



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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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

Public Charter Title I Magnet Private Independent Rural

Name of Principal: **Mr. Zachary Palombo**

Official School Name: **Cape May City Elementary School**

Official School Name Mailing Address: **921 Lafayette Street Cape May, NJ 08204**

County: 09 State School Code Number *: 0710

Telephone: **609-884-8485** Fax: **609-884-7037**

Web site/URL: www.cmcboe.org E-mail: office@cmcboe.org

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

(Principal's Signature)

Date: **February 6, 2020**



Name of Superintendent: **Mr. Robert Garguilo**
District Name: **Cape May City School District**

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

Date: **February 6, 2020**

(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: **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: **February 14, 2020**

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

OMB Control Number: 1860-0509

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: **Cape May City Elementary** District **Cape May City**

Street Address: **921 Lafayette Street**

City: **Cape May** State: **NJ** Zip: **08204**

Website: **www.cmcboe.org** Facebook page: **facebook.com/cmelementary**

Principal Name: **Zachary Palombo**

Principal Email Address: **zpalombo@cmcboe.org** Phone Number: **609-884-8485**

Lead Applicant Name (if different): **Sandy Sandmeyer-Bryan**

Lead Applicant Email: **ssandmeyer@cmcboe.org** Phone Number: **609-884-8485 ext.248**

Level <input checked="" type="checkbox"/> Elementary (PK - 5 or 6)	School Type <input checked="" type="checkbox"/> Public	How would you describe your school? <input checked="" type="checkbox"/> Rural	District Name Cape May City
			Total Enrolled: 150
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes () No	% receiving FRPL_ 42% % limited English proficient 0 Other measures _____		Graduation rate: N/A Attendance rate: 95%

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

- 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 ___ In 2012 - Silver level in the Healthier U.S. Schools Challenge. 2018-2020 Eco-Schools USA - Student EcoTeam ready to earn Bronze for the Sustainable Foods pathway and expect to attain Green Flag by the end of 2020. We have just joined Alliance to Save Energy's PowerSave Schools Program (2019-2020) -completing our first actions. Created a Green Team the inaugural year of Sustainable Jersey for Schools, 2015. We have participated in SJ4S 2015-2020, earning a Bronze certification and 2 Silvers.
- Has your school, staff, or student body received any awards for facilities, health or environment? Yes No ___ School: Silver level - Healthier U.S. Schools Challenge; Bronze & Silver (2) Levels -Sustainable Jersey for Schools. Staff: NJ Audubon, Outstanding Environmental Educator- 2004; Alliance for NJ Environmental Education (ANJEE), Outstanding Environmental Educator -2010; Sustainable Jersey for Schools, Sustainable Hero - Oct. 2017
- Has your school identified or created a place for teachers to go to share lessons on Sustainability?

Yes___ No__ While our school does not have a place for our lessons, the School Community Asset Mapping team decided to focus their efforts on a digital map showing the various natural and man-made environmental assets of our town, such as trails, parks, and museums. This year we revisited that action. We were inspired to focus this year's asset mapping on health and human resources. The full- time guidance counselor at our school provided a list of resources pertaining to Socio-Emotional Learning and growth. In addition, the fact that Cape May is a tourist destination results in an abundance of websites and collections of resources available to the public on the City and County website, so we decided to take advantage of curated lists to include such items as local historical, cultural, and family events. With our town hosting the United States Coast Guard Training Center, the school experiences a lot of new students over the course of the year. It is important that new and returning students and their families are made aware of the many

resources that are available to them. As such, the Green Team created a brochure: Community Assets Health and Human Services Resource Guide. This will be available to all students & families in their new student packet. The brochure is currently available in a display at the front office of the school and on our Green Team website for easy community accessibility. The Team presented the brochure during the June BOE meeting.

4. Has your School Board adopted a Green Strategic Plan or sustainability policy? Yes No Our Sustainability Policy was adopted on July 14, 2015. This Policy acknowledges the school's Green Team, and their role in implementing and educating others about sustainable practices. It also serves to give legitimacy, commitment, and support to actions of sustainability. The school continues to implement this policy through greening of its cleaning & maintenance practices, lessons that include education for sustainability with enduring understandings, family & community involvement, strengthened health & safety practices, conservation of natural resources, and other actions. Outreach and communication was a special focus this year and the school's homepage now has a link to the Green Team website where the implementation the Sustainability Policy is in full view. The Green Team also published five issues of "The Leaf" newsletter available in print & digital formats. While all of the school's policies are currently being reviewed, The Sustainability Policy continues to be posted on the school's website and was one of the policies spotlighted by Mr. Reed, Board member & chair of the Policy Committee, at the June 2019 BOE meeting.
5. Has your school created a Green Team? Yes No If yes, list team members and their roles.

Zachary Palombo - principal; John Thomas - Business Administrator/Board Secretary; Craig Pilczuk - Manager of Facilities & Grounds; Marianne Linnington- Food Service Manager/Wellness Coordinator; Sandy Sandmeyer-Bryan- Green Team Coordinator/G/T Teacher; Sharon Fruchtman-Art Teacher; Nicole Cooper - Special Ed. Teacher/CMCEA Union Representative; Aimee Miller -Paraprofessional; Misty Hardy- Paraprofessional; Tiffany Bohn-School Nurse/Health & Safety Committee; Jay Eppenbach-4th gr. Teacher/Parent; Allison Tully- PreK Teacher; Larry Reed-Board of Education; Anita deSatnick- Board of Education; Scott Fisher- Guidance Counselor; Sydney (student)- Student Council President; Emily (student) - Student Council; Conley (student) - Earth Club. All members are equal participants in discussion & create sub-committees as needed or by interest.

6. Has your school seen a cost savings from green initiatives? Yes No

PILLAR I: REDUCED ENVIRONMENTAL IMPACT

Element 1A: Reduced/eliminated greenhouse gas (GHG) emissions. Use Portfolio Manager format if possible

7. Can your school document a reduction in **Greenhouse Gas emissions**? Yes or No . Data obtained by District Personnel. Pool closed FY15-16 & 16-17. Pool reopened Fall 2017.

