



Sustainable Jersey for Schools Certification Report

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

Reeds Road Elementary School (Atlantic) was certified on August 09, 2016 with 415 points. Listed below is information regarding Reeds Road Elementary School (Atlantic)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

Contact Information

The designated Sustainable Jersey for Schools contact for Reeds Road Elementary School (Atlantic) is:

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Actions Implemented

Each approved action and supporting documentation for which Reeds Road Elementary School (Atlantic) was approved for in 2016 appears below. Note: Standards for the actions below may have changed and the documentation listed may no longer satisfy requirements for that action. Additionally, points associated with actions prior to 2013 certifications may not be accurate.

Board Leadership & Planning

Professional Development for Sustainability

20 Points

🏅 Bronze Priority 🏅 Silver Priority School District

Program Summary: As part of our desire to become a more sustainable school, the Reeds Road

School offered a two hour Professional Development workshop for staff members, Family School Association parents, administrators, and Board of Education members on Monday, March 21. 28 participants attended the two hour workshop. Galloway Township Chief Sustainability Officer Barbara Fiedler, and Ro Goldberg, Galloway Township Green Community School Liaison, presented the correct ways to compost at home and at school. They also taught the attendees the importance of composting for the environment. Michele, from the ACUA, presented on school, home, and community recycling. The audience found the sessions very engaging, informative and motivating. Board of Education Mike Greb, Reeds Road Vice Principal Kevin Lightcap, and Reeds Road Green Team Coordinators Donna McAvoy, Kelli Grunow, and Kim Bergman attended a one day NJSBA "Sustainable Practices Working Session" in Trenton, NJ. During this session, the participants reviewed a Sustainability Wellness Check which was aligned with the Sustainable Jersey for Schools certification program. Certificates for the five participants are uploaded. Steve Bolli, our district energy coordinator, was certified in being a leader for Sustainable Schools. His certificate is attached.

PDF: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION](#)

PDF: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION](#)

PDF: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION](#)

IMAGE: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION- STEVE BOLLI](#)

PDF: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION- WORKSHOP CERT](#)

District Sustainability Policy

10 Points

District

Program Summary: A Sustainability Policy was developed for our school district. This was done to formally support the efforts already being made by our district and schools in various aspects of sustainability (e.g. education, community partnerships, energy managements, recycling). By having a formal board policy, we are showing to everyone that sustainability is an important aspect of our district and schools. The policy was submitted to our Board Policy Committee and approved by the full Board (first reading was at the April 25, 2016 meeting, and the second reading and adoption was at the May 9, 2016 meeting). The policy is posted on our website, an email was sent to all staff, and and a School Messenger blast email was sent to all parents/guardians.

WORD: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

School District Foundation

10 Points

School District

Program Summary: Thanks to the generosity of the Educational Foundation, an outdoor education space was approved, set up, and introduced to students of three schools for environmental education within our district. Mr. B's Backyard Classroom has continued to instill a sense of environmental awareness to students of varying grade levels. Through Mr. B's Backyard Classroom several educators have collaborated providing hands-on activities and developing an essential understanding of local ecological concepts. The Galloway Township Middle School

(GTMS), Reeds Road Elementary School, and Roland Roger’s Elementary School staff members have formed cooperative partnerships with each other, as well as local and state environmental agencies. We have continued our alliances with The Richard Stockton College of New Jersey, the Edwin B. Forsythe Wildlife Refuge, and U.S. Fish & Wildlife. These alliances help us to enhance the engagement of students with their natural world, assist us in collecting quantitative and qualitative environmental data, and promote the educational opportunities that our Galloway Township students are experiencing. This initiative has helped to fill the void left when field trips were eliminated by providing chances to take “class trips” to an aquatic oasis. It also keeps learners actively engaged in their local environment. Highlights included class visits by fourth through seventh grade students, a wide variety of wildlife sightings, and collaborations with community agencies including: US Fish & Wildlife Services, Edwin B. Forsythe Wildlife Refuge, New Jersey Watershed Ambassadors, Galloway Go Green, and The Richard Stockton College of New Jersey. The year culminated with the successful fourth annual Nature Fest, in which more than eight hundred students rotated through stations of student led projects, community information booths, and outdoor educational experiences. Mr. B’s Backyard Classroom affirms the abundance of learning opportunities that can take place in this hands-on, outdoor classroom. Another year, of support from the Galloway Township Education Foundation, will enable us to continue to expand this program to include the entire seventh grade science class.

PDF: [SCHOOL DISTRICT FOUNDATION DOCUMENTATION](#)

Diversity & Equity

Breakfast After the Bell

20 Points

School District

Program Summary: BREAKFAST AFTER THE BELL In August 2012 we started a Breakfast Committee to try to boost participation of breakfast in the schools. The committee consisted of teachers, principals, vice principals, nurses, custodial and food service to come up with a plan to start breakfast after the bell. Participation has increased each year we started the program. By the end of June of 2012 participation was 50.16%, then by the end of March of 2016 it had increased to 82.41%. This gave us an increase of 32.25% district wide. At Reeds Road School starting in September 2014, students are able to walk to the cafeteria after arriving at school and get a Grab N Go breakfast. The cafeteria supplies a variety of hot and cold healthy breakfast food choices. Students bring their breakfast back to their classroom to consume before the start their school day. In order to promote our program we sent flyers out and included it on our webpage. We also attended Back to School Night, Family Community Night and the Wellness Fair to promote breakfast and make parents and their students aware of the program. Children's characters from both movies and popular cultural, along with our mascot Bubba the Bulldog, are used to stimulate interest in our breakfast program.

