



Sustainable Jersey for Schools Certification Report

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

Ardena Elementary School (Monmouth) was certified on August 16, 2023 with 410 points. Listed below is information regarding Ardena Elementary School (Monmouth)'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 Ardena Elementary School (Monmouth) is:

Name:	RACHEL RIZZO
Title/Position:	ADMINISTRATIVE ASSISTANT / BUSINESS OFFICE
Address:	ADMINISTRATION BUILDING 4567 U.S. ROUTE 9 SUITE D HOWELL, NJ 07771
Phone:	732-751-2480

Actions Implemented

Each approved action and supporting documentation for which Ardena Elementary School (Monmouth) was approved for in 2023 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

District Sustainability Policy

10 Points

🏅 Bronze Priority 🏅 Silver Priority District

Program Summary: On June 12, 2019 the Howell Township Board of Education adopted Policy

7461 "District Sustainability Policy" at the June 12, 2019 Board of Education Meeting in our effort to further become a more sustainable district. We recognize the impact sustainability can have on student academics as well as student and staff health. We also aim to lessen the burden on our planet Earth by implementing more environmentally friendly practices through out our district. In addition to having this Policy on our Public Agenda, we also posted it on our district website and sent an email blast district wide to inform everyone of it's adoption. And it is still in effect and easily accessible during the 2020-2021 school year

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

IMAGE: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION 21.PNG](#)

Green Enhancement of District Strategic Plans

10 Points

District

Program Summary: In Howell Township Board of Education's 2019-2024 Strategic Plan, we are aiming to enhance sustainability measures to reduce, reuse and recycle across our entire district. We are going to increase recycling and reduce waste, the use of consumable products and food waste. We plan to reduce our carbon footprint through a multitude of measures including reducing the amount of emissions from our transportation department. There will be an expansion of educational opportunities for both students and staff on how to enhance efforts towards environmental protection and preservation. Our 2019-2024 Strategic Plan was presented to the Board and the Public at our June 12, 2019 Board of Education Meeting.

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

IMAGE: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

School District Foundation

10 Points

School District

Program Summary: The Howell Township Education Foundation (HTEF) was established in 2005. The HTEF continues their efforts to fund programs that may not be funded by the Howell Township Public School District's budget. This nonprofit group was initially discussed during a Strategic Planning Committee and came to fruition with the support of then Superintendent, Dr. Enid Golden. Flash forward to 2022, the HTEF has funded teacher grants to every school in our school district since 2006. A few samples of HTEF grants that were funded over the years focused on Gratitude Gardens, Inclusive Playground that Support Peer Interactions, Greenhouse Therapy Rooms, Trout in the Classroom, Next Generation SySTEMS Science, STEM Innovation Stations: Special Needs Life Skills and Career Readiness for the 21st Century, Aquaponics in the Classroom, Weather Stations, School Gardens/Composting, etc. The district and schools work closely with the Foundation to support programs and fundraising events. Board Member, Mr. Laurence Gurman serves as the Board's Howell Township Education Foundation (HTEF) Liaison. Throughout the

years, the Foundation has distributed more than \$104,000 to develop and support our district and school environments, educational programs, and special projects.

PDF: [SCHOOL DISTRICT FOUNDATION DOCUMENTATION](#)

Climate Mitigation & Renewable Energy

School Carbon Footprint

10 Points

 Bronze Priority  Silver Priority School District

Program Summary: The Howell Township Board of Education manually tracks its usage of electric and gas utilized in both the schools and for transportation. In 2021, HTBOE used 6113.916 MWhs of electric and 381,856 therms of natural gas in the schools itself. Buses providing both AM & PM transportation to and from all 12 schools traveled 665,926 miles which equaled the release of .00340 metric tons of N2O and 0.03196 metric tons of CH4. For the year 2021, HTBOE's carbon footprint was 5674.10 metric tons of CO2e. This number encompasses energy used within all buildings and to run busing routes. This number was calculated by entering all required data into the "Sustainable Jersey Carbon Footprint Spreadsheet."

EXCEL: [CARBON FOOTPRINT CALCULATIONS](#)

EXCEL: [ELECTRIC & GAS TRACKING.XLS](#)

Onsite Renewable Generation System - Solar

5 Points

School

Program Summary: The Howell Township Public Schools have recently installed solar panels at all of the district schools as a part of our ESIP project. All of the systems are currently up and running and following the projections based on the solar value. At each site, we have installed a kiosk (large screen TV) so that the students and teachers can follow the production as well and use it in lessons. Please see that we are using an estimate of displaced utility costs until next year when we have a full 12 months of utility bills to upload.

PDF: [ONSITE RENEWABLE GENERATION SYSTEM - SOLAR DOCUMENTATION](#)

PDF: [ONSITE RENEWABLE GENERATION SYSTEM - SOLAR DOCUMENTATION](#)

Digital Learning Leadership

District Commitment to Digital Learning

10 Points

 Bronze Priority  Silver Priority District

Program Summary: The district's commitment to digital learning began in 2012, by establishing a Technology Task Force (TTF), consisting of community members, teachers, administrators, support staff, students, and members of the Board of Education. The task force was charged with establishing a 21st century learning environment. The TTF identified the knowledge and skills that students would be required to master and researched key pillars for achieving a 1:1 digital environment. In 2014, the task force presented a recommendation to the Board of Education for their vision for a 21st century digital conversion. At that meeting, the Board adopted our district's 21st Century Digital Learning Environment Plan. This plan includes 12 key pillars: - Planning/Strategic Team - Mission, Vision, Beliefs - Curriculum, Instructional Practices, Assessment - Professional Learning - Finance - Infrastructure/IT Considerations - Support Framework - Engaging the Community - Policy Considerations - Measuring Success - Instructional and Learning Technologies - Deployment Planning Through the BOE committee structure, district committees, the Strategic Plan, etc. the district continues to review and update the plan in order to support and maintain a digital learning environment. Furthermore, the district is committed to sharing its success and assisting other districts in their journey. Through the former Future Ready Schools-NJ (FRS-NJ) Certification Program all Howell schools received Bronze Certification in 2017 and Silver in 2018, and the District was awarded the 2019 FRS-NJ Silver District Distinction. Recently (2020-21 school year), our staff, students and members of our BOE have been panelists for the series of Sustainable NJ Digital Schools Deep Dives - the Digital Learning Leadership category where we shared our successful actions related to Community Engagement, District Commitment to Digital Learning, District Professional Development Plan, & Equitable Access to Digital Learning. Additionally, we participated in a Facebook Live: NJSBA I-Stream and Sustainable Lessons, where students, staff and BOE participated in a discussion and provided our perspective on the STEAM Tank Challenge and shared success stories and challenges.