	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 from prior year
FY15-16	165,760	13,913	N/A	251,955	162,782	N/A	185	2.24	
FY16-17	192,920	13,629	N/A	293,238	159,459	N/A	250	1.81	-0.19
FY17-18	366,760	27,094	N/A	557,475	317,000	N/A	224	3.9	-----
FY18-19	393,090	30,196	N/A	597,497	353,293	N/A	211	4.51	+0.61

8. Has your school conducted an energy audit of its facilities? (e.g. [LGEA](#), [Eco-Schools Energy Audit](#)) Yes No We were part of a city-wide audit. This was conducted through DOME-Tech, Inc. Energy Savings Plan (ESP) was done through Johnson Controls, Feb. 2016. EPA Portfolio manager ID: 2736687.

Percent reduction: _____% Unit used (kBtu/sq ft or kBtu/student): _____ Time period: from _____ to _____

9. What is your [EPA ENERGY STAR SCORE](#): 36 YEAR: 2011 Has your school received or met the requirements for [EPA ENERGY STAR certification](#) (score of 75 or above) Yes No

10. Percentage of school's energy is obtained from on-site renewable energy generation: 0.08% Type WIND Purchased renewable energy: N/A Type N/A

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

11. Has your school reduced its total non-transportation energy use from an initial baseline? Yes No How did you document this reduction? N/A

12. What year was school originally constructed? 1965 Total building area (sq.ft) 43,939

13. Has your school constructed or renovated building(s) in the past ten years? Yes Pool renovation 2017

For new building(s): Is building [LEED Certified](#)? Yes No level: _____ Total constructed area: _____

For renovated building(s): Is building [LEED Certified](#)? Yes No level: _____ Total renovated area: _____

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 If yes, please complete the table below. If no, please explain. (max 50 words) Pool was under renovation and finished in Aug. 2017. Very high water consumption is due to filling pool.

	Water Consumption (gallons)	Total Occupants	Gallons Per Occupant	% Reduction from FY 2011
FY17-18	621,000	224*	2,772	-----
FY18-19	350,000	211*	1,659	-40%

Do you include after-hour activities in your calculations? (adult sport leagues & education, scouting, community events, etc.?) Yes No How was reduction documented? (i.e. Energy Star Portfolio Manager, utility bills) Utility bills. Pool filled (approx. 120,000 gallons) in Q3, 2017. Used by school & city recreation program.

15. Describe any strategies you use to discourage single-use beverage containers on school property and assure the recycling of those containers if/when purchased and used at athletic locations, or other outdoor events. (Ex. Hydration Stations, bottle refilling fountains) (50-words max)

We replaced five (5) regular water fountains with bottle-refill fountains. We encourage all students to use refillable water bottles both in school (class, gym, lunch) and outside (recess, field day, field trips, etc.) Classes/clubs make posters to discourage single-use bottles & to encourage recycling. Containers for recycling are available in every room & outside.

16. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? **90%** What types of plants are used and where are they located? Have you preserved any areas with native vegetation with minimal disturbance? (50-words max) **Water-saving drip hose is used for vegetable gardens. Native plants selected for pollinator garden and front garden. Established trees adorn front yard. Approx. 75% of our 36 acres are salt marsh wetlands, grassland, and succession woods.**
17. How have you incorporated native plants into your landscaping? **The Garden Club of Cape May has selected our school as one of their planting projects. They have been using native plants from personal gardens & local nurseries. Our pollinator garden is planted with native selections purchased from The Wetlands Institute, local environmental center. Our school has had a number of biodiversity projects and we are proud to be Wildlife Habitat Certified. A couple of these projects include the following two: About 30 years ago, with the help of the Nature Center of Cape May, we reestablished a nature trail behind our school so that classes could take advantage of the biodiversity that our campus offers. This includes an overgrown meadow, woods and salt marsh. We maintain brush piles and a naturalized area of common milkweed, but also deal with many invasive and native species (such as poison ivy - great for the birds, but a concern for us). About five years ago we tried to reclaim a 10x20 area from invasive species, including multiflora rose and japanese honeysuckle. We planted many milkweed plants with local author, Pecki Witonski (Monarch X-ing). It has been quite a struggle to keep the invasives at bay. This fall, when an Earth Club student said that he thought we should prioritize creating a butterfly garden for monarchs in an area where we were removing a raised-bed, everyone voted, "Yes!" As the months went by, the butterfly garden plan expanded to a pollinator garden that would benefit more species of butterflies and bees. Possible native plant species were listed and several grades studied pollinators, focusing on honeybees and monarchs. Plants were bought at a local nature center plant sale and after a family workday, and a soil test by the Earth Club through Eco-Schools leader, Maria, the new planting area was ready. Earth Club members and various classes planted the new pollinator garden. One of our families painted a new sign for the garden. In addition, we repurposed a birdbath, adding soil & glass stone hoping to provide water & minerals to bees and butterflies. Summer maintenance will include a weekly watering schedule while this new garden gets established.**
18. Describe alternate Non-potable water sources used for irrigation (e.g. roof or parking lot run-off). (50-words max) **Rain barrel that was made by students with guidance from AmeriCorp Watershed Ambassador - used to water one raised bed and pollinator garden.**
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) **Very little area of our 36 acres is covered by impervious material (small parking lot & some sidewalks). Grass, wood mulch, forest, and wetlands areas surround our school. Rebuilt playground, athletic field & park were updated with site grading, irrigation, and drainage via city grant and are under control /maintained by the city.**
- 20a. Our school's drinking water comes from: (Municipal water source)
21. Describe how your school's water supply is protected from contamination. **May City's water is from the Cohansy Aquifer and Atlantic City 800 ft. Sands - It goes through reverse osmosis/desalination plant.**
22. Describe the program you have in place to control lead in drinking water (e.g., pipe flushing, old plumbing solder). NJDEP Lead in Drinking Water (<http://www.nj.gov/dep/watersupply/dwc-lead-public.html>) (50-words max) **LEAD WATER TESTING performed - results & plan posted on our website - all within range.**
23. Describe how your school's site grading, irrigation system and schedule is appropriate for your climate, soil conditions, and plant materials for water conservation and/or improved storm water management. (50-word max)
24. What percentage of school grounds are green space? (ex. Green roof, rain gardens, native plants, solar panels, fish farms, raised beds, living walls, wetlands/marsh, forest, grassland, etc.) and list items (50 word max) **About 75%**

Our campus has abundant green space. Items include: native plantings, raised garden beds, salt marsh wetlands, forest, and grassland.

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

25a. What percentage of solid waste (including food service waste) is diverted from landfills or incinerators due to reduction, recycling and/or composting?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): Dumpster unit is a "3 yard" 2.96 cubic yards collected 2X a week = 23.68 mo.