PDF: [BREAKFAST AFTER THE BELL DOCUMENTATION](#)

PDF: [BREAKFAST AFTER THE BELL DOCUMENTATION](#)

IMAGE: [BREAKFAST AFTER THE BELL DOCUMENTATION- MINION MASCOT](#)

: [BREAKFAST AFTER THE BELL DOCUMENTATION- NATIONAL BREAKFAST WEEK](#)

IMAGE: [BREAKFAST AFTER THE BELL DOCUMENTATION- WEBSITE LINK](#)

PDF: [BREAKFAST AFTER THE BELL DOCUMENTATION- FINANCIAL REPORT 2016](#)

Energy Efficiency

Energy Tracking & Management

20 Points

School District

Program Summary: In May of 2007, the Galloway Township Public Schools signed a contract with an energy management consulting firm (Energy Education Inc.). A total district inventory of all energy consuming equipment, bills, usage, building square footage etc. was established. This information was then loaded into a data base (Energy CAP Pro) and broken down for each building. As per contract with Energy Ed., the district would also have to appoint an energy coordinator(which we did) to assist with data collected, input, and monitoring of energy usage on a monthly bases. The energy coordinator would receive various training courses in best energy saving practices, educating others and reporting findings. In order to make a valid apples to apples comparison from the start of our energy program in 2007. Prier data was collected from 2006 so that a baseline year could be created. Certain criteria would have to be taken into account: • Change in weather. • Change in building square footage and usage. • Differences in the length of the building periods and rates. The primary goal of the energy coordinator is to: • Maintain comfort & safety in occupied areas. • Eliminate energy waste. • Save dollars. The districts energy Coordinator monitors the utility bills at all 7 of our locations monthly for: • Consumption • Cost • Rates This is an ongoing process that allows the energy coordinator to: • Track the overall usage for the district as a whole. • Monitor each of our schools individually. • Compare month to month usage. These finding can then be addressed, reported and corrected to reach peak efficiency for each building. In March we applied through TRC Energy Services for a bench marking report. Attached is a Energy Star report.

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION- BASELINE GAS](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION- DESCRIPTION OF IMPLEMENTATION](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION- BILL ELECTRIC](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION- BILL GAS](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION](#)

Food & Nutrition

School Gardens

10 Points

School

Program Summary: In March of 2016, self-contained classrooms at Reeds Road embarked on a new learning adventure by implementing the Carton2Garden project which combines recycling with growing a garden. The students collected milk cartons from the cafeteria and planted seeds to grow an herb garden. On March 10th, 2016, 40 cartons were planted with seeds of parsley, basil, mixed lettuce, peas, and flowers. They are currently thriving in the window outside of each classroom, that the students may observe the progress of the project, and the plants are in an

optimal growing condition, similar to that of a greenhouse garden. The students check on the plants on almost daily and make sure they have enough water. Once the weather warms, the milk cartons will be taken outside. Because the garden is in an area where all the students pass by, the whole student body is becoming enriched with the growing process of the plants. All students received instruction on the nutritional value of the garden and its benefit to the environment in a lesson by their teacher. This project is not yet completed. It will continue during the Extended School Year Program. Attached are the lesson plans for the school garden.

PDF: [SCHOOL GARDENS DOCUMENTATION- INFORMATION](#)

PDF: [SCHOOL GARDENS DOCUMENTATION](#)

PDF: [SCHOOL GARDENS DOCUMENTATION](#)

Innovation Projects

Innovative Project #1

10 Points

School District

Program Summary: Reeds Road School, like most schools, provides breakfast for many of their students. Each breakfast is provided in a plastic bag. Every day hundreds of bags were being thrown into garbage cans. Ms. Bergman's class decided to do something about this! In October, 2015 these special education language and learning disabilities students began a project incorporating civic duty, recycling, fine motor skills, communication, sensory and social skills. This is not a typical lesson with a lesson plan and rubric, but a project in sustainability that can be modeled by other schools. Ms. Bergman announced to the Reeds Road School staff at a faculty meeting and followed up with a flyer that explained the project. Announcements every morning explained that students would be collecting these plastic bags used for breakfast. Every student was encouraged to save these bags which were collected by Ms. Bergman's class. These LLD students, along with their teachers and student big buddies, cut the bags into strips and tied them onto wire hangers shaped like a wreath. This raised awareness of the individual student's ability to reduce their carbon footprint since so many received breakfast every day. Quickly, not only teachers, staff, administrators, and cafeteria workers, but custodians became involved. At no cost to the school, teachers, or students, this project benefited the school. Saving their breakfast bag every morning made students aware of their impact on the environment. Giving the wreaths to parents increased awareness in the community on simple ways to recycle and make something pretty. Collaboration with others provided another use for these breakfast bags. The bags were cut into strips and tied together to create jump ropes. Incorporating disciplines such as physical education, occupational therapy, speech therapy, physical therapy, as well as science, math, and language arts encouraged and supplemented environmental education. This year long project increased student learning because now the special education students can practice sustainability efforts at home. We are looking forward to all of our special education classes to partake in this Innovative Project next year. The program was promoted through our school Facebook account and our District Facebook account.

