Day. This project reinforces the understanding of how students can act and fulfill their stewardship role by replenishing resources.
7. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max) Children in all grade levels participate in the garden project as we grow vegetables that are later harvested and eaten. Each grade level focuses on integrating aspects of their specific science units into the study of the garden. (For instance, third graders investigate rocks and minerals including their impact on soil fertility, second graders examine soil, first graders explore weather, and kindergartners study the senses.) Furthermore, we have created curriculum maps that outline garden connections to the other disciplines including mathematics, social studies, and literacy. It is also not unusual to find classes putting trash into the outside receptacle, going on nature walks, examining the bird bath or butterfly bushes, and making jottings in science notebooks as they explore the rest of the school grounds, the sun, and insects. We also have a sensory garden and a colored map of the United States used by students. Additionally, we submitted a Lowe's grant to obtain "reading benches" to enhance our current outdoor classroom spaces. We continue to plant trees for Arbor Day. Recess is a time for play, but can also serve as a vehicle to reinforce good social and cooperative skills.
8. Describe how your partnerships help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200-words) (Ex. student exchange forum, sister school program, global project based learning program, state-wide

professional learning communities) We have a sister-school and we continually share ideas, green practices, and special projects. For instance, they achieved Green Ribbon School status a few years ago and have encouraged us to apply. Sustainability and fostering partnerships are also prominent goals in our district's 5-year strategic plan.

Summary Questions for Pillar 3

9. 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) All grade levels have access to a science or STEM lab as teachers guide students in carrying out inquiry-based investigations. Our district's Math and Science Supervisor works closely with our school as we integrate science kit content at each grade level into our school-wide garden project. Other sustainability lessons focus on place-based projects that involve examining aspects of the ecological system on school grounds or through field trips (e.g. Lost River Caverns, Nature Center). We chart each grade's composting contribution on a board outside of the cafeteria doors. Our weather station data is tracked by students on Excel spreadsheets in Computer class. Various speakers join us each month to raise awareness on careers in the STEM field. In addition, our school has a student-led activism GREEN TEAM and they raise awareness for the concepts contained in our Eco-Code as they promote enduring understandings through experiential learning. In our school's adult Green Team meetings, we brainstorm and act upon countless initiatives that require partnering with the broader community and its constituencies. The district has a Green Committee that meets regularly. Recent agenda items included the sharing of energy efficiency quarterly results, as well as presentations from solar and intelligent lighting companies.
10. 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) Our work with the SEE program helps us adopt more energy-efficient habits. Green Committee presentations reflect the district's commitment in a search for new, efficient technologies. Master Gardeners help to educate children on school gardens and the science behind composting, as they equip them with skills that can transfer to their home settings and adult lives. We help children develop a value system that will serve them long past the time they leave us. If we all continue to uphold the tenets outlined in the nine components of our GREEN TEAM Eco-Code acronym, the world will be a better place!
11. In what ways is your school sharing & promoting (outside of school) its efforts to uphold all 3 Pillars? In addition to videos and press releases that we post online, we have created a *Go Green!* access tab on our school's website. We have further established the following links to showcase and categorize our efforts: *GREEN TEAM, Pillar I, Pillar II, and Pillar III*. We are proud of the comprehensive approach we have taken in greening our school. In the future, we would be willing to present or share our work with other schools.