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): No dumpster used. Approximately 5 cubic yards per week = 20 cu. yards per month

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): No dumpster. We collect our own vegetable & fruit scraps with individual classroom compost buckets (for breakfast/snack time) and a larger bucket at lunches. These food scraps are put into spinning compost units and also used for vermi-compost. We estimate 2 cu. yd. per month.

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: $(20 + 2) \text{ divided by } (23.68 + 20 + 2) \times 100 = 48.1\%$

Monthly waste generated per person = $(A/\text{number of students and staff})$: $23.68/211 = .1122$

25b. Is school lunch waste composted on-site? Yes No Percent 4% of lunch waste. The Earth Club, an after school club of 4th- 6th graders, has always overseen this program. They have educated themselves and then helped others learn the process thru classroom speeches, posters, labeling, plays, and general guidance. By continuing to provide leadership in this area, the Earth Club has established a procedure that works, and this has become habit: appropriate food waste gets put in a compost bucket & that waste is dumped into an outdoor tumbler or open bin to be mixed with carbon, "browns," which eventually break down into finished compost. At our school, the completed compost is used as a soil additive for our raised-bed gardens. Through this initiative we estimate that about 70-90 pounds of food waste each week is being diverted from the waste stream and recycled into usable fertilizer.

25c. Do you have a zero-waste goal? Yes No Describe (50 words max) CMCE staff & student groups (primarily student council and Earth Club) are always looking for ways to further reduce our waste stream. The Green Team has been researching ways to recycle items that our county does not collect. Our next goal is to recycle milk cartons. We are experimenting with the possibility of using a TerraCycle Zero Waste Steam box.

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? 100%

27. Do you include after-hour activities in your garbage reduction calculations? (adult sport leagues, adult education, scouting, other community events etc.?) Yes No Low garbage usage -City recreation dept. pool program

28. Describe how you have reduced your paper consumption, and how you measured that reduction or other uses you created for the materials: Virtually all school communications, attendance, lesson plans, and staff evaluation elements are online, as are grade books & report cards. The school incorporates family text messages, emails, and accessible social media/websites. Use of 1:1 Chrome books starting in first grade has reduce the use of paper in the classroom. Google Docs has replaced binders/notebooks for most upper grades. Instead of single-use of paper, everyone is encouraged to reuse (second side or art projects, etc.) Paper "trash" is recycled not thrown out.

29. List the types and amounts of hazardous waste **generated** at your school: **None**

30a. Describe other measures taken to reduce or eliminate solid waste and hazardous waste (on-site composting etc.). (ex. Switching to re-usable cafeteria trays, silverware, etc.) **In the food service area: eliminated all single-use plastic utensils with a switch to silverware (breakfast, lunch, & special events); replaced styrofoam soup containers with re-usable bowls; replaced single-use salad containers with re-usable ones; styrofoam hot cups have been replaced with compostable; and plastic straws have been eliminated for grades 2-6 unless requested. In addition, at annual STEAM Festival, greening includes using our re-usable lunch trays for all food purchases. Students are encouraged to use water fountains or re-useable water bottles for water instead of single-use cups/bottles through-out day. Used markers (such as Crayola) are recycled through Color Cycle program. Plastic films are collected in specified boxes for TRES challenge/recycling. On-site composting for all fruits & vegetables & shredded paper is completed in spinning bins (6) and vermi-composting. Composted materials are used on school gardens. In the staff room, the teachers' association arranged to no longer have plastic bottles for drink sales. Aluminum cans of flavored water, tea, and soda are available. Staff members are encouraged to bring their re-useable water bottles for use at the convenient water stations. Further, the Green Team has organized a Give-Away area in the staff lounge for teachers to bring any instructional materials not used recently for teachers to browse available items for their own classrooms before ordering new supplies. This year, there were two banquet tables full of supplies, as well as boxes under the tables. We estimate that hundreds of pounds & thousands of dollars of materials are being reused instead of thrown out. Also, Tiffany Bohn, our school nurse and Green Team member, researched various initiatives and found the opportunity to be a gathering location for plastic films that are often tossed out. She researched the TRES program and checked with our Superintendent to get the go-ahead. This includes a competition with other like-sized schools which gives an added incentive to our school families. The project started before the winter holidays (November 2018) and ends in April 2019. After we started with this project, the City of Cape May contacted us to continue participating in conjunction with them. Now the City picks up our bags of plastic film each week. To date, (November-January) the school has collected almost 100 pounds of plastic films. This includes such things as plastic wrap, single-use shopping bags, salt bags, bubble wrap, etc. Every student received a magnet and reusable shopping bag from TRES. The Cape May City Elementary Student Council voted to participate in the Crayola COLORCYCLE Program. After sending home a flyer about the project, they decorated and placed collection boxes around the school. This recycling program began in February and will continue until the end of the school year.**

30b. Describe how electronics are handled at the end of their useful life. (TV, computers, toner, etc.) (50 word max)

Toner is recycled through Xerox -United States, Ecobox. County electronics recycling program.

Total pounds of electronics discarded as hazardous waste? **_** Total weight of material reused? **Est: 200 lbs.**

Was any donated? **Y_X N__** (E-CYCLE: www.nj.gov/dep/dshw/ewaste/index.html EPEAT: www.epeat.net/)

Sold or donated through www.govdeals.com

31. Which green cleaning custodial standard is used? **CMCES uses Green Seal certified products. These include Tribase Multi-Purpose Cleaner; Green Solutions Floor Seal & Finish; Spartan Green Solutions Floor Finish Remover; and Spartan Graffiti Remover, SAC.**

What percentage of products are certified? **90% The only non-certified product, at this point, is our disinfectant.**

What third party certified green cleaning product standard does your school use? **Green Seal certified products.**

Describe the measures your school has taken to use only green cleaning products: **These Green Seal products have been phased-in over a six (6) year period since the hiring of our new head custodian. The school's Green Team has been researching and hopes to implement a green disinfectant soon.**

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. Indicate (X) if you have the following: **Annual contract with Stericycle.**

- **_X_ School has a Generator ID number, unless exempted;**
- **_X_ School manages the regulated medical waste on-site properly? (Use the proper containers, properly segregate the regulated medical waste, and properly store the containers)**
- **_X_ School uses a licensed and registered regulated medical waste transporter, unless exempted?**

- ___ School ships the regulated medical waste to a facility authorized to accept the regulated medical waste?
 - ___ School completes the proper paperwork to document the shipment and maintain records for 3 years?
 - School files 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 ___ N/A - no labs
34. Do you have Underground Storage Tanks located at your School? NONE
35. Is your school compliant with the New Jersey Department of Environmental Protection's (DEP) Air Quality Permit requirement? (Air permits required for 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. Schools might require an air permit for certain wood shop operations (See what can be [permitted](#).) Yes No ___ List Permits: Permits for Boilers and Electric Generator

Element 1D: Use of Alternative Transportation

36. What percentage of 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). How were these percentages collected and calculated? (50-word max)

Walk/bike/skateboard 10% -Parent permission slips are collected, explaining helmet laws and other safety matters.