PDF: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)

Learning Environment

Student Participation in the Arts

10 Points

District

Program Summary: The Galloway Township Public Schools provide an enriching and extensive arts programs for students. The varied classes and courses, co-curricular programs, and summer offerings enable students to succeed in meeting the New Jersey Core Curriculum Content Standards in the Visual and Performing Arts. More importantly, these programs allow students to explore the arts, enjoy learning in a collaborative environment, and experience sharing their talents with parents/guardians and the community. The attached letter provides additional details regarding our programs.

PDF: [ARTS LETTER FROM SUPT](#)

PDF: [NJDOE ARTS REPORT](#)

Curriculum Mapping

20 Points

School District

Program Summary: Reeds Road Elementary School has taken pride in its effort to continually align the curriculum of instruction with the Common Core. Our motto, "Children and learning come first," exemplifies our efforts to ready our students for the standards, ensuring a successful future for all. With this in mind, prior to the implementation of the Common Core, Galloway searched for a new standardized textbook for English Language Arts. In our search, we came across the Reading Street Literature series and began to launch a new curriculum. However, before doing so, teachers from kindergarten to sixth grade volunteered to sample the text and begin piloting it. Over the summer months, these teachers planned the start of new instruction. Having once been a novel-based curriculum, teachers worked on supplementing the old instructional model with the new. This planning allowed us to find a balance and rethink our questioning techniques to improve materials we already had instead of investing in an entirely new "library of resources." Noticing the length of the curriculum, based on three models of instruction: Advanced; On-Level; and Special Education, the teachers decided to upload the curriculum map electronically. This also allowed teachers to attach additional resources to the document. For example, any known graphic aids were readily available for use on the document camera or computer. This readily accessible document allows for consistency across our Elementary Schools in the district. By using a common literature series and curriculum guide, teachers starting in the elementary schools and finishing in the middle school have seen an increase in our students academics. The curriculum map has allowed teachers to push the curriculum further, getting the students ready for their future education.

PDF: [CURRICULUM MAPPING DOCUMENTATION](#)

PDF: [CURRICULUM MAPPING DOCUMENTATION](#)

PDF: [CURRICULUM MAPPING DOCUMENTATION](#)

School Grounds

Biodiversity Project

10 Points

School

Program Summary: Mr. Guy Buckelew dedicated 14 years to the youth of Galloway Township. Teaching sixth grade at Reeds Road Elementary School, he instilled a sense of environmental awareness to his students. He attempted to bring the outdoors in and instructed utilizing these natural elements. Through Mr. B's Backyard Classroom, our retention pond has been transformed into an arena to provide hands-on activities to develop an essential understanding of local ecological concepts. The Galloway Township Middle School (GTMS), Reeds Road Elementary School, and Roland Roger's Elementary School staff members have formed collaborative partnerships with each other, as well as local and state environmental agencies. The importance of living a "Green" lifestyle and the promotion of conserving Galloway's ecosystems is expanding utilizing our own school grounds. Mr. B's Backyard Classroom was established during the 2010-2011 school year. Mr. B's Backyard Classroom supplements the everyday classroom learning with chances to take "class trips" to an aquatic oasis.

WORD: [BIODIVERSITY PROJECT DOCUMENTATION](#)

WORD: [BIODIVERSITY PROJECT DOCUMENTATION- LINKS](#)

WORD: [BIODIVERSITY PROJECT DOCUMENTATION](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: The Reeds Road Green Team is committed to incorporating sustainability practices into our teaching and best practices in an effort to becoming more green and less wasteful. A school that is characterized by rigorous expectations, strong leadership, exceptional teaching, research-based instruction, and supportive parent and community involvement we believe in supporting an environment of sustainability. Throughout the school year we will be supporting the staff in a number of different activities related to staff and student wellness, recycling efforts, service learning projects, Go Green events and cross-curricular projects that focus on environmental health and safety. By helping our school incorporate sustainable practices, we can reduce operating costs and environmental impacts, while promoting a healthy environment for students and staff. Our goal is to continue our efforts to become a more sustainable school supporting the efforts of the school based Green Team as well as the Go Green Team of Galloway Township. We have built great relationships and wish to continue to build them to benefit our schools. In April, the Galloway Township Education Association appointed Donna McAvoy and Kelli Grunow to be their representatives on the Green Team. The work our Green Team has done this year is documented.

PDF: [GREEN TEAM DOCUMENTATION](#)

PDF: [GREEN TEAM DOCUMENTATION- SUMMARY](#)

PDF: [GREEN TEAM DOCUMENTATION](#)

Community Education & Outreach

10 Points

 Bronze Priority  Silver Priority School

Program Summary: Event 1-Galloway Township Wellness Fair The idea for the wellness fair came about due to the concern with childhood obesity and good nutrition for children. It started with contacting local health vendors from dentists to chiropractors to nutritionists. We sent them an invitation to participate with no charge for their attendance. When advertised, we had health vendors calling and asking to participate. It takes a great deal of planning and organization as well as people to see it happen. The teachers at Reeds Road School discussed ways that families can "Save the Earth." Each student in grades 1-5 made a poster with 4 ways to Save the Earth. The Green Team at Reeds Road set up a table at the Wellness Fair and handed out 300 posters to community members. The night is for all ages and everyone has a wonderful time. We started with a small idea and it has grown. Our hope is to make it even bigger and better each year. Event 2-The school's Green Team created an information flyer of ways students can go green for the summer. This flyer will be placed in each student's report card in June. An email blast will also go home in July with the flyer attached reminding the students to Go Green. Students are encouraged to check off the efforts they tried toward being more sustainable at home in the summer. Each student that uses the check list and returns it to school will be entered into a drawing to win prizes.