PDF: [HOWELL 21ST CENTURY DIGITAL LEARNING ENVIRONMENT PLAN](#)

PDF: [MISSION, VISION, BELIEFS - 21ST CENTURY LEARNING ENVIRONMENT](#)

PDF: [HOWELL BOE STRATEGIC PLAN 2019-24 WITH FOCUS ON DIGITAL LEARNING COMMITMENT & SUPPORTING ACTIONS](#)

PDF: [HOWELL'S PRESENTATION - PANELIST FOR SUSTAINABLE NJ DIGITAL SCHOOLS DEEP DIVE: DIGITAL LEARNING LEADERSHIP CATEGORY](#)

PDF: [PRESENTERS FOR SUSTAINABLE NJ SCHOOLS - DIGITAL SCHOOLS DEEP DIVE](#)

Equitable Access to Digital Learning

15 Points

 Bronze Priority  Silver Priority District

Program Summary: The Howell Township Public Schools (HTPS) continues to provide a more equitable access to education. ALL students in the HTPS have a district issued device and Internet access* in school and at home. A district Learning Management System and other digital resources are utilized to support the delivery of instruction. *Internet access is a question in our annual Back to School Portal Survey, which provides data for our district to determine which families are in need of Internet. As a result of this yearly survey, we determine family economic status, students with disabilities, English Language Learners and the challenges/gaps these families/students face with not having access to the Internet. To address these areas of need, we continue to partner with a mobile/cellular service to provide households who did not have home Internet access with an Internet solution. WiFi hotspots are then issued to households/students who do not have Internet or for households that have degraded signals. Additionally, translation applications are installed on all student and staff devices to assist in providing translation services for families. Additional partnerships have been leveraged to provide equitable access to

resources. Partnering with the local branch of the public library, students received library card accounts without ever having to set foot in the library. With a library card, our students now have access to electronic databases and they can download e-books and audiobooks at no cost to families or the school district. Sora, an e-book app also allows students to use our district's single sign-on portal to access the Monmouth County Public Library's extensive e-book and audiobook database alongside our district's collection. To continue to support and sustain the overall needs of our diverse learners, the district continues to review data, identify gaps and update equitable access action plans.

PDF: [EQUITABLE ACCESS ACTION PLAN](#)

PDF: [SURVEY, GAPS AND ANALYSIS REPORT](#)

PDF: [ADDITIONAL 5 POINTS - COMMUNITY PARTNERSHIPS EQUITABLE ACCESS TO DIGITAL LEARNING](#)

PDF: [NJTRAX TECHNOLOGY READINESS REPORT 2022-2023](#)

PDF: [HARDSHIP INTERNET HOTSPOT USER AGREEMENT](#)

Community Engagement

10 Points

School District

Program Summary: Howell's (HTPS) approach to modern communication includes an emphasis on accuracy, speed, clarity, accessibility and interaction. Communications take place in a space where the audience are likely to hear it in order to build trust among stakeholders. HTPS has utilized various digital tools and resources to continue its on-going two-way communication and participation in meetings, events, etc. Communication protocols focus on the information families need to partner with HTPS in ensuring their learners - our learners - are successful. Although we put significant effort into celebrating the many wonderful things taking place in our learning environments, we also share our current challenges and the role the community can play in meeting those disruptions head on. We focus our communication efforts through a variety of social media feeds to ensure deep-and-wide message reception. Websites, inclusion of social media accounts, citizen-appointed board committee participation, and a clearly delineated communication protocol offer multifaceted communication networks ensuring that consistency in messaging occurs from the conference table to the dinner table...and back again! The very description of our modern communication protocols is also the description of the process we used to develop our communication plans and digital learning environment. Community interaction is one of our five goal areas within our strategic plan. The strategic planning process and the development of the digital learning environment/plan includes stakeholders engaged in a structured cycle of sharing, listening, learning, and enacting. Various collaborative web application tools were used to ensure equity of voice, psychological safety, and integrity of contribution. BOE meetings are live streamed for public viewing and participation and webinar and audio call in features provide a means for attendees to provide public comments. Our communication plan is a small but important example of our core belief in co-constructed, responsive learning systems that evolve with informed need.

PDF: [EXAMPLES OF VARIOUS COMMUNICATION AND INTERACTION WITH STAKEHOLDERS.PDF](#)

PDF: [COMMUNITY ENGAGEMENT ARDEN 22-23.PDF](#)

PDF: [HOWELL TOWNSHIP PUBLIC SCHOOLS COMMUNITY ENGAGEMENT OVERVIEW AND COMMUNICATION PROTOCOLS PLAN.PDF](#)

District Professional Development Plan *Retires 10/31/23*

10 Points

Program Summary: The Professional Learning Design Plan for the Howell School District emerges as the result of continuous articulation between our District's Learning Design Team, the School Improvement Panels (SciP), and Professional Learning Networks that inform them. As a result, it reflects the Professional Learning needs of all staff members across the district. These interconnected structures have allowed us to identify professional needs promptly, and provide a timely response to meet those needs. This process began through a districtwide survey, which sought to identify staff needs. The information gleaned is reviewed by members of the Leadership Team, and led to meetings of our Learning Design Team and SciPs, to plan professional learning. In response to identified needs, we developed model lessons, curate technology resources, create online digital tutorials, and offered a wellness program for staff to name a few. Instructional coaches, Technology Vanguard, Computer, Tech and Media Teachers, and IT staff all support the use and effective implementation of various digital technologies for staff members. Our New Staff Academy provides new staff with opportunities to engage in the type of learning they would be expected to plan for students, inclusive of technology tools.

PDF: [PROFESSIONAL LEARNING SURVEYS AND NEEDS ASSESSMENT EXAMPLES](#)

PDF: [NEW STAFF ACADEMY PD & DIGITAL TOOLS OFFERINGS.PDF](#)

PDF: [BOE APPROVED 2022-2023 PROFESSIONAL DEVELOPMENT PLAN FOR DISTRICT & SCHOOLS.PDF](#)

Digital Learning Practices

Digital Citizenship

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Howell Township Public Schools educates students, parents and staff on the importance of Digital Citizenship. The teaching of digital citizenship is integrated across all aspects of the curriculum in addition to units of study in our Computer and Media classes which focus on digital citizenship. Through our curriculum committees, the curriculum which focuses on digital citizenship, as well as the trainings are reviewed each year and adjustments are made where needed. Lessons in Kindergarten begin with Internet safety to educate students on being safe using their devices and digital resources while in school and at home. Students learn through various activities what is safe to share online/view online. In grades three through five, teachers focus on cyberbullying and what to do instead of being a bystander. Students explore Fair Use in the Common Sense Media curriculum and how to responsibly work with images and data from the Internet. Middle school students focus on the importance of knowing their digital footprint, and how it can affect their future regarding college acceptances and employment. In all grades, students explore the role that social media plays in their life. They explore and think about how social media can be positive and negative and know what "red flag feelings" are and how to handle them. Students also learn what information is acceptable to share online. Students explain the difference between private and personal information and investigate why it's risky to share private information. Prior to receiving their district issued device, students review the Digital Learner Handbook and the Acceptable and Responsible Use Policy. Students digitally sign acceptance of the stipulations set forth within the handbook and district policies. Parents/Guardians also acknowledge understanding of the contents of the Digital Learner Handbook, district policies, and notification regarding School District Provided Technology Devices to Pupils, prior to dissemination of any district owned digital resources. Staff is also provided training and yearly reminders regarding their role in modeling good digital citizenship to their

students and reinforcing the necessary skills throughout the year.