Students (with permission) may walk/bike/skateboard by themselves starting in 4th grade.

Ride a school bus - 36% - These are US Coast Guard students who have registered to ride the bus. The school does not provide busing. This is provided by the US Coast Guard.

Carpooling - approx. 5% This occurs most often for after-school activities. No busing is offered.

Public transportation - not applicable

37. Indicate (X) if you have implemented the following. Descriptions up to 50 words may be added for each item.

- ___ Designated carpool parking spaces
- A well-publicized no idling policy that applies to all vehicles (including school buses, cars and delivery trucks) Anti-Idling information and education distributed to students, parents, staff, and public in the form of webpage, flyers, stickers, Newsletter, and pamphlet. Brand new "No Idling" signs purchased for the school and posted in parking lot for public view in areas where parents and public tend to idle. Picture taken with students helping to post the signs. Green "No Idling Pledge" cards sent home with the students and returned with parent signatures.
- A policy that encourages walking and/or bicycling to school and promotes alternative transportation Wellness Policy. Parents sign-up to allow walking/bicycling/skateboarding home without parent (4th grade and up)
- 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 Parent permission to walk/bike includes safety reminders for helmets, locks, etc. Local police sponsor bike rodeo at school. Signs, lights, and crossing guard with safety.
- ___ Electric vehicle charging stations have been installed to encourage the use of these vehicles
- Secure bicycle storage is provided to encourage bicycling to school
- ___ Electric vehicle charging stations

38. If your school has only bus transportation, describe how your transportation is efficient and has reduced its environmental impact (more efficient bus routes, diesel retrofits, biodiesel fuel, electric vehicles). N/A

Summary Question for Pillar 1: Describe other innovative practices and partnerships for reducing environmental impact.

An Energy Savings Improvement Plan (ESIP) resulted in completing the switchover to T8 LED lights in all areas of the school. This change was estimated to save over \$3,000 a year. CMCE utilizes automated HVAC controls through Niagra. This turns off HVAC when school area is unoccupied after hours. The Bert Brain system controls plugged-in appliances by shutting off the load at specified times. "Viewed individually, plug and hardwired loads may seem small; however, these loads represent the largest end use of electricity in many commercial buildings, accounting for over one third of electricity used." Bert eliminates standby with an estimated savings is \$5,000-\$6,000 a year. A campus, tech/environmental ed. wind turbine produces about \$400 of electricity per year.

Further, the Green Team has collaborated with the STEAM festival committee to greening the event. Two goals stand out: reducing waste and including local, community groups. Reducing waste: Food selection and how to serve it are always at the top of our waste reduction discussion. We are especially focused on avoiding single-use plastics. This year we served food on our reusable cafeteria trays. Wooden skewers were used for fruit kabobs, and silverware was provided for yogurt parfaits. Attendees were encouraged to bring their own water bottles and everyone was asked to return the parfait cups to be cleaned before recycling. Signage was posted for composting, recycling, return area for trays, silverware & cups, and trash. Local vendors and community partners: We worked with a business about four blocks away to provide pizza. We made sure they knew that we wanted no paper plates and no plasticware added to our order. NJ blueberries were used for our parfaits. All of the fruit we used was purchase from a local vendor, (unfortunately, not all in season - something to work on for next year). County organizations featured at our festival: Cape May County Library, AmeriCorp Watershed Ambassador, & Nature Center of Cape May. Our local Cape May Technical High School participated and sent Honor Society students to help. A county resident who works with NASA also had a table. Festival notices, sent home ahead of the event and posted on our school's Facebook page, made sure that families, whether attending or not, knew that Cape May City Elementary continues to take sustainable actions such reducing, reusing, and recycling seriously. Even project contracts reminded students to think of the environment while planning and creating. We continue to strive for more GREENING of our events.

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](#))
Similar to the CHPS tool is a survey conducted semi-annually to give feedback about overall cleaning and maintenance needs of the school and property. From this survey we evaluate suggestions for future projects and improvements.
2. Do you have an Operations & Maintenance Policy for your building? Yes No
3. Does your school have an Integrated Pest Management plan? Yes No Date last updated: **Sept 2019**
4. Indicate (X) which of the following practices your school employs to minimize exposure to hazardous contaminants.
 - School conducts both indoor (structural) and outdoor (turf and ornamental) IPM to reduce student exposure to chemical pesticides. **Contract with outside vendor.**
 - School reduces or does not use fertilizer on our property **No fertilizer except organic for veg. gardens.**
 - School prohibits smoking on campus and in public school buses **In school policies and NJ law**
 - School has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
 - School uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) **Detectors located near boiler and in kitchen**
 - School does not have any fuel burning combustion appliances (boilers, generators, hot water heaters)

- ___ 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
- ___ School built with radon resistant construction features tested to confirm levels below 4 pCi/L. No ___
- N//A 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.

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. **School uses IAQ plan. Environmentally friendly chemicals/nontoxic are used. Ongoing construction and repairs - follow OSHA, PEOSHA, & DEP standards/protocols. Grounds & facility committee of BOE checks-up to make sure safety standards are being followed. As a NJ public school, we follow QSAC standards & make sure we are within compliance. All chemicals are in locked areas.**

7. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. **All staff is trained in Asthma awareness and response. Staff avoids triggers such as perfume, dust, chemicals, aroma-therapy products. Mowing occurs after school hours. We are certified an Asthma Friendly School through the Pediatric/Adult Asthma Coalition of New Jersey. PACNJ**

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 ___

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. **CMCE uses a work tracker program: Faculty members report, monitored by school district admin. and head custodian, pool has new, upgraded dehumidifier and classroom dehumidifiers provided as needed**

9. Our school has installed local exhaust systems for major airborne contaminant sources. Yes_ No Describe (max 100 words) **School is currently surveying and evaluating entire HVAC system for repairs, updates, and replacements.**