PDF: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)

Green Fair

10 Points

School

Program Summary: Reeds Road Elementary School's Green Team hosted our first annual Green Fair on April 12, from 4:30 to 6:30. We wanted to bring the community together and showcase the students' efforts in sustainability. We partnered with our Family School Association and Galloway's Go Green Committee who helped organize the event as well as setting up a booth during the event with information that showcased various sustainability initiatives in the town. Our Green Team wanted the event to be rich in opportunities to learn about "Green" practices as well as simply having fun. The refreshments, all free of charge, were bananas and apple and freshly popped popcorn provided by our Family School Association. Everyone was encouraged to bring a reusable water bottle. The Student Council made invitations for the Board of Education, Administrator and Town Council out of recycled materials. The Green Team made games out of recycled items and items found in nature. The students played games such as: Knock the Cans, Minion Beanbag Toss, Tic-Tac-Toe, Marble Race, Ring Toss, Pong, Green Word Game, and a

Recycled Can Game. During the fair, students were able to make "recycled crafts." They made butterflies out of coffee filters, birdhouses out of plastic milk cartons, and fish out of water bottles. Green balloons were hung all around the cafeteria. Prizes were awarded which were donated by our local WaWa. Some "Green" projects that were made in Art Class were displayed on tables in the cafeteria. All students were encouraged through an email blast and morning announcements to make a "Trash to Treasure" project. The students were encouraged to make their project at home with a parent to involve families in our sustainability efforts. The students and families were asked to recycle and repurpose TRASH products found in their homes and turn them into TREASURES. All projects were displayed at our Green Fair. Over 30 staff members volunteered to come to the Green Fair and helped out. To date, we have received over 300 projects. We had over 450 people attend our Fair. Our Green Team created a masterpiece in the front of the building with all recycled materials and the entire school was decorated with environmental posters made by the students. Every classroom teacher decorated their doors with a sustainable theme. We were thrilled that our fair served to bring our community together with a common focus of creating more favorable conditions for sustainability in our homes and community. The local newspaper attended our event and wrote a wonderful article showcasing our Fair.

PDF: [GREEN FAIR DOCUMENTATION](#)

"Green" Your Green Fair or School Event

10 Points

School

Program Summary: Each year since 2011, Reeds Road School has held an annual Nature Fest. This year Reeds Road decided to "green-up" our annual Mr. B's Nature Fest. This event was held on June 2nd, 2016. Our sustainability goal was to reduce the amount of environmental impact and waste produced at the event while showing the students, staff and community ways to improve sustainability. We were successful in reducing the amount of waste generated by the event. This was done by distributing and encouraging students and staff to bring reusable water bottles and providing a water bottle refilling station through NJ Water's Puddles Van. ACUA provided a booth to educate attendees on various green initiatives. Recycling containers were readily available at the event. Students, presenters, and community members were encouraged to recycle as much as possible. Reusable signage was also used to reduce the amount of waste generated. Furthermore, the event was held outside thus energy use was minimized due to natural lighting, and eliminating the need for heating/cooling systems. The event was publicized to parents, students and staff through social facebook, twitter and email to reduce the amount of paper used. Overall, we were very successful in accomplishing our goal of reducing waste. For our Nature Fest, we start out with our students selecting a topic that interests them. Most topics are about South Jersey's ecosystems and organisms. Other topics students research are recycling, watersheds, water conservation and environmental awareness. Students then conduct research and put together a lesson to be taught to the visitors. Students used their backboards to display facts, provide hands on materials, or organisms, play games, etc. to teach their facts to the visitors. This celebration of our outdoor classroom and student achievements brought together numerous outside environmental organizations, involving over 1500 students and community visitors. Some of the organizations that participated over the years are: US Fish & Wildlife, Edwin B. Forsythe Wildlife Refuge, Sustainable Galloway Go Green Team, NJ Forest Fire, ACUA, Stockton College, American Water Company to name a few. Also, a press release announcing this event is provided by The Press of Atlantic City and The Current. The adults and children rotate through the stations

accruing knowledge and materials during their visit! Visit:
<http://mrbsbackyardclassroom.weebly.com/nature-fest.html>

PDF: ['GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION](#)

PDF: ['GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION](#)

PDF: ['GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION](#)

PDF: ['GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION](#)

PDF: ['GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION](#)

Green Challenges

10 Points

School

Program Summary: In March, our school send out a email blast and a third of a piece of paper to parents that asked them to pledge to be more sustainable at home. The goal of the pledge was to ask families to reduce the amount of waste that they dispose of, send their students in with reusable water bottles, and pack a trashless lunch once a week. Each family was ask to sign their family name on a hand print if they took the pledge. As the hand prints arrived at school, the Green Team kept a running total. The school has a total of 448 families and we collected 306 hand prints. The results showed that about 68% of our school families have made they pledge. We will continue to aks the parents to sign the pledge throughout the rest of the year. Members of the FSA worked with us by cutting out the hand prints and putting them in all the homeroom teacher's mailboxes. The hand prints from the families were displayed in the entrance way of our school building and will remain there all year. We shared our results on our school facebook account and an email blast was sent home to all parents. Accordingly, we ask every student and staff member to take part in making their pledge to the earth. Students received a lesson on being "sustainable students" and then wrote their name on a hand print. Approximately 600 hands from students and staff are hung going around a large world in the school building for everyone to be reminded daily to live a more sustainable life. The progress and results were shared on our School's Facebook account as well as through an email blast.