PDF: [#5 - BOARD POLICIES AUP, CYBERBULLYING, STUDENT HANDBOOK](#)

PDF: [#4 - SAMPLES OF DIGITAL CITIZENSHIP IN CURRICULUM](#)

PDF: [#2 - DIGITAL CITIZENSHIP VISION, MISSION, GOALS ACTION PLAN](#)

PDF: [#3 - TRAININGS/RESOURCES PROVIDED TO STAFF, PARENTS/GUARDIANS & STUDENTS](#)

PDF: [#5- DISTRIBUTION AND AGREEMENTS OF AUP POLICIES FOR STUDENTS, GUARDIANS, STAFF](#)

Personalized Learning and Growing Independent Learners

15 Points

School

Program Summary: Ardena School, along with the Howell Township Public School District, believes instruction should fully engage all students by delivering instruction paced to learning needs, tailored to learning preferences, and tailored to individual interests of different learners. As we began the 2022-2023 school year and returned to familiar classroom settings; one of prior to COVID-19 Pandemic that allows staff, and students to engage and work in small groups, collaborate with each other in person, we returned to our best practices within personalized learning. Personalized learning should engage and encourage students to be active participants in their learning. We foster this environment with the utilization of various digital tools and platforms to enable teachers to design personalized learning experiences for each student. These digital platforms allow our teachers to provide individual feedback toward personalized goals. They also provide opportunities for students to showcase their learning in different ways thus allowing unique outcomes. Our personalized learning approaches vary across grade levels and content areas. The attached samples portray lesson activities that are modified for learners, differentiated and personalized learning lessons and activities, along with work samples that highlight unique outcomes. Students enriched with Problem Based Learning Project opportunities demonstrate student-led learning by goal setting, planning their learning path, tracking their progress, and determining how their learning will be demonstrated. Providing these students with continual and timely feedback and conferring has empowered them to become self-directed and has placed them on the path to become lifelong learners. Also included are student intervention plans for individual students of concern identified through assessment data, teacher observations, and previous success in school. In these plans, personalized goals are established including resources and interventions. Progress is closely monitored by the students as well as our academic support teachers and plans are adjusted based on student performance. The personalized learning opportunities provided to these students contributed to the vast amount of student growth.

PDF: [ARDENA- SAMPLE PERSONALIZED LEARNING PLANS 22-23](#)

PDF: [ARDENA- PERSONALIZED LEARNING LESSON PLANS AND STUDENT EVIDENCE 22-23](#)

PDF: [DISTRICT INFO ABOUT LEARNER LED PATHWAYS AND BEHAVIORS THAT SUPPORT LEARNING 22-23](#)

PDF: [ARDENA- PERSONALIZED LEARNING SUBMISSION FORM 22-23](#)

Digital Technology Access

Data Safety and Security Policy

10 Points

Program Summary: The district's policies, processes, requirements and systems regarding data safety, security and accessibility are part of the overall (Board-approved) District Strategic Plan (DSP). The long-range goals and strategies of the DSP examine current strengths, areas for improvement and the relevance of existing mission statements. Using the DSP as a guide, an important objective for maintaining a digital learning environment required a robust, secure network with user access managed via authentication tools and granted permission levels. A data team was created consisting of the following key stakeholder roles: Director of Digital Learning and Innovation, Manager of Infrastructure Technologies, Manager of Student Information Systems and Data Services, IT Project Manager, Network Engineer and school building System Analysts. The Director of Security collaborates and works in conjunction with the IT team to address the physical/on-site safety and security of the systems that are located within our facilities. Three major deliverables for the team was to document and/or create a Data Governance Plan, a Data Accessibility and Security Management Plan and a Data Accessibility Matrix, all of which provide a more in-depth review of practices used to process, store and transmit data, as well providing a clear definition of the roles and classifications of user access levels to ensure protection of privacy rights to student and personnel records. These plans and matrix are reviewed annually and updates are made to systems and processes where needed. The district's Standard Operating Procedures and District Security Plan supplement and address the overall operations and procedures regarding safety and security of data, systems, and records. In addition, we have implemented an annual process where parents and students must electronically acknowledge the district's Acceptable Computer Use policy and read the Digital Learners Handbook outlining their responsibilities regarding proper use and maintenance of district-issued devices and access to digital resources. Other applicable Board policies and regulations are available and shared with the public, parents, students and staff via the district website.

PDF: [BOE APPROVED AND PUBLIC FACING SAFETY AND SECURITY RELATED POLICIES](#)

PDF: [DATA PRIVACY AND DATA SECURITY PLAN](#)

PDF: [DATA ACCESSIBILITY PLAN AND DATA MATRIX](#)

PDF: [DATA GOVERNANCE MANUAL](#)

PDF: [STANDARD OPERATING PROCEDURES MANUAL IT ITEMS](#)

PDF: [ANNUAL POLICY DISTRIBUTION AND ACKNOWLEDGMENTS FOR DATA SAFETY AND SECURITY](#)

Digital Device Life Cycle Management

10 Points

Program Summary: Howell Township Public Schools evaluate current digital computing needs, devices and set recycling and disposal policy regulations with stakeholders such as Board Members, Administration, teachers and citizens. When our district committed to a 1:1 computing environment, the stakeholders participated in a series of workshops to pinpoint key components of such systems and to devise the decommissioning and disposal policies for end-of-life equipment, in accordance with Board policies and the district's sustainability practices. Routinely, IT staff gather non-functioning and/or end-of-life electronics to a central location. The equipment is inventoried and then quotes are solicited for Board approval. All vendors are required to comply with ISO standards ISO 14001:2015, ISO 45001:2018 and R2:2013 for disposal of electronics and in accordance with the Department of Defense 5220.22-M standard for data destruction. Items that are not being destroyed are sold to vendors per bid specifications and awarded bid vendor supplies reports of data destruction. Stakeholders identified a set of criteria for an inventory management system. For example, a system that can provide real-time, detailed inventory reporting and integration with existing district owned software systems that are used for

inventories and repairs. The district concluded, after researching alternative asset management systems, that by customizing our existing library automation system (Destiny) and coupling it with our computer (KACE & Casper) and printer (Stewart) management software, as well as our IT Direct Work Order Repair system (SchoolDude), we were able to implement a comprehensive and successful inventory/repair system at no additional cost.

PDF: [INVENTORY MANAGEMENT SOLUTIONS - HOWELL TOWNSHIP PUBLIC SCHOOLS](#)

PDF: [DECOMMISSIONING AND RECYCLING - HOWELL TOWNSHIP PUBLIC SCHOOLS](#)

PDF: [POLICY 7300 DISPOSITION OF PROPERTY - HOWELL TOWNSHIP PUBLIC SCHOOLS](#)

PDF: [POLICY 7450 PROPERTY INVENTORY - HOWELL TOWNSHIP PUBLIC SCHOOLS](#)