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. **Uni-vent systems in each area are inspected and maintained quarterly. This includes inspection for problems and a filter change. Also, Bi-annual inspections are conducted by contracted vendor. School is currently surveying and evaluating entire HVAC system for repairs, updates, and replacements.**

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

12. Indicate (X) steps your school has taken to protect indoor environmental quality:

- c Implementing [US EPA IAQ Tools for Schools](#) and/or
- c Conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.
- c Participating in the Pediatric/Adult Coalition of NJ's Asthmas Friendly Awareness Program
- c Other **The Cape May City Education Association (union) has established a Health and Safety Committee to support policy and procedures to ensure a healthy, safe school.**

13. Indicate (X) if your school's green procurement practices pertain to the following: ([Buy Recycled](#) / [Buy Green](#))

- | | | | | | |
|---|--|---|--|---|---|
| c | <input type="checkbox"/> Construction | c | N/A_Fleets | c | <input type="checkbox"/> Office Supplies |
| c | <input type="checkbox"/> Carpets | c | <input checked="" type="checkbox"/> Food Services | c | <input checked="" type="checkbox"/> Paper |
| c | <input checked="" type="checkbox"/> Cleaning | c | <input type="checkbox"/> Landscaping (City) | c | <input checked="" type="checkbox"/> Other (50 word max) |
| c | <input type="checkbox"/> Electronics | c | <input checked="" type="checkbox"/> Meetings & Conferences | | |

Silverware instead of plastic utensils, no more polyfoam cups or bowls - replaced with compostable or reusable containers. Paper towels, toilet paper, and tissues. Link to our Green Purchasing Policy: <http://sjs-site-persistent-prod.s3.amazonaws.com/fileadmin/cicbase/documents/2016/6/24/14667984849937.pdf>

14. What system do you use to determine if the above products and services are considered sustainable? **Independently researched**

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 innovative practices, partnerships and actions for each statement below (100-word max each)

- Our school participates in the USDA's Healthier US School Challenge. Level and year: **Silver 2012**
- Our school participates in a Farm to School program to use local, fresh food. **School garden produce has been used in cafeteria. Annual pumpkin farm visits/select pumpkins. Field trips to local farm for tastings and educational experiences.**
- Our school has an on-site food garden that teaches nutrition and environmental education, describe. **Edible garden program in its 20th year. Last year the Earth Club voted to try a new system using fabric grow-bags & drip irrigation as modeled at Fenway Farms rooftop garden. This was very successful & allowed the option to take some plantings home for the summer harvest since the bins are easily transported and prevents invasive, tenacious weed growth over summer, moves the garden closer to its water supply to avoid hose hazards (over-lying walkways) and allows for mid-summer shut-offs due to mowing schedule. Students decide what to plant, test soil, maintain garden, and harvest. The garden program continues to thrive through the support and collaborative efforts of staff, school board, education foundation, administration, community partners, and parent volunteers. Our garden program now has four primary goals:**
 1. Nutrition: Educate and empower our students and families so that they might make healthier, sustainable food choices.
 2. Curriculum: Use the garden to facilitate hands-on, cross-curricular learning
 3. Use organic compost created by diverting classroom and cafeteria food waste into our rolling compost bins and vermi-composting system.
 4. Outdoor activities: Develop an appreciation & joy for outdoor experiences, including, but not limited to: getting ones' hands dirty, interacting with bugs, and growing healthy foods that students can enjoy.**Links: [LEAF Newsletter](#), [Garden Photos 1](#), [2](#), [3](#)**
- Our school garden supplies food for our students in the cafeteria, a cooking or **garden class** or to the community. **Earth Club, Summer School, and occasionally cafeteria.**
- Our students spent at least 120 minutes per week over the past year in school supervised physical education. **In addition to daily physical education, our students participate in weekly swimming instruction is held for grades 3-6, annual field day and a Triathlon where students swim, run and bicycle (individual or team), Fall Walk-a-Thon, brain breaks such as full school "STOP, SMILE, AND MOVE" and classroom "Go Noodle".**
- At least 50% of our students' annual physical education takes place outdoors. **Gym classes meet outside; weather & topic dependent. Field day, triathalon, trail/beach walks, bike rodeo, fishing at local pond.**
- 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): _____.
- Our school has a School Wellness Policy that addresses both nutrition AND physical activity.

- Our school has a School Wellness Committee that meets at least once a year. The Wellness Council meets in conjunction with the Green Team. Each year, the group reviews areas in need of improvement or revisions, and assesses the continuing needs of the students and staff. The committee has been able to make some significant improvements in school practices and in turn, has had a lasting impact on our students. Our Wellness Policy was adopted in 2015. We are happy to report that we have maintained our successful improvements in four target areas: physical activities during indoor recess (during inclement weather); staff wellness activities (currently morning swimming and "Get Fit" after school with programs like yoga); healthy alternatives to school parties; and a full-time guidance counselor.
- Health measures are integrated into assessments. _____
- At least 50% of our students have participated in the EPA's Sunwise, or equivalent program.
- Some food purchased by our school food service is locally sourced from regional farms. US Food Service has an icon to ID local foods which we purchase. NJDA Commodities such as apples, blueberries, peaches, butternut squash

16. What environmental tech. supplements curriculum? Wind Turbine – During the dedication ceremony, students shared researched information about wind energy, recited original poems, and sang songs. School and city officials participated in the festivities and the ribbon-cutting completed the celebration. In 2014, a winner was announced for the Name the Turbine contest: "Turby!" While this wind turbine project faced some initial, community opposition, it has become accepted and admired by most. Data collections include the correlation of wind direction to weather patterns and comparing energy generation from year to year. We also have a weather station.

17. Describe the type of outdoor education, exercise and recreation available.

Throughout the year, we have many annual events that promote outdoor education, exercise, & recreation. Some events include a bike rodeo sponsored by the Cape May Police, Triathlon, Field Day, and walkathon. These events get the students out in fresh air and exercising. Beyond the annual events, weekly gym classes often meet outside, daily recess, access to our nature trail, students work in the school garden, and grades K-6 take at least one field trip that focuses on an environmental topic. Lastly, classroom teachers utilize outdoor brain break activities.

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

18. 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 your health-related initiatives or approaches: Completed SCHOOL HEALTH INDEX and Culture & Climate Survey. Action plans devised by assessing survey results. Education Association started a Health & Safety Committee that works with the administration & BOE to address concerns. The Wellness Committee works in conjunction with the school's Green Team on a monthly basis. Principal, nurse, and guidance counselor certified in Mental Health emergencies. Several staff members certified in non-violent crisis management.