PDF: [GREEN CHALLENGES DOCUMENTATION](#)

Civic & Stewardship Volunteer Initiatives

10 Points

School

Program Summary: At Reeds Road School, our motto is "All for one and one for all". Every day, students are reminded of our motto and that "We believe it, and we live it". Involvement in our school community, as well as our local community is an essential part of what we teach at Reeds Road. Through the course of the year, students have the opportunity to support causes that are important to them. Every year, our Kindergarten and 1st grade students collect supplies for the local animal shelter. Several boxes of food, treats, and cleaning supplies were donated to help "furry" members of our community who were in need. Our 2nd & 5th graders developed pen pal relationships with members of our armed forces deployed overseas. This led to an exciting visit

from one of our pen pals when he was home on leave. We believe learning to give back to others is vital for positive youth development and grows empathy and fosters children's identities as engaged citizens.

PDF: [CIVIC & STEWARDSHIP VOLUNTEER INITIATIVES DOCUMENTATION](#)

Enrichment Programs through Partnership

10 Points

School

Program Summary: Reeds Road School offers many enrichment activities to help the students explore activities and ideas that are interesting and exciting to them. We use this opportunity to instill our beliefs and values in to the students by providing assemblies to explore the diverse world that surrounds them. We work in partnership with our dedicated Family School Association who provided our whole school this year with a Raptor Assembly, Bungee Jumper Assembly, Author Assembly, and Motivational Speaker Assembly to enrich our students who normally wouldn't be provided these wonderful opportunities to increase their knowledge of the vast opportunities that await them. We partnered with our township Fire Department who presented an assembly on fire safety and allowed the students to go through an inflatable house to practice how to react appropriately in an emergency situation. We also had our township Police Department present an assembly on Character Matters which touched on bullying, stranger danger, and internet safety. The Boy Scouts of America also came in to talk about their leadership program and the positive civic engagements allowed through their values-based youth development organization. Lastly, the local veterans came to our school to discuss their experiences with the students in grades 3-6. Students interacted with the veterans to learn about the experiences of these brave patriots. Our school community works hard to provide enrichment opportunities for our students and we feel we are very successful at providing a well-rounded education that extends beyond our classroom walls.

PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION- PHOTOS](#)

PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

Student Learning

Education for Sustainability Kindergarten

10 Points

School

Program Summary: The kindergarten students were introduced to the term natural environment and learned to differentiate between man-made objects and those found naturally in

an environment. Students learned about some of the uses and benefits of objects found in our natural environment, specifically trees. They also learned to identify items made from trees. Finally, students learned ways they can protect natural resources such as trees, as well as understood why they should be protected.

PDF: [EDUCATION FOR SUSTAINABILITY KINDERGARDEN DOCUMENTATION](#)

PDF: [EDUCATION FOR SUSTAINABILITY KINDERGARDEN DOCUMENTATION](#)

Education for Sustainability 1st Grade

10 Points

School

Program Summary: The first grade students engaged in a four day lesson. They visualized how much water is used to do everyday tasks and how much water is needed to grow common food items. They also graphically illustrated how some human activities and how food production causes water pollution. The students each made a necklace of 100 beads that represent 100% of water on Earth, 97 beads were blue and blue representing salt water on Earth, 2 beads are white that represent frozen water on Earth, 1 bead is green to represent clean drinking water on Earth. The students wore the necklaces home and explained what they learned about water conservation, water pollution, and water wastage.

PDF: [EDUCATION FOR SUSTAINABILITY 1ST GRADE DOCUMENTATION](#)

Education for Sustainability 2nd Grade

10 Points

School

Program Summary: The second grade teachers at Reeds Road School taught a unit called "Be an Environmental Superhero." The students were taught how to be more sustainable students both at home and at school by learning the meaning of recycling, reducing, and reusing. They were able to separate trash from recyclables. They made their own pencil holders using recycled soup cans. Each student made his/her own superhero. The township's Clean Communities Director came in and taught the students how they can be more sustainable at home and how they can teach their families about reducing, reusing, and recycling. This unit creates good habits in the students that will last a lifetime.

PDF: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

Education for Sustainability 3rd Grade

10 Points

School

Program Summary: The solar cooker lesson was taught to the third grade classes. It began with a discussion of what nonrenewable resources are and the problems that they can cause for the earth. Students then were introduced to renewable energy sources and the benefits of these types of energy resources. Students watched a short Brain Pop video on Fossil Fuels and read a student facts sheet called Energy—Our Powerful Future. The next day students created their own solar cooker using a shoe box, aluminum foil, plastic wrap, tape, glue stick, and newspaper. Students followed the steps to create the solar cooker as modeled by the teacher. On the third day students tested out their solar cookers. They were preheated in the sun for approximately forty minutes. Students then placed their nachos in an aluminum baking dish and sprinkled them with shredded cheese. The nachos were then placed inside of the solar cookers. Approximately thirty minutes later the cheese was melted and students were able to enjoy their nachos. Finally, students completed an exit ticket that asked students to: differentiate between non-renewable and renewable sources of energy, recognize that solar energy creates heat, illustrate their solar cooker, and discuss the benefits of solar energy.