Infrastructure

10 Points

District

Program Summary: Howell Township Public Schools annually perform a "current state of the network infrastructure" with the following stakeholders: 1. Critical Infrastructure Service Providers - Internet, WAN and voice vendors (Altice/LightPath/Cablevision) - Server and storage vendors (Dell) - Wireless network vendors (HP/Aruba) - Perimeter security vendors (SonicWALL) 2. Educational Stakeholders - Teachers - Support Staff - Students - Content area supervisors - Administrators - Senior Administrators - Operational Departments (Buildings and Grounds, Transportation) - District Business Office 3. Board of Education and Citizen Committees - Board of Education Members - Board of Education subcommittees that include citizen members (Operational, Financial and Community Interaction Committees). Service providers, such as our Internet, WAN and voice vendors yearly evaluate our current bandwidth utilization on a yearly basis and provide reports for analysis. Emphasis is on peak utilization, cloud based instructional and operational application requirements and security standards. Other contributing factors for network equipment include manufacturer warranty period for network servers, switches and WAP. The ability of our firewalls to provide the highest level of data inspection while maintaining performance levels that support learning. Remote learning connectivity is addressed by utilizing two services: 1. Altice\Lightpath enterprise wifi. This service provides Internet connectivity via strategically placed, high capacity wireless access points through the Howell township's different communities. A district device is registered with the service and can access the public network when in proximity 2. Mobile hotspots for education from T-Mobile. This service is a 4G based service that provides a single household with Internet connectivity and a 30Gb connection to the Internet. Both services provide for bandwidth monitoring and meet CIPA compliance. Application providers are polled annually to determine upcoming updates and the system requirements that accompany. Evaluation includes the instructional needs and/or the support of those needs as a barometer for evaluating both internal and cloud based applications. Network infrastructure components and services are evaluated, purchased and implemented based on the input and evaluation of educational, board and citizen committee members and senior administrative stakeholders. District Equipment is evaluated on a remaining usable life basis. District network equipment is deemed obsolete or in need of replacement when one or more of the following conditions exists: - Replacement or repair parts are no longer available - The equipment will no longer support proper operation of approved software applications Equipment deemed at the end of life or obsolete equipment is evaluated first for residual value. If there is a residual value, the equipment is liquidated via sale adhering to NJ State purchasing laws. Otherwise, the equipment inventoried as "out of service" and is disposed of in accordance with EPA and DEP regulations in accordance with Board of Education policy. Our disaster recovery plan is incrementally reviewed and updated with respect to updates and changes to our network storage requirements, addition and/or renewal of application subscriptions and 3rd party software services for retention. Each of these scenarios presents the OIT department with varied criteria regarding retention and restoration times. Potential replacement of on premise hardware and bandwidth requirements for

cloud services are also evaluated to minimize downtime and build alternative plans to continue student learning in the event of a data interruption.

PDF: [DISASTER RECOVERY PLAN](#)

PDF: [NETWORK, INTERNET, RESOURCES & SUPPORT SURVEY 2021 - PARENTS AND STUDENTS](#)

PDF: [NETWORK, INTERNET, RESOURCES & SUPPORT SURVEY 2021 - STAFF](#)

PDF: [NETWORK INFRASTRUCTURE OVERVIEW AND REVIEW REDACTED](#)

PDF: [INFRASTRUCTURE NEEDS IMPROVEMENT ACTION PLAN 2020-21](#)

Support for Digital Teaching and Learning

20 Points

District

Program Summary: Rapid changes in the way technology is utilized in an educational setting required the district to develop a comprehensive process for supporting technology and creating a reliable end-user experience. Surveys results and a Technology Task Force, comprised of district citizens, identified the support structure needed to maintain a 21st Century learning environment. Key areas identified included a vetting process for selecting digital tools and resources, compatibility between application requirements and infrastructure capabilities, real-time support, etc. The district's support structure is overseen by the Director of Digital Learning and Innovation, a senior administrator role which was created to serve as a bridge between curriculum and instructional needs and technology deliverables. The Digital Learning & Innovation department supports academic and operational technologies within the school district, including: coordination of the district's technology and support installation and deployment of technology tools and resources planning and delivery of technology-related professional development evaluation of new and requested technologies planning for future ready networks and systems installation and administration of servers, systems and network infrastructure data collection and analysis long-range technology planning and budgeting Our professional staff strives to provide timely and caring support to our students, staff, parents and the community. This team is inclusive of instructional and technical experts provide effective support for curriculum and technology integration for a digital learning environment. Vanguard Technology Facilitator position, where various teachers provide support to their colleagues, test online applications in making recommendations the Director of Digital Learning and Information (DDLI), To support our increased use of digital tools, the department was restructured to provide the support for the acquisition and implementation/use of additional technologies and digital resources. Service Level Agreement (SLA) for technicians define areas of responsibility, acceptable turn-around times for onsite repairs, SLAs with third-party vendors for off-site repairs, and hours of accessibility. The district website was revamped to be a real-time, independent vehicle for technology support using FAQs and dedicated sections for staff, students and parents. They can be reached at the following addresses. Tutorial Support: https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1170533&type=d&pREC_ID=2057047 Technology Support: https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1170533&type=d&pREC_ID=1849630

PDF: [SUPPORT, RESOURCES, NETWORK, INTERNET SURVEY 2021 - PARENTS AND STUDENTS](#)

PDF: [HOWELL TOWNSHIP PUBLIC SCHOOLS SUPPORT FRAMEWORK](#)

PDF: [SUPPORT, RESOURCES, NETWORK, INTERNET SURVEY 2021 - STAFF](#)

PDF: [TECHNOLOGY SUPPORT SERVICE LEVEL AGREEMENTS](#)

PDF: [TECHNOLOGY SUPPORT PAGES AND SUPPORT COMMUNICATIONS](#)

Diversity & Equity

Breakfast After the Bell

20 Points

School District

Program Summary: Howell Township School District is proud to continue to participate in the Breakfast After the Bell Program. We realize the importance of students having access to breakfast every day to ensure they have the energy and meals needed for a successful day. Prior to the pandemic, students were offered breakfast each morning during morning announcements. At that time, breakfast could be purchased for \$2.00 or a reduced price of \$.30 for applicable students. The students used their My School Bucks accounts to purchase breakfast and/or lunch. Additionally, with food allergies in our schools, any applicable allergies were displayed on the register when a student made a purchase, as well as Cafeteria Aides assisted students with identified allergies. At the onset of the pandemic, from March 2020 – the summer months, the district and schools organized a system to provide access to “meals-to-go” for pick-up at designated locations throughout the district. Additionally, “meals-to-go” were delivered by our Transportation Department for families who had challenges with transportation and the ability to pick up at our designated school locations. Flyers containing the ingredients of the meals to go were placed in each of the meal packets. For the 2021-22 school year, the district continued our Breakfast After the Bell program. This school year all students were entitled to a nutritious breakfast, at no charge to the family, as it was subsidized by the USDA. Breakfast at the schools for 2021-22 is setup as a “Grab and Go” event and pick up stations are positioned at main entry points of each school during the arrival timeframe. Students then eat their breakfast during their homeroom class period. If students are not hungry at that time and they do not eat their breakfast during the homeroom period, snack breaks are offered throughout the morning hours. Bags with stickers are placed at a separate grab-and-go table for students with allergies. Additionally, the school Nurse and classroom teachers check the breakfast bags and the ingredients for these students prior to consumption. As shown on the attached, monthly menus and nutritional facts [https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1163696&type=d&pREC_ID=2242803] are posted to our Food Services page [https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1163696&type=d&pREC_ID=1414625] on the District website and we utilize our School Messenger communication system to push information to parents/guardian’s email inbox regarding our Breakfast After the Bell and food services program. Nutritional facts can also be located via the digital version of the breakfast menus found here <https://howell.nutrislice.com/menu> . Nutrislice allows individuals to click on the meal item and view the specific nutritional facts and ingredients. As shown on the attached participation tool, our breakfast participation has increased and shows how many breakfast meals we have served to date.