19. Does your school partner with postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health, school garden education and/or safety? Yes No If yes, describe partnerships: CMCES is very active within the community through classroom activities, school-wide assemblies, and other engaging activities. Years of collaboration with the Nature Center of Cape May has helped establish/strengthened our school garden program. The United States Coast Guard as a Partner in Education (P.I.E.). USGC is a huge part of our students' learning, including visits during the week of respect & help with health & safety events. Local lifeguards come to discuss beach safety. Cape May Police Department supports bike safety with talks & bike rodeos. AmeriCorp Watershed Ambassador gives lessons about water conservation & facilitated the building of our rain barrel for our garden.

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

21. Describe efforts to support student mental health and school climate (anti-bullying programs, peer counseling, etc.):

Professional development for all staff about ACES (Adverse Childhood Experiences Study) and resiliency training. Green Dot anti-bullying program, FISH Philosophy, and Mind-Up Mindfulness practices are in use through-out building. Our full-time guidance counselor offers:

- Individual Counseling: -Available to all students.
- Group Counseling: -Divorce Groups and Mindful Meals: Open to all students. Allows students time and space to relax and decompress during the busy school day.
- Classroom Lesson: -Topics include Empathy, Tolerance, Acceptance, Diversity, Careers, Conflict resolution, Friendship, Coping Strategies, Mindfulness, Perseverance, Resilience, Respect, Kindness, and many more taught weekly to each classroom.
- Parent Workshops and Resources: -Workshops held for parent education. A community resources webpage has been developed and made accessible for parents.

Summary Question for Pillar 2: Describe any other efforts to improve coordinate health and safety, nutrition and fitness, highlighting innovative or unique practices and partnerships. (100-word max)

We moved our school breakfast program from service in the cafeteria into the classrooms where students could have their breakfast after the bell. We also made the decision to offer Universal Breakfast, which is offered without cost to all students regardless of their free and reduced status. We found that our participation increased dramatically, from about 20% to 75%. Breakfast meals have been modified to be more classroom user friendly and consist of whole grain cereal products, low fat string cheese, low fat yogurt, whole grain crackers and as a special treat we will also offer whole grain, child nutrition approved Pillsbury prepackaged breakfast items. Also included is a choice of two servings of fruit and/or vegetables and low fat or fat free unflavored milk. Further, school families are encouraged to take advantage of an "In-School Celebration Ordering System" from the school cafeteria. The option to order through the school provides many healthy treat choices at reasonable prices, along with many non-food suggestions that parents can consider. Our Parent Teacher Connection is also making healthy choices at after school events which includes salad choices, chilled water, and popcorn for students and families as well as non-food Fundraising.

PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Element 3A: Interdisciplinary learning that prepares students to navigate the key inter-relationships between dynamic physical and social systems (E/S literacy) is documented, assessed for and mapped.

1. Indicate (X) which practices your school employs to help ensure effective environmental and sustainability education. Provide examples of actions taken for each practice, highlighting innovative practices and partnerships.

School has an environmental or sustainability literacy requirement. (200-word max)

Recurring E/S concepts are integrated throughout an interdisciplinary curriculum. (200-words)

Throughout each school day, students are exposed to procedures and practices as well as sustainability curriculum as it is infused into everything we do: Morning announcements, recycling & composting after breakfast & lunch, outdoor exploration. conserving paper, recycling markers & plastic film, planting seeds, watching bird feeders & collecting data, maintaining vermi-composting, making posters to encourage reduce/reuse/recycle, planning & maintaining school garden, supporting healthy eating with posters & tasting table, turning off unused lights & electronics, reminding parents not to idle during pick-up, working with community groups to help senior citizens or to clean-up local beaches...It's all integrated and connected. These projects and initiatives are integrated in class lessons and special areas.

Student learning of environmental & sustainability concepts is evidenced by authentic assessments.

Students take charge of recycling, composting, and energy audits. They create appropriate posters and other media to share what they've learned and to educate others. They engage in local and global projects demonstrating their citizenship. Examples include: Beach clean-ups; fundraising for UNICEF & Water for South Sudan; collection for animal shelters, food closets, and senior comfort; and letters for deployed military.

X Students evidence high levels of proficiency in these assessments. (100-word max)

X Professional development (PD) in environmental and sustainability education (E/S) are provided to teachers.

X Describe the PD in which faculty or administrators participated and how it contributed to the implementation of your E/S Goals. When was the PD held? Who attended? (200-words)

Full day PD with local environmental educator/naturalist for all teachers/principal held fall 2018. Workshop addressed NGSS/phenomena/cross-cutting concepts in an outdoor setting. Especially strong connections were made to sense of place, interdependencies, biodiversity, natural systems, and healthy commons. Several faculty members attend annual NJ Science Teachers Convention & NJEA Convention with workshops that address E/S. At least one teacher attends the annual Alliance for New Jersey Environmental Education (ANJEE) fall & winter conferences which support E/S goals through networking, sharing resources, and educational offerings.

Special program training: Green Eggs and Sand - summer/fall 2019

X Environmental/Sustainability Education is offered in after-hour school programs (200 words)

- Earth Club meets 1X week- Students head-up: recycling, composting-including vermi-composting, no-idling, sustainable foods, edible garden, Earth Day/Arbor Day assembly, (hosts City Shade Tree Commission who speak every Arbor Day). They conduct a whole school survey of water faucets & report drips to maintenance dept. & BOE. They help with energy conservation projects. They explore nature trail & wetland areas.
- Photography Club -1X - take photos outdoors of flora/fauna
- Student Council - 1X week - Students campaign to hold office/conduct elections (grades 4-6). They meet to improve school climate & culture, start special recycling projects, and represent the student body at the Sustainable Jersey for Schools Green Team/Wellness Council. They are a voice for change & improvements, this year initiating upgrades to bathroom lighting.

Element 3B: Use of (E/S) to prepare students for career pathways and to develop STEM/STEAM content, knowledge, and thinking skills.