PDF: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Arts

10 Points

School

Program Summary: Students learned about the volume of paper products and how they are affecting the planet. They were taught the uses of paper and paper products and how they are affecting the tree population and how this in turn affects the environment. They created works of art using several differing types of paper products in ways that were not associated with the original intent of the product stimulating imaginative uses of these products. A new perspective and ways to see how these products can take on new meaning was the focus of these works of art. All students in grades K-6 were involved in this lesson.

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ARTS DOCUMENTATION](#)

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ARTS DOCUMENTATION](#)

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ARTS DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Career and Technical Education

10 Points

School

Program Summary: The lesson titled “What are Green Jobs” was taught to sixth grade students during the week of May 9, 2016. The lesson was intended to encourage the students to think about the future of sustainability on Earth. Students were able to brainstorm a long list of environmental issues currently facing their generation. Students viewed a Power Point presentation that explained the concept of Green Jobs. They then viewed a short video on the topic. After selecting a career cluster, the students researched facts and possible jobs of the future that would have an environmental benefit. The career clusters included: Create Renewable Energy, Increase Energy Efficiency, Recycle Reuse Reduce Pollution, Conserve Natural Resources,

Enforce Environmental Laws, and Educate and Inform. The students worked in collaborative groups to design jobs of the future that will benefit the environment. Students presented their work to the class for discussion and sharing.

[PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 CAREER AND TECHNICAL EDUCATION DOCUMENTATION](#)

[PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 CAREER AND TECHNICAL EDUCATION DOCUMENTATION](#)

[PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 CAREER AND TECHNICAL EDUCATION DOCUMENTATION](#)

[PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 CAREER AND TECHNICAL EDUCATION DOCUMENTATION](#)

Education for Sustainability Grades 4-12 English Language Arts

10 Points

School

Program Summary: Description of Implementation The lesson titled “We Dream of a World” was taught to sixth grade students during the week of February 8, 2016. The lesson was modeled after mentor text We Dream of a World. Students were able to brainstorm a long list of environmental issues currently facing their generation. After selecting a topic, the students researched facts and possible solutions. The topics included: Stopping Deforestation, Recycling, Preserving our Pinelands, Alternative Energy Sources, Conserving Resources, Conserving Water, and Reducing Pollution – Land, Air & Water. The students created book pages in the design of the mentor text. Many students expressed surprise at how they, as an individual, could implement solutions that address these issues. Students presented their work to the class and the pages were displayed in the hallways of our school for all to see.

[PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 ELA DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Health

10 Points

School

Program Summary: The students in grade 5 explored healthy food choices by using MYPLATE visuals as reminders to eat from all 5 food groups and how this leads to good nutrition. The students learned how food travels to the market and the impact it has on our environment. Continual classroom activities will carry over to home life so the students will see the connection between local food consumption, travel pollution and sustainable eaters. Student samples are attached.

[PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 HEALTH DOCUMENTATION](#)

[PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 HEALTH DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Math

10 Points

School

Program Summary: This lesson, "The Real Cost of a Water Bottle" was taught to three sixth grade classes during math. Students were very engaged in the lesson. They couldn't believe the images they saw relating to the water bottles they drink on a regular basis. The Press of Atlantic City also featured an article on the front page relating to the pollution and the ocean on March 21st. The students did research in groups of two and three. They read articles and wrote two to three facts for each. As a class they discussed how many water bottles they drink a day, a week, and a year. Totals were tallied and discussed. They students came up with possible solutions to the water bottle problem. Students decided to try to use more reusable water bottles and to make a point of recycling regular water bottles. Making the students more aware of the pollution that water bottles have on our environment will hopefully allow them to make better choices and recycle.

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 MATH DOCUMENTATION](#)

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 MATH DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Science

10 Points

School

Program Summary: The 5th grade science students investigated and discussed methods to conserve water on our planet. This was a week long lesson. In small groups, they selected one method of water conservation and created a skit. The completed skit was filmed and edited using green screen technology. The final version will be used to teach other students and their families how they can personally help conserve water. The final versions of some of the skits were shown to the student body at the Earth Day Assembly on April 22nd for staff, students, and community members. Student samples are uploaded.

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Social Studies

10 Points

School

Program Summary: We felt it was important for the students to understand the life cycle of a water bottle and understand how to create less waste by using tap water rather than bottled water. We felt that the students would have more pride in their environment and learn to be more sustainable by participating in this Social Studies lesson. The students participated in a taste test to see if they found a difference between bottled water and tap water. Students were assessed on their ability to create a poster to convince other to use reusable water bottles and include facts they have learned about sustainability on their posters. It is our hope that the knowledge learned from this lesson will encourage our students and their friends and family to use reusable water bottles. Our students now realize that we can change our thinking and that small changes can

make a big difference.

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SOCIAL STUDIES DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Technology

10 Points

School

Program Summary: We realize that most students enjoy watching YouTube videos and television shows, so we took advantage of this interest and practiced important critical thinking, literacy and technological skills. In this technology project, students created their own public service announcements to be shared with our school and community at our upcoming Green Fair assembly. The whole fifth grade unit participated in this unit. The students viewed and analyzed a variety of public service announcements. They researched water quality, availability, and use. The students participated in discussions that related to water and the impact on human health. They practiced persuasive writing to create a script for a Public Service Announcement. Collaboratively, the students worked together to record their video. Then they worked independently to edit and produce their final video.

WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 TECHNOLOGY DOCUMENTATION](#)

Student and Staff Wellness

School Health Assessment

20 Points

School

Program Summary: Participating in the School Health Assessment had a positive impact on our school. Working with the school health team to assess the school and answer the questions for each module fostered deep and meaningful conversations about our school climate and it's overall belief in healthy living. We were able to identify a number of areas that we feel were worth delving into and improving. We have decided to have a meeting with the faculty about these areas of improvement and bringing them into the process. We created a healthy living handout which was sent home to parents. This informative paper featured health education, physical education, nutrition, and counseling services.

WORD: [SCHOOL HEALTH ASSESSMENT DOCUMENTATION](#)

WORD: [SCHOOL HEALTH ASSESSMENT DOCUMENTATION](#)

PDF: [SCHOOL HEALTH ASSESSMENT DOCUMENTATION](#)

Programs to Promote Physical Activity

Program Summary: Reeds Road School believes that physical activity is an important tool for preventing health conditions. We believe that healthier students learn better. Maintaining healthy habits and behaviors is an important component of sustainability as students must learn to take care of their environment, as well as their body and soul. We are proud that our school community engages in physical activity that allows students to educate their community about physical activities. One program our whole school is involved with is the American Heart Association. Students pledge to jump rope for donations and come to school to participate in jumping rope during their PE class to earn their pledge dollars. Our students and staff have raised over \$50,000 so far for the American Heart Association while having fun and exercising. Our school participates annually in a program called "Reeds Road Moves." This activity encourages students and staff to show off their preferred movement activity outside of school through a photo wall at our school. Teachers bring in pictures of themselves hiking, biking, walking, running in marathons, fishing, boating, etc. Students bring in pictures of themselves playing soccer, baseball, swimming, running at the beach, etc. This physical activity is encouraged for all life styles and ages. The school's "Give Them 20 Challenge" encourages students to honor our Veterans and recognize them by challenging their classmates and teachers to exercise. This challenge is done every year, 2 months prior to Veteran's Day for all our 6th grade classes. The students were provided with challenge slips (uploaded) and had to have the slip witnessed by a teacher, parent or adult and then they could get another slip. There was a bank of exercises to choose from. By the time we culminated the activity, the 6th grade had 284 challenges that equaled 5,660 exercises. During our Veteran's assembly that was attended by all 4th, 5th and 6th grade students, our 6th grade students challenged all students in attendance to perform 20 squats while our veteran guests witnessed it. That added another 3,440 exercises to make the total approximately 9,000 exercises to honor our veterans! The PE teachers encourage a variety of physical activities each month by allowing students to have indoor recess with the teachers where the students try out new types of physical activities. This allows the students to try out something new and not be afraid to take on new challenges. Each year Reeds Road has an annual school wide assembly where the 6th grade students challenge the staff members in a game of full court basketball and the 5th grade students challenge the staff members in a game of volleyball. Field Week is held every year at the school and parents are invited to volunteer and participate in over 25 fun backyard games that promote Reeds Road Pride. The PE teachers offer extra recess periods for 3rd, 4th, 5th, and 6th grade students every other week. These are monitored by the teachers and the activity compliments whatever activity is going on during their PE classes for the time frame, for example, gymnastics, fitness stations, etc. The teachers in grades K-2 offer "brain breaks" three times a day for 3-5 minutes. Most teachers use "Go Noodle" but others use physical exercises. Our Before Care program is held in our school cafeteria. The children are encouraged to play basketball, jump rope, ride scooters, play soccer, or have a catch. Our After Care program provides many physical activities on a daily basis. The program is held outside unless it is raining where it is held in the gymnasium. The students play on the playground equipment, take walks, play organized softball and kickball games, or run around to get physical exercise. Reeds Road School believes that we promote physical activity through comprehensive school physical activity programs, classroom-based physical activity, sports, Before Care and After Care and physical education.

PDF: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION](#)

PDF: [LET'S MOVE](#)

Staff Wellness Program

10 Points

School District

Program Summary: Improved health and nutrition is a goal for all Reeds Road Staff. To accomplish this goal, our school nurse disseminated monthly newsletters highlighting health and wellness topics. Realizing that not all staff would be consistent exercisers, a wide variety of activities and eating tips were featured. To jump start this health and wellness year, a "healthy eating tips" guideline was sent in September. In October, walking as a viable exercise was the focus. A Walking Club, which has been in effect since 2006, was created and faculty and staff walk every day after school. On rainy days, they walk in the gym. Many of our teachers and staff were involved with yoga, so this was the goal for November. Yoga practice was also used in classrooms for stress relief and better focus. In the cold month of December, faculty and staff participated in Cross Fit after school. In January, our school nurse instituted a Biggest Loser competition.. The focus of this was on health and nutrition instead of just weight loss. Since 2005, the total weight loss to date is 1,977.7 lbs. The average weight loss per individual is 11.6 lbs. Staff is provided with healthy nutrition handouts and websites, weekly readers, Initial Health Assessment, and Moral Group Support., in addition to the monthly health and wellness newsletters. This competition was not only for weight loss, but for decreasing BMI and increasing wellness. After school in January, several faculty members played basketball and the benefits were reflected in a monthly newsletter. The annual faculty versus student basketball game is enjoyed by all! To highlight Heart Health Month in February jumping rope was encouraged. This coincided with Jump Rope for Heart, a nation-wide program to raise money for the Heart Association. Faculty and staff join students to raise money and awareness for healthy heart issues. Volleyball was featured for March. The faculty versus student volleyball game is watched by the entire school. In April, more healthy eating habits were stressed with a newsletter about eating "good fats vs. bad fats". Proteins were focused for May and 'recharging' will be in June.

PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION- BIGGEST LOSER](#)

PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

PDF: [MONTHLY HEALTH AND WELLNESS NEWS LETTERS](#)

Waste Reduction & Recycling

Waste Audit

10 Points

 Bronze Priority  Silver Priority School

Program Summary: A waste audit was performed by Ken McGowan from the Atlantic County Utilities Authority in February 2016, school year. This audit was the result of the continued work of Ro Goldberg of Sustainable Galloway's Go Green Team and by Donna McAvoy and Kelli Grunow, Reeds Road Sustainable Coordinators. They reached out to the ACUA to review their work within the school and to gain additional suggestions on how to improve the sustainability of the Reeds Road school community. Mr. McGowan did not use a checklist, however, he took many pictures and his notes to document our audit. As a direct result of this report, our Green Team has taken on several initiatives this school year to improve our recycling. One action they took was making sure that trash bags would not be used inside recycling cans. Another action taken was to order signs for the recycling cans and to make sure that recycling cans and trash cans were in different

places in the offices and classrooms so there would be no confusion. We have provided a picture of the signs that the ACUA provided us with. We have also started a recycling patrol. At the end of the day, an announcement will be made for a patrol member from each classroom to take their recycling can to the large recycling bin in the hallway. This will make all staff and students aware of the need to recycle daily. We have provided the afternoon announcement that is read daily and the email that was sent out to all staff when we started our recycling patrol.

PDF: [WASTE AUDIT DOCUMENTATION](#)

Food Waste Recycling or Composting

15 Points

School

Program Summary: We have started a composting program in our school. We received a grant which was used to implement the program. In February, we set up bins in the cafeteria to collect all fruit, vegetable and bread waste one day to get a baseline. We collected 53 lbs in just one day. Also, at this time, Barbara Fiedler, Chief Sustainability Officer for our township, in serviced 25 staff members on the proper way to compost. Those staff members have shared this information to their units. Also, Mrs. Fiedler came to school and gave an assembly to all 2nd grade students on composting. All students in our K-6 building have been assigned various weeks to collect the food waste daily and bring it out to the large composting bins on our campus. The students will have also been adding the right combination of carbon to nitrogen ratios. We have set-up a composting location on our campus. We decided to start with collecting all student food waste in the cafeteria to raise awareness to the student body, and from here the students can go home and hopefully teach their families about composting so more people will composting at home. We do not weigh the waste daily, however we estimate that we collect 21.6 gallons of food waste daily since we fill 9 separate 2.4 gallons small bins daily. We have provided documents that show we have promoted our food waste recycling program through our district Facebook and Twitter accounts. We have also promoted it through our school Facebook and school website.

PDF: [FOOD WASTE MANAGEMENT DOCUMENTATION](#)

Materials Reuse

10 Points

School

Program Summary: Action1 Book Swap Description of Implementation Reeds Road School holds an annual Book Swap at the end of every year to promote the reuse of books. This action was designed for the student body, with an overall goal of having students obtain “new-to-them” reading material for the coming summer months. The program was initiated by the School

Librarian. The goal was accomplished by first advertising the Book Swap. The Librarian used instruction time to describe the swap to all classes and related the information to teachers so that it could be reinforced in the classroom. The students were given a month's notice to collect their books for the swap. Students were given time to "shop" during their lunch period for the designated number of books that they could take back home. 350 Students Participated by swapping 886 books. Action 2 The Reeds Road Second Grade holds an annual Yard Sale to recycle and reuse unwanted items. A notice is sent to all parents and teachers in the schools asking for items that are no longer wanted. One Man's Trash is Another Man's Treasure is the theme of the sale. The students learn that items that are no longer wanted can be reused instead of ending up in landfills. Some of the items that were brought in included: puzzles, toy trucks and cars, a microscope, toys, stuffed animals, board games, posters, and beanie babies. The students purchased the items for a very low price. All money that was raised was used to purchase flowers that they planted outside our school to beautify it. We decided to plant flowers instead of a tree because Atlantic County donated 25 trees to our school as part of a replenishment program. A total of \$88.50 was raised by the second grade unit. We promoted this by putting flyers in each staff member's mailbox, our District's Twitter Account

PDF: [MATERIALS REUSE DOCUMENTATION](#)

PDF: [MATERIALS REUSE DOCUMENTATION](#)

PDF: [MATERIALS REUSE DOCUMENTATION](#)

Recycling Non-Mandated Materials

10 Points

School

Program Summary: One way we got students and community members involved was through our partnership with Crayola Color Cycle. Our school was looking for a way to partner with external stakeholders to enhance our relationships outside of our immediate local area. So we created an account with Crayola. We have an account that we login to on their website to print the shipping labels. Students bring in old markers from home, and used markers from school were collected as well under the leadership of teachers and student. These old markers will be brought to the crayola factory so that they can be converted into clean burning fuel. The Student Council has taken the lead on counting all of the markers and keeping a tally for all members of the school community to see. We wanted to reach as many parents as we could so we posted the information on our school Facebook account and an email was sent to all parents to boost participation and create awareness concerning the repurposed markers. Our Student Council also went around to all classes and discussed the project. The goal of all of this is to reduce the amount of markers that end up in the trash, and also to raise awareness about the benefits of recycling markers, as well as recycling in general. This will be an annual project.

PDF: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)

PDF: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)