PDF: [BREAKFAST AFTER BELL PROGRAM WEBSITE AND PROGRAM FLYERS.PDF](#)

PDF: [BREAKFAST AFTER BELL PROGRAM IMPLEMENTATION 2018 - CURRENT 2022.PDF](#)

PDF: [HOWELL BREAKFAST MENUS VARIOUS MONTHS.PDF](#)

PDF: [BREAKFAST AFTER BELL SCHOOL MESSENGER COMMUNICATIONS REGARDING BREAKFAST.PDF](#)

PDF: [BREAKFAST AFTER BELL INCOME REPORT PREPANDEMIC 2018-FEBRUARY 2020.PDF](#)

PDF: [ALL SCHOOLS BREAKFAST MEALS SERVED TO DATE 2021-22](#)

Diversity on District Task Forces & Committees

10 Points

District

Program Summary: In 2020, our district formed the Committee for Equity and Culturally Proficient Practices. This committee was established to build awareness and capacity to actively remove any systemic bias, racism, and marginalization from our learning environments so all who work, play, and learn in the Howell Township Public School District can do so as their wholly present selves. To date, the Committee for Equity and Culturally Proficient Practices is still and active committee which meets regularly, as well as progress is shared out during our Leadership Team Meetings, school-based committee meetings, in addition to meetings of the Board of Education. The committee has examined district data in order to identify any and all disproportionalities for marginalized groups. The Committee members have participated in workshops through the Central Jersey Consortium for Excellence and Equity as well as the Monmouth County Schools Partnership for Wellness Academy, collaborating with colleagues from across the state regarding culturally proficient and equitable practices. Our committee engaged in a book study in order to develop a common language and shared understanding of equity and access in schools. Additionally, a productive collaboration has formed between our committee and members of a local community organization with a similar mission. We have grown tremendously during this time, particularly in our realization that we have more work to do in owning our equity truth. We have developed a focused plan detailing the ways in which Howell Township Public Schools intends to better understand and take action regarding those truths. Through an anti-racism, anti-hate and anti-bigotry lens, the Howell Township Public Schools will maintain an unwavering commitment to improving environments for all members of our community. Additionally, the district established a committee of students to voice the opinions of the school community in regards to the educational environment, diversity, etc. We recognize that this is a complex journey which will require stamina as we grapple with the challenging work ahead. Our journey has begun to move our attention from awareness to action. All of our students and staff deserve an environment that makes them feel comfortable, safe, and valued. The district ensures that its Board committees and committees such as the Diversity Committee represents the community it serves by accepting applications for citizen members to serve on Board committees as well as the Diversity Committee. Evidence provided in the attached provide sampling of our publication to seek citizen members to serve on our various district and board committees.

PDF: [BOE MEETINGS BOE COMMITTEES MINUTES AGENDAS PRESENTATIONS EQUITY & DIVERSITY](#)

PDF: [DIVERSITY AND EQUITY COMMUNICATIONS STAFF AND COMMUNITY](#)

PDF: [DIVERSITY EQUITY & CULTURALLY PROFICIENT PRACTICES COMMITTEE](#)

PDF: [COMMUNITY DEMOGRAPHIC DIVERSITY EQUITY ON COMMITTEES AND ACTION STEPS](#)

PDF: [LEADERSHIP TEAM MEETINGS EQUITY DIVERSITY & CULTURALLY PROFICIENT PRACTICES WORK](#)

Energy Efficiency

Energy Efficiency for School Facilities

10 Points

 Bronze Priority  Silver Priority School District

Program Summary: The Howell Township Public School District is currently undergoing a \$16 million ESIP project inclusive of all its district's schools and buildings. In order to identify what needed to be updated, the HTPSD underwent an extensive audit of all 12 schools and 5 satellite buildings. These upgrades include some boilers, HVAC, lighting and Co-Gen.

EXCEL: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES - NEW DOCUMENTATION](#)

PDF: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES - NEW DOCUMENTATION](#)

PDF: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES - NEW DOCUMENTATION](#)

PDF: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES DOCUMENTATION](#)

Behavior-Based Energy Conservation Programs

10 Points

School

Program Summary: During December/January of the 2022-2023 school year, Student Green Team Leaders visited homerooms again to present information about our Reducing Energy Consumption Program. Student Green Team members came together to learn about the importance of reducing energy consumption and brainstormed simple things that the Ardena community could put into their daily routines to help conserve energy throughout our school day. The students then created a presentation (google slideshow) with information about these simple actions and presented them to the homeroom classes. They also created posters to hang around the school to serve as reminders for our students and staff. Student green team members then created a slide to add to our digital announcements to share the progress of the program. Our energy conservation efforts will continue next year when we launch our student green team in Sept.

PDF: [22-23 ARDENA EVIDENCE FOR BEHAVIOR- BASED ENERGY CONSERVATION](#)

PDF: [ARDENA ELEMENTARY SCHOOL'S ENERGY CONSERVATION TEAM \(1\).PDF](#)

POWERPOINT: [DATA UTILIZED TO CREATE OUR BEHAVIOR- BASED ENERGY CONSERVATION PLAN](#)

Energy Tracking & Management

20 Points

School District

Program Summary: The Howell Township School District serves 5786 students across 12 schools. Each school is open twelve months a year from 7 am to 11 pm. Energy usage varies across the schools but for each gas usage is highest in the winter months while electricity spikes towards the end of the school year in May and June. We track our energy usage both on our spreadsheets and by using the Energy Star Benchmarking services. Included below are Portfolios of each building, our energy scorecards and a spreadsheet of our energy usage for the 2021-2022 school year and the 2022-2023 one so far. The Ramtown solar panels unexpectedly went offline and we are working on getting them back up which is why there is no solar data for that school. We have also shared our Energy Star portfolios with Sustainable via the energy star portfolio manager.

PDF: [TRACKING](#)

PDF: [BUILDING PORTFOLIOS](#)

PDF: [ENERGY SCORECARDS](#)

WORD: [REPORTING PROCESS](#)

Green Cleaning

Green Cleaning Supplies

10 Points

School District

Program Summary: Since December 2017, the Howell Township Board of Education has replaced all cleaners that come in contact with students and staff with Green Seal Certified and NSF registered cleaning products. This includes soap, carpet pre-spray as well as other types of cleaners. By making the switch to environmentally friendly cleaning products, we are keeping our students and staff away from dangerous chemicals and keeping our environment free from them as well. A clean environment was always top priority for our district but with the onset of covid it became even more important than ever. It was crucial to us to find sanitizers and disinfectants that were EPA approved to combat the virus as well maintained our green standards.

PDF: [GREEN CLEANING LETTER](#)

PDF: [GREEN CLEAN PRODUCT INFO](#)

Green Purchasing

Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Our Green Purchasing Policy was implemented on June 12, 2019. The District aims to purchase, while in compliance of purchasing laws the following: green cleaning supplies, green cleaning equipment, recycled paper, energy efficient appliances, and equipment purchases. All district staff were notified of this adoption via email- this includes department heads as well as the purchasing department. And as of 2021 it is still in effect and easily accessible to staff and the community.