2. How does your school use sustainability and the environment as a context for learning science, technology, engineering [art] and mathematics (STEM/STEAM), thinking skills and content knowledge? (200-word max)

- Waste audit- sorting, data collection -Science/Math/Tech/
- Build Habitat/pollinator gardens - research native plants/preferred foods- Science/content knowledge/Art (signs)/ Math (cost of seeds & plants)/Engineering water/Science (test soil)
- Composting lunch waste - Science (carbon/nitrogen)/ Math (weight and/or volume)/ Art (posters to encourage participation)
- Recycled art project - Science (material properties)/ Engineering/ Art (design-color-form)

3. How does your school use sustainability and the environment as a context for learning green technologies and/or career pathways? Please describe student performance criteria and assessment results (200-word max)

CMCES students not only learn about the plastic problem, but are initiating real world solutions. They have succeeded in getting rid of plastic utensils, eliminating straws for grades 2-6, and promoting reusable water bottles. Third graders are learning about energy sources & use. Energy audits are place-based learning with tools, problems, & solutions. Students, grades 4-6, are participating in a 10-month study of county habitats. Their experiences connect to many environmental career pathways as they conduct water tests, site surveys, etc. A plastic clean-up challenge conducted in our pool, used underwater ROVs to solve real world problems. Our campus wind turbine supports engagement in studies of alternative and renewable energy.

4. How does your school address teaching the science of sustainability in your K-12 scope and sequence? What science standards do you target? What evidence of student learning are you assessing for and monitoring in this area?

CMCES addresses science of sustainability through NJSLA/NGSS standards. We've established best practices thru the focus of our EcoTeams and NJ Sustainability for Schools Green Team. Interdisciplinary curriculum and enduring understandings are taught by all grades PreK-6, using STEMScopes, Newsla, and other highly rated resources. All

students have assessments - both written & authentic - included in their curriculum. Fifth graders are also evaluated with the NJSLA state Science assessment. 5-ESS2-1; 5-ESS2-2; 5-ESS3-1; MS-LS2-4; MS-LS2-5; MS-ETS1-1; MS-ETS1-3; MS-PS2-3; MS-PS2-4; MS-PS2-5. As we are growing our students, the goal is that they not only have gained background knowledge, but also are ready to apply this knowledge as environmentally aware & responsible citizens.

Percentage of last year's eligible HS graduates who completed the Environmental Science / Earth Systems (or similar environmental course) course during their high school career: N/A

Element 3C: Development and application of authentic civic engagement knowledge, skills and dispositions through place based learning experiences (project-based/service) and community partnerships

5. Describe students' civic/community engagement projects integrating environment, environmental justice ([as defined by EPA](#)) and sustainability topics. (200-word max)

Our students participate in many projects connected to the community and beyond that integrate/focus on environmental topics. They conduct local beach clean-ups & surveys through Clean Ocean Action. In April 2018, we were the first school to host a showing of "A Plastic Ocean" with the Surfrider Foundation, South Jersey Chapter. They also develop community & global citizenship through interactions with WWII Veterans, local senior citizens, and ongoing K-Kids (Kiwanis) projects. Monthly work with Cape May's Garden Club facilitates an awareness of plant growth, design, native species, etc. As a U.S. Coast Guard community, our students have the unique opportunity to embrace military lifestyle and support service members. Students engage with community through special events such as the annual S.T.E.A.M. Festival & Coast Guard Community Festival to showcase many environmental/sustainability projects and activities. The Green Team has been involved in many outreach activities including playing a key role in the annual STEAM Festival and the Coast Guard Community Festival. At both events, the Green Team has engaged families in fun activities, informational hand-outs, green challenges, and free raffles for "green" items. These events involve students in the planning and in the actual activities. To celebrate Earth Day and Arbor Day our Earth Club student Green Team members produce a special program for the school community. The local Shade Tree Commission is invited and participates in this celebration. For several year, the team has wanted to have a more consistent vehicle for communication, education and outreach. This year we have succeeded in developing and rolling-out both a newsletter, "The Leaf," and a new Green Team website.

6. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills.

Outdoor classroom/Field trips/Community connections

- measuring - plant growth, fencing needed
- tool safety & responsibility
- properties of matter -texture, size, weight
- outdoor safety - poison ivy, ticks, sun screen
- mental health - getting outside to relax & reset
- connecting monarch life cycle with food needs (milkweed/nectar plants)
- community beach sweeps
- working with community helpers to clean-up garden debris or invasive vines
- seeing bees & other pollinators/ understanding beneficial relationships
- having bird feeders & learning how to identify & keeping observational data
- field trips - map reading - habitat studies -observations/respect
- creating art in nature/collaborating/writing poetry- Voices from the Land project

7. Describe students' outdoor learning/ place-based learning experiences at every grade level. (200 word max)

PreK - Sunflowers - planted seeds indoors. Studied needs & care. Transplanted outdoors. Watered & watched growth and recorded observation in their "The Little Seed Booklet."

K- Becoming an Earth Hero.- Making choices to help the earth: reduce/reuse/recycle, visit to the milkweed and butterfly garden, Monarch Metaphors from the University of Minnesota Monarch Lab website: www.monarchlab.org.

1st - Bees are insects. Studying parts. Learning habits/stages/jobs. Show respect. Selecting & planting flowers in a pollinator garden for them.

2nd - Habitats. What is needed? Using outdoor classroom/trail to look for food sources, water, shelter...

3rd - Energy conservation. Learn energy basics. Conduct light audit. Use "right lighting."

4th - Natural resources and State Parks/Forests. Learn about natural resources - visit local state park using lessons based on an activity book written by Lisa Fumari-Willever, and provided by New Jersey Department of Environmental Protection: "Nicky Fifth Explores New Jersey's Great Outdoors".

5th - Water conservation in our school, read "A Long Walk to Water" about South Sudan & the lack of clean water/wells. Students act-out the carrying of jugs of water to experience this burden/hardship. Students conduct fundraiser for wells in South Sudan (successful) & make posters about conserving water in school. In addition, repurposed materials are used to create art projects in a lesson connected to the Enduring Understandings about recycling and up-cycling: Create a Support for your Sculpture.

6th - PBL on human effects on ecosystems. During county field trip, observe signs of human effects.