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

IMAGE: [GREEN PURCHASING POLICY.JPG](#)

Healthy School Environments

Access to Healthy Water in Schools

20 Points

School

Program Summary: Howell Township School District is dedicated to providing clean and healthy drinking water to all students during the school day as well as promoting water as the primary hydration option. As per district policy 8505, schools shall make potable water available to children at no charge in the place where lunch meals are served during the meal service. Schools may offer water pitchers with cups on tables and/or make potable water available for pupils to fill their own cups or water bottles by means of a water faucet or fountain that is available without restriction in or near the location meals are served. Our school's water fountains are regularly checked by maintenance staff for proper function and water pressure. Outside of meal time students are allowed to access water as needed and we are working on converting all our water fountains into bottle fill stations. Additionally, we have conducted a district wide Lead test on our schools' water supply through Partner Engineering and Science in accordance with New Jersey Schools Lead in Drinking Water Regulations; N.J.A.C. 6A:26-1.2;12.4 and the USEPA "3 T's for Reducing Lead in Drinking Water in Schools".

PDF: [TESTING RESULTS](#)

WORD: [ARDENA ASSESMENT](#)

PDF: [NJ AMERICAN WATER QUALITY REPORT](#)

PDF: [ARDENA- ACCESS TO HEALTHY WATER EVIDENCE \(1\).PDF](#)

PDF: [HEALTHY ACCESS TO WATER BOTTLE FILLING STATIONS.PDF](#)

PDF: [HEALTHY ACCESS TO WATER BOTTLE FILLING STATIONS.PDF](#)

Innovation Projects

Innovative Project #1

10 Points

School District

Program Summary: The New Jersey School Boards Association and the US Army invited students to choose what they want to invent, modify or change through their unique problem solving skills, creativity and ingenuity. Ardena Elementary had five teams accepted to the 2019-2020 STEAM Tank Regional competition. Students researched a problem in the world and came up with solutions to pitch to the "Sharks" (judges) about their innovation. One of our teams tackled the lack of fresh drinking water while others tried to solve everyday problems that were important to them. We had an art group who created a perfect brush for any project, a group that worried about the elderly and their difficulties lifting packages, another group who designed the "perfect" lunch box for their peers and lastly a group that tackled pet problems. The five team videos, powerpoint presentations, A tweet sharing it to the community, and acceptance letter are included as evidence.

WORD: [STEAMTANK_2020_ACCEPTANCE-LETTER-_ARDENA_HOWELL4.DOCX](#)

PDF: [SHARING TO COMMUNITY.PDF](#)

POWERPOINT: [ADJUSTABRUSH \(1\).PPTX](#)

PDF: [STEAMTANK VIDEO SUBMISSIONS.PDF](#)

POWERPOINT: [THE DOME-INATOR \(1\).PPTX](#)

Learning Environment

Curriculum Mapping

15 Points

School District

Program Summary: The Howell Township Public Schools organizes all curriculum documents into electronic "maps"/frameworks which are accessible to all of our staff and community via our district website. These curriculum frameworks and documents have created a mechanism to communicate content expectations for all teachers, parents/guardians such that our district can gain consistency and coherence across all content areas and grade levels. A committee structure occurs for all curriculum revisions (see attached file of examples of our committee postings). Curriculum Committees are comprised of various stakeholders, including but not limited to grade level/content area teachers, academic support teachers, instructional coaches, special education teachers, ESL teachers and administrators. Additionally, curriculum maps, documents and revisions are shared with the Board of Education's Education Committee to share out curriculum updates, progress and recommendation for Board adoption. The Education Committee of the Board is comprised of board members and citizen members. District level Curriculum Committees meet in the summer and during professional learning days during the school year, to revise and update units of study and curriculum maps. The curriculum maps are organized into units with essential questions, enduring understandings, content, and skills. Additionally, curriculum, maps, and units of study are shared with staff via our digital learning management system, Schoology. In addition, all curriculum and curriculum maps are located on our district website for the community so that we share the curriculum mapping with all stakeholders. Updates to the district curriculum maps for the current and upcoming school year are inclusive of topics related to climate change, behaviors that support learning, financial literacy, and use of technology tools.

PDF: [BOE & COMMITTEE CURRICULUM APPROVAL.PDF](#)

PDF: [CURRICULUM COMMITTEE POSTINGS.PDF](#)

PDF: [HEALTH AND PE CURRICULUM K-8.PDF](#)

PDF: [LANGUAGE ARTS CURRICULUM - K-8.PDF](#)

PDF: [MATHEMATICS CURRICULUM - GRADES 6-8.PDF](#)

PDF: [SCIENCE CURRICULUM - GRADES 6-8.PDF](#)

Outdoor Classroom

10 Points

School

Program Summary: In the spring of 2022, Ardena Elementary School was awarded a \$10,000 grant from Sustainable NJ and PSEG to build our outdoor classroom. Throughout the spring and summer of 2022, our green team collaborated with our Parent Teacher Association to complete Phase 1 of our classroom design. As we continue throughout the 2022- 2023 school year, we look

forward to continuing progress on our design and implementing more opportunities for outdoor learning to take place. Below is detailed information about our Outdoor Classroom: How the Outdoor Classroom is Utilized: Ardena's Outdoor Center is being used for academic and social emotional purposes throughout the entire school year. Academically, teachers choose to conduct lessons among the native plants or provide students ample space to collaborate in book clubs while utilizing the outdoor flexible seating options. Additionally, the Ardena staff utilize this space to strengthen our school climate. Ardena School has focused on the importance of morning meetings and building strong classroom communities; this outdoor space supports our best practices that we have fostered in our school community. Impact Statement: Over the past four years, there has been an ongoing need for an outdoor space where students and staff can collaborate. In 2019, we applied for various grant opportunities to begin this work and enhance our school environment. Since then, we have revised our ideas based on feedback from within our school community. Additionally, the pandemic has brought new needs that feel would add to our original ideas for the project. Initially, we were designing an academic area only but through our work with morning meetings and social emotional learning we have included ways that this new project will address concerns that have been heightened since the pandemic. Our project can be counted for Innovation and Outdoor Classroom within the certification application. We have included a landscape architect as well as several staff members who are passionate about creating a sustainable environment where all learners can thrive. With these new members and clear focus on how the space will be used we believe that it is an important addition to our school community. Students will soon have the opportunity to grow together both academically and socially.

PDF: [ARDENA_PLAYSCAPE_GARDEN_PHASE_I_6_6_2022 \(1\) \(1\).PDF](#)

PDF: [ARDENA'S OUTDOOR CLASSROOM USAGE REPORT- FALL 2022.PDF](#)

PDF: [4TH GRADE WEATHERING AND EROSION .PDF](#)

PDF: [WEATHERING AND EROSION EXAMPLE.PDF](#)

PDF: [ARDENA- OUTDOOR CLASSROOM EVIDENCE \(PHOTOS\) 22-23](#)

School Culture and Climate

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: As we began the 2022-2023 school year and returned to familiar school climate; one of prior to COVID-19 Pandemic that allows staff, students and their families to engage and learn in person again, we continue to highlight and promote ways to ensure that we are fostering and implements ways for everyone within our school community to be mentally healthy and successful. School culture and climate surveys are administered throughout the school year for staff, parents, and students. The survey for parents focuses on teacher interactions, student success, and overall feelings about Ardena School. It is conducted during parent teacher conferences twice a year. Students who are identified by their classroom teacher as needing additional services through our guidance department are surveyed before meeting with our school counselor (Mrs. Glynn) to see what support might be appropriate. In addition, Mrs. Glynn administers surveys to students who then receive support from the guidance department to see what additional techniques, services, opportunities would be needed as next steps. A student survey is utilized to identify student feelings about school, reflections about the behaviors that support learning that they are demonstrating as well as their understanding of SEL concepts being discussed. A staff climate survey was developed during the Winter of 2023 by our ScIP team. All

staff were encouraged to complete the survey and share their insights/suggestions. Data from the surveys are then reviewed by our School Improvement Panel (ScIP) to celebrate success and determine which needs should be addressed to improve our school culture and climate. Located within our documentation you will see our ScIP meetings agenda where the results are reviewed and the directives we take based on the data.

PDF: [AUGUST-SEPTEMBER 2023- SCIP AGENDA FOR ARDENA SCHOOL.PDF](#)

PDF: [JUNE 2022- STAFF SURVEY WITH RESULTS.PDF](#)

PDF: [ARDENA- FALL AND WINTER STUDENT SURVEYS WITH RESULTS 22-23 REVISED](#)

WORD: [REVISED 22-23 ARDENA SCHOOL CULTURE AND CLIMATE PROGRAM INVENTORY \(3/3/23\)](#)

PDF: [ARDENA- FALL AND WINTER PARENT SURVEYS WITH RESULTS 22-23 REVISED](#)

PDF: [ARDENA- WINTER 2023 STAFF CULTURE AND CLIMATE SURVEY WITH RESULTS 22-23 REVISED](#)

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: Ardena School and Howell Township Public Schools continue to have district and schools goals related to Social Emotional learning for all members within our community. The social and emotional wellbeing of our students continues to be at the forefront of what we do each day at Ardena School. To that end, each morning, our homeroom classes begin the day using The Morning Meeting from Responsive Classroom. This allows everyone in the classroom community to establish and deepen relationships, including peer relationships and teacher-student relationships. Engaging in a Morning Meeting at the beginning of each day gives students a fresh start to the school day, the opportunity to be seen and heard, and the chance to interact with others. Morning Meeting is made up of four components: Greeting, Sharing, Activity, and Morning Message. To help us continue to update and further develop our curriculum, and plan responsive morning meeting activities, Sara Glynn our school guidance counselor, provides monthly SEL calendars that focus on one of five SEL Competencies outlined by CASEL. Each month focuses on a different SEL competency and skills that fall within that competency. The competencies are also embedded throughout our school day as teachers integrate them into curriculum, classroom activities and discussions. The documentation below shows various activities that are incorporated throughout the day. In addition, we are attaching a variety of Student SEL Mental Wellness check-ins where teachers are able to take a pulse of their students' wellness on a daily basis in a way that fits their individual students' and class needs. Teachers utilize the data from these check-ins to drive morning meetings and other SEL activities. The attached revised evidence (as of March 2023) also shows how the SEL competencies have been incorporated into content areas in the school day throughout this year.

PDF: [SEL UNIT ADDITIONAL EVIDENCE 22-23](#)

PDF: [SEL UNIT EVIDENCE.PDF](#)

WORD: [22-23 ARDENA SEL UNIT QUESTIONNAIRE UPDATED 5/19/23](#)

WORD: [SEL UNIT PLANNING TEMPLATE 22-23.DOCX](#)

Student & Community Outreach

Green Team

15 Points

 Bronze Required School District

Program Summary: For the 2022 - 2023 school year, the Green Team, which is comprised of appointed members, met on the following days: Thursday 5/14/22 Wednesday 9/28/22 Thursday 10/6/22 (Student Green Team) Thursday 11/17/22 (Student Green Team) Tuesday 1/10/23 Minutes and Agendas can be found in document labeled (Green Team Agendas) Please see the attached document (Green Team Letter and Roles) which includes the names and job titles of the members that make up the Green Team. The principal of Ardena School, Kathleen Mignoli, attended PTA meetings where we discussed our Sustainable efforts within Ardena School and our current project, an outdoor playscape. Included in the document Ardena School Green Team Reflections is an outline of our current accomplishments, outcomes, and priorities. Last year our Green Team received a \$10,000 PSEG grant for an outdoor classroom and had great success with our Rams Take Charge initiative that uses positive reinforcement to celebrate our students in a number of ways. For the current school year our goals are: to work on Phase 1 of our outdoor classroom, continue to partner with the Trex Recycling program and to focus on bringing in more student leadership opportunities in regards to sustainability as that unfortunately was limited during the peak of Covid-19. These goals are currently in progress. Our 2022 Silver level and Digital Star Award certifications continue to be publicized on our district website, which is also linked to our school website page (Our School > Sustainable NJ). The district and schools have showcased our Green Teams' success and certification accomplishments via our social media accounts (Twitter, Facebook) as well as website postings. Furthermore, district and school based staff members celebrated and shared out our accomplishments during the Sustainable Jersey for Schools annual awards event held during the New Jersey School Board Association's Workshop 2022. We continue to participate in webinars and events offered by Sustainable Jersey for Schools. The attached file (additional 5 points) contains a sampling of agendas and minutes, celebrations, press release, etc. Furthermore, the Board of Education maintains a focus on sustainable practices and discusses goals, activities and future plans at committee and board meetings, which are inclusive of citizen members, staff, and members of the Board of Education. These plans and actions are also discussed at Leadership Team Meetings, Curriculum and Instruction Meetings, School-based Green Team Meetings, etc.

PDF: [ARDENA SCHOOL GREEN TEAM LETTER AND ROLES](#)

PDF: [DISTRICT AND SCHOOL 2022-2023 - ADDITIONAL 5 POINTS.PDF](#)

PDF: [UPDATED STUDENT GREEN TEAM AGENDAS 22-23 \(3/6/23\)](#)

PDF: [ARDENA SCHOOL GREEN TEAM REFLECTIONS.PDF](#)

Student Learning

Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

Program Summary: Students analyzed the impact plastic has on the environment by reading articles and viewing short films. Students brainstormed reasons why plastic should be reduced. Students developed a persuasive essay encouraging others to reduce the amount of plastic used in their daily life. Students were seen bringing in reusable water bottles instead of using one-time use water bottles. Additionally, there has been an increase in students' use of reusable materials such as lunch bags, reusable sandwich containers, and bringing silverware from home instead of

one time use utensils. This unit is implemented each year and will be implemented again within the 2022-2023 school year. This language arts lesson is for grades 3-5. Grade 3 Standards: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Grade 4 Standards: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Grade 5: LA. W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. LA.W.5.1.A Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose. LA.W.5.1.B.- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly by facts and details from text(s), quote directly from text when appropriate. LA. W.5.1.C Link opinion and reasons using words, phrases and clues (e.g., consequently, specifically) LA.W.5.1.D- Provide a conclusion related to the opinion presented

PDF: [ARDENA- GRADE 4 OPINION WRITING UNIT OUTLINE](#)

PDF: [ARDENA- LANGUAGE ARTS EVIDENCE WITH STUDENT SAMPLES 22-23](#)

WORD: [ARDENA- QUESTIONNAIRE FOR WRITING 22-23.DOCX](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: In this lesson, students learned about different forms of energy that are better for the environment. Students watched an exploration video to show where energy comes from and the different types of energy. Students analyzed maps of different locations that use sun, wind and water energy as a better/cleaner form of energy. Students answered questions about conserving energy and the reasons different places can use sun, wind and/or water energy. Also, students were given a map of our school to analyze the surrounding area/land. Students were asked to determine which form of energy is better for our school: wind, sun or water. The students were actively engaged in the lesson and learning about the importance of conserving energy. Both remote and in-person students had the materials through our digital platform Schoology.