8. Describe how partnerships help your school and other schools integrate the 3 Pillars into the curriculum, student learning and school culture. Include both the scope and impact of these partnerships. In what ways is your school sharing & promoting (outside of school) its efforts to uphold all 3 Pillars? (Ex. student exchange forum, sister school program, global PBL program, state-wide professional learning communities) (Max 200-words) **CMCES became one of the first Lighthouse Districts in NJ - Cohort 2017.** As such we have been able to share successful initiatives for learning success statewide with other districts. Our school's partnership with Cape May City includes sharing the cost of pool renovation, upgraded lighting, and a complete reconstruction of the playground & athletic fields. In addition the City collects our trash/recycling and supports our project to collect/recycle plastic film. The school has a shared agreement with the city for recreational use of our entire campus off-hours. Being part of a city-wide energy audit kick-started many of our upgrades. CMCES is a PIE (Partner in Education) School with the U.S. Coast Guard. They work along side our school, offering volunteers for school functions (triathlon, festivals, evacuation drills, etc.), as well as helping reestablish and maintain our nature trail. The Kiwanis Club of Cape May supports the education of our students through K-Kids & Conversation Comrades, teaching civic affairs and community service. Other partners include the local police, fire department, and beach patrol (safety); Garden Club (environmental awareness); Center for Community Arts (enrich the arts curriculum), and MAC (Mid-Atlantic Center for the Arts (cultural & historic preservation/sense of place).

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. **Collaboration with the City has provided energy upgrades, recycling support, and athletic field/playground property management.**

Summary Questions for Pillar 3: Describe any other ways that your school integrates all three pillars into curricula, student learning and school culture to provide effective environmental and sustainability education. Highlight innovative or unique practices and partnerships.

Our annual S.T.E.A.M. Festival features exhibits, activities, music, and art, as it showcases student interests, class curriculum, green initiatives, and invited community partners/nonprofit organizations. Each year there is a unique focus theme such as: The Green Scene, Ocean Exploration, Looking Up!, and (this year) Connections. This is a free, family event held 5:30-7:30pm, open to the public. The festival includes low cost foods and many hands-on experiences facilitated by student projects and our partners. This has become a favorite evening that provides a vehicle to communicate our goals of integrated S.T.E.A.M, sustainable choices, and environmental awareness.

SUMMARY NARRATIVE: Cape May City Elementary School (CMCES) takes a multi-disciplined approach to its commitment to sustainability. The school continuously strives to improve its environmental impact and the health and safety of its students. In 2012, the school was awarded a Silver Certificate for the Healthier U.S. Schools Challenge; one of only two New Jersey schools to attain this distinction that year. This award recognized the school's vegetable

gardens, healthy food choices, and exemplary physical education offerings.

CMCES has participated in Sustainable Jersey for Schools, beginning in its inaugural year, earning a Bronze and two Silver Certifications. This partnership has also resulted in three grants totaling \$6,000 to support recycling, composting, and gardening programs.

Located on 36 acres of diverse habitat, including field, forest, and salt marsh wetlands, CMCES school is fortunate to have such a rich “backyard” to support student learning, exploration and appreciation of the natural world. The school is a Certified Wildlife Habitat through the National Wildlife Federation.

Earth Club students, who oversee the edible school gardens and the composting and recycling programs, are currently completing their Sustainable Food pathway through EcoSchools USA. This year, for the first time, CMCES has become a PowerSave School with the Alliance to Save Energy. Third graders are starting their energy/heat/light/water survey and are overflowing with ideas on how the school can improve its conservation efforts. In the library, fourth through sixth grade students are involved in a 10-month, county habitat study with a focus on the connections that are discovered during their explorations. In addition, all students are learning about the U.S. Atlantic Coast horseshoe crab/shorebird phenomenon and observing the baby horseshoe crabs as the school participates in Green Eggs and Sand/U.S. Fish and Wildlife Service Program.

In the fall of 2015, the school participated in a city-wide energy audit, using the EPA Energy Star Portfolio Manager. Following this audit, an Energy Savings Improvement Plan (ESIP) resulted in completing the switchover to LED lights in all areas. This change was estimated to save over \$3000 a year. The school also uses BERT smart plugs, which are programmed to automatically shut off connected electronics from 6:00pm to 7:00am school-wide. The estimated savings is \$5000-\$6000 a year. The school campus wind turbine produces approximately \$400 savings. Despite these green initiatives, the school has not seen cost savings yet. This may be due to the renovation/rebuilding schedule of the swimming pool. Closed & under construction for approximately five years, it reopened in the fall, 2017. The resulting spike in electricity use throws off all data in comparing year-to-year energy use and savings. Moving ahead, the Green Team looks forward to documenting annual savings, with FY17-18 as the baseline.

The aforementioned pool renovation was a collaborative effort of the BOE and the City of Cape May, and included many conservation measures. These included a Seresco energy-efficient dehumidifier, upgraded locker rooms with automatic-sensing sinks and toilets, and a bottle-refill station. This refill station was such a success that four additional bottle-refill/fountain stations were placed throughout the school. These encouraged healthy hydration habits and had the added benefit of reducing single-use plastic water bottles. The pool is a valuable asset for the school and the community.

One of the school’s top initiatives since 2017 has been led by students. It is the reduction of single-use plastics and styrofoam. Started by a student studying ocean pollution, CMCES took the steps to make the switch from plastic utensils to metal, phased-out plastic straws from grades third through sixth, replaced Styrofoam soup cups with reusable mugs, and switched Styrofoam coffee cups and plates for compostable paper products. The school is continuing to reduce its plastic waste-stream through new reusable salad containers, recycling campaigns, and participation in the TREX Plastic Film Challenge.

CMCES is dedicated to building strong alliances with families and community partners. This not only strengthens the school climate and culture but provides endless opportunities for civic engagement. CMCES is proud to be a United States Coast Guard Community. The school continues to participate in the Coast Guard Community annual festival with booths housing environmentally friendly activities. In addition, the school holds an annual, green S.T.E.A.M. festival open to the public with displays, hands-on activities, and a free eco-friendly raffle. These events provide a chance to educate and encourage participation in environmentally sustainable choices.

To reduce paper use, the school incorporates family text messages, emails, and accessible social media/websites. Virtually all staff communications, lesson plans, and evaluation elements are online, as are report cards. The Green Team website features its monthly newsletter, [The Leaf](#). This newsletter is designed to increase staff and community awareness/education about sustainability and related actions. Seasonal “Green Challenges” are posted on this website and encourage families to complete actions such as unplugging from screens or completing an outdoor activity bingo board.

Finally, teachers are increasing their knowledge and understanding of education for sustainability. They have participated in on-site, professional development using the school’s natural surroundings as a catalyst for exploration

and engagement. They are integrating key topics in sustainability, whether it is in a classroom or on the campus nature trail; in the school's pollinator garden or while leading an energy audit; feeding baby horseshoe crabs or conducting a year-long county, habitat study, our students are involved in meaningful studies that connect them to the real world. CMCES is dedicated to teaching and encouraging students to be lifelong stewards of the environment and contributing members of their communities.