PDF: [4TH GRADE- RENEWABLE ENERGY QUESTIONNAIRE 22-23](#)

PDF: [4TH GRADE- RENEWABLE ENERGY LESSON PLAN 22-23](#)

PDF: [4TH GRADE- RENEWABLE ENERGY RUBRIC STUDENT FRIENDLY VERSION 22-23](#)

PDF: [4TH GRADE- RENEWABLE ENERGY EVIDENCE AND GRADED STUDENT WORK SAMPLES 22-23](#)

Education for Sustainability Grades 4-12 Technology

5 Points

School

Program Summary: *This item was "approved" for Sustainable but needed the questionnaire

updated to qualify for Digital Star. Please see documentation below. Fifth grade students take part in a Greenwashing unit of study where they are equipped with the skills to "ad bust" products that portray themselves as "eco friendly" or "green" but are actually harmful to the environment. Students learn to: -define and utilize advertising vocabulary (advertising, greenwashing, ad-busting) -interpret types of greenwashing used in advertisements (misleading eco images, bait and switch, irrelevant claims, clickbait, zero proof, the red herring, vagueness) -deconstruct an advertisement according to its employment of the greenwashing advertisement technique. The culminating assessment is a poster that breaks down a products ingredients and impact on the environment in an effort to bust their "green" image.

PDF: [CURRICULUM](#)

PDF: [RUBRIC](#)

PDF: [TECH SJS_EFS_QUESTIONNAIRE \(3\).PDF](#)

PDF: [STUDENT EXAMPLE](#)

PDF: [ARDENA TECHNOLOGY EFS_REVISED.PDF](#)

Student and Staff Wellness

Policies to Promote Physical Activity

10 Points

District

Program Summary: On June 12, 2019 the Board of Education adopted policy 7461 District Sustainability Policy. The policy includes a section entitled Promoting Physical Activity. The policy was distributed district wide on June 20. The policy addresses a wide range of strategies to increase opportunities for students to be active before, during, and after school. See the attached policy (fourth uploaded file) for more information. As of the 2021-2022 school year these policies are still in place. All elementary school classes have 20 minute recesses periods and several examples of class schedules have been provided.

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

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

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

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

PDF: [RECESS](#)

Staff Wellness Program

10 Points

School District

Program Summary: Our district is committed to the wellness of our staff. Seasonally our Employee Assistance Program sends out a newsletter with mental health and work/life balance information – the fall 2021 Lifelines has been provided as an example. In conjunction with Preferred Behavioral Health group monthly online seminars are provided focusing on different mental health topics such as embracing diversity and re-framing perspective in the new year. Additionally a schedule of all of this year's seminars has been provided. Our Insurance provider

Horizon sends a monthly email focusing on health topic, that is distributed to the district community by our Health Benefits Specialist. The October flyer on Gluten has been provided as an example. While educating and access to health information is an important part of Wellness we know that isn't enough. There also needs to be action – which is why we provide staff run wellness programs. These programs cover a range of topics. For physical health some examples include a bootcamp style workout program, yoga, and a walking group. For mental health and creativity, we have several art and crafting groups. Over zoom we also provide a cooking class and book club. These programs are offered at a variety of different times to give the most opportunities for our staff participate. Our wellness programs provide staff with a chance to focus on their health as well as strengthen social bonds

PDF: [FALL WELLNESS PROGRAMS](#)

PDF: [ECN004516 WELLNESS OCT FLYER MESSAGE FINAL.PDF](#)

PDF: [WELLNESS EMAILS.PDF](#)

PDF: [EAP.PDF](#)

Waste Reduction & Recycling

Materials Reuse

10 Points

School

Program Summary: Ardena school still proudly participates in the Little Free Library program. In addition to continuing to support the two local free little libraries that are placed within our school community (one can be found in a local park, another in a low income housing apartment complex), in Spring of 2022 we opened a third Little Free Library here on Ardena's Campus. Throughout the school year, students and staff of Ardena School collaborate with our instructional coaches to create book donations events. These events provide us with materials to update inventory with new titles for the community to enjoy.

PDF: [ARDENA- MATERIALS REUSE- BOOK SWAP 22-23](#)

PDF: [ARDENA- MATERIALS REUSE- DONATION REQUEST FLYER 22-23](#)

IMAGE: [ARDENA- MATERIALS REUSE- ADVERTISEMENT OF OUR PROJECT 22-23](#)

IMAGE: [ARDENA-MATERIALS REUSE 22-23.JPEG](#)

IMAGE: [ARDENA- MATERIALS REUSE - DONATION COUNT AND PLANNING DOCUMENT 22-23](#)

Recycling Non-Mandated Materials

10 Points

School

Program Summary: The school community at Ardena participated in the Trex Plastic Recycling Program during the 2021-2022 school year and is continuing their partnership through the 2022-2023 year. The goal is to reduce the amount of plastic bags that are thrown away each year so that they can be recycled into Trex products. More information about the program can be found on the attached flyer. To kick off our participate in the program for the 2022-2023 school year, Student Green Team Members visited each homeroom class to teach the entire Ardena

Community about the importance of recycling. Included in their presentation was information about the Trex Recycling program that we are continuing this year. Student Green Team Leaders passed out informational flyers/magnets to each student to encourage them and their families to help us in this recycling challenge. Each month, Student Green Team Members weigh the plastic in our recycling collection bins and submit the totals to the Trex Program. In addition, the total number of pounds is shared with the Ardena Community during our morning announcements as well as on our digital announcement display in the main entrance of the building. By sharing out the totals, the Student Green Team leaders hope to increase participation and encourage the recycling efforts to continue throughout the community. Additionally, our Art Teacher (Mrs. Ferrone) participates in the Crayola Recycling Initiative. The program titled Color Drop, accepts all brands of plastic markers with they dry out including dry erase and highlighters. The ColorCycle program will eliminate placing hundreds of tons of markers into landfills.

PDF: [ARDENA NON-MANDATED SUBMISSION 22-23.PDF](#)

IMAGE: [COLORCYCLE STAFF EMAIL.PNG](#)

IMAGE: [ARDENA- TREX RECYCLING TOTALS 22-23](#)

PDF: [22-23 ARDENA SCHOOL TREX EVIDENCE .PDF](#)

WORD: [COLORCYCLE_PARENTS_LETTERV1M.DOCX](#)