



Sustainable Jersey for Schools Certification Report

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

Bradley Beach Elementary School (Monmouth) was certified on August 14, 2024 with 355 points. Listed below is information regarding Bradley Beach 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 Bradley Beach Elementary School (Monmouth) is:

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Actions Implemented

Each approved action and supporting documentation for which Bradley Beach Elementary School (Monmouth) was approved for in 2024 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: The Bradley Beach Board of Education is committed to leading our school

district towards promoting sustainable practices within our community. Through educational programs our students and the community have a greater understanding of how we can improve the environment in which we live. This may be simple steps of reminders to turn off the lights when leaving a classroom or planting a community garden. The Board of Education Policy and Personnel Committee met in February 2024 and March 2024 to review, revise and recommend the District Sustainability Policy to the full Board. The full Board of Education passed the Policy on second reading at the March 19, 2024 meeting. A notice was sent to the school community In April 2024.

PDF: [DISTRICT SUSTAINABILITY 7461.PDF](#)

PDF: [COMBINED DISTRICT SUSTAINABILITY MINUTES.PDF](#)

PDF: [FINAL STRATEGIC PLAN GOAL 2 FACILITIES NEEDS ASSESMENT.PDF](#)

PDF: [EARTH DAY MEMO ON BBES POLICIES LH.PDF](#)

School District Foundation

10 Points

School District

Program Summary: The mission of the Bradley Beach Education Foundation is to ensure the highest level of educational innovation supporting students, faculty and staff with community involvement in a partnership of lifetime learning and development. The Bradley Beach Education Foundation Inc., is organized for the following purposes: 1. To foster supportive community and private sector relationships to service the interests and needs of the youth of Bradley Beach, New Jersey; 2. To inform the community about the strengths of and challenges faced by the Bradley Beach Elementary School; 3. To serve as a catalyst to support and enhance school improvement programs as well as to provide direct support to students that heighten learning opportunities 4. To provide grants and scholarships to teachers, students, and the school district at large to develop innovative programs, activities and /or facilities in academic content areas, language, research and culture, and extracurricular activities. 5. To partner with the Bradley Beach Board of Education, the Bradley Beach Elementary School and the BBES PTA on initiatives for the school. 6. To seek donations of funds and equipment from in-kind services to support the Foundation's educational goals and purposes; and 7. To engage in any activity within the purposes for which corporations may be organized under the New Jersey Nonprofit Corporation Act. At the May 7, 2024 Board of Education meeting, the Bradley Beach Education Foundation presented the School District with a scholarship award to financially support the School District's Trip to Washington D.C. This is an opportunity for students to learn and explore beyond the classroom. Throughout the trip students not only learn and experience the history, arts and culture of our Nation's capital, but they also present information they have learned throughout the school year as they visit museums and monuments throughout Washington D.C.

PDF: [SUPERINTENDENT HEIDELBERG LETTER TO FOUNDATION.PDF](#)

PDF: [MAY 7, 2024 -AGENDA FOUNDATION SCHOLARSHIP.PDF](#)

PDF: [BRADLEYBEACHEDFUND.PDF](#)

Climate Mitigation & Renewable Energy

School Carbon Footprint

10 Points

🏅 Bronze Priority 🏅 Silver Priority School District

Program Summary: The 2023 carbon footprint for Bradley Beach Elementary School is 314.56 Metric Tons of CO2e. Bradley Beach School (BBES) analyzed one year of electric and natural gas bills from JCP&L NJ Natural Gas. Bradley Beach School is a walking school district with no contracted school fleet or bus contract attached to the school.

EXCEL: [BRADLEY BEACH BOE_SCHOOL_CARBON_FOOTPRINT.XLSX](#)

Digital Technology Access

Digital Device Life Cycle Management

10 Points

District

Program Summary: Decommissioning and recycling of any device occurs when the device cannot be repaired and/or is obsolete and no longer supported. Once the machine reaches this point, it is then disabled (for Chrome devices) and sent to our recycling vendor for processing. Once it is recycled, we receive the Certificate of Recycling. New devices for students are purchased to help refresh classrooms or grade levels at a time. Newer devices are assigned to Middle School grade levels (they keep the machine until graduation). We routinely swap out, exchange or reassign machines as needed. We also repair machines and replace parts to help extend the life of student devices. We continue to repair them as long as they are cost-effective and continue to be supported by Google. We track the machines using our Asset Manager SnipeIT. From there we can assess all equipment for end-of-life dates, repairs, sign-ins and sign-outs, etc. Devices are given a unique asset tag with a bar code affixed to them. The tag#, along with any pertinent information is then added to our Inventory Asset Manager. Decommissioning and recycling of any device occurs when the device cannot be repaired and/or is obsolete and no longer supported. Once we determine that the device needs to be recycled, it is picked up and processed through a recycling company that holds the ISO 9001:2015, ISO 14001:2015, and the ISO 45001:2018 certification. They are also R2v3 and ANSI certified as well. The pickup is free to the District and we do not receive any funds from the Recycling Partner.

PDF: [BRADLEY BEACH ELEMENTARY SCHOOL - DIGITAL DEVICE LIFE CYCLE MANAGEMENT .PDF](#)

PDF: [CERTIFICATE OF RECYCLING BRADLEY BEACH SCHOOLS 2.16.24 COR.PDF](#)

PDF: [PRODUCT FEATURES - SNIPE-IT FREE OPEN SOURCE IT ASSET MANAGEMENT.PDF](#)

PDF: [DISPOSITION OF PROPERTY POLICY 7300.PDF](#)

PDF: [PROPERTY INVENTORY POLICY 7450.PDF](#)

PDF: [SPECIFICATIONS SHEET FOR THE INVENTORY MANAGEMENT SOLUTION.PDF](#)

Diversity & Equity

Breakfast After the Bell

20 Points

School District

Program Summary: Bradley Beach Elementary school implemented the, "Breakfast After the Bell", program September 2023 for the 2023-2024 school year for every student (grades Pre K - 8). The program provides complimentary breakfast for any student who would like to participate. Breakfast is provided to students after the bell has rung. Students are able to choose their breakfast when they walk into their classroom, eat, while also participating in Morning Meeting SEL activities. Meal choices include fresh fruits, juice, milk, waffles, pancakes, muffins, crackers, banana bread, stuffed bagel sticks, BeneFIT bars, and much more. Alternatives for students with any allergies are also provided. Menus are posted monthly on the school website along with being posted in the cafeteria so students and families are aware of what is being offered daily. Breakfast After the Bell is aimed at ensuring that all students have access to a nutritious breakfast during the school day. This initiative recognizes the importance of breakfast in supporting children's health, well-being, and academic performance. There is extensive research that demonstrates the benefits of school breakfast programs on both academic and social-emotional outcomes for students. For examples, research shows improved academic performance. A review by, the Food Research and Action Center (FRAC), found that students who eat school breakfasts have better overall diet quality and achieve higher scores in math, reading, and standardized tests. In addition, research also shows increase in concentration and memory, reduction in absenteeism and tardiness, better behavior and reduced disciplinary issues, improved social and emotional well being, and lastly, improved health outcomes. Therefore, not only are students benefiting from having a tasty, nutritious breakfast after their school day has begun, but they also are benefited in many other ways that they do not even realize.

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

PDF: [WELCOME BACK FAMILIES LETTER \(WHICH CONTAINS INFORMATION ON BREAKFAST AFTER THE BELL\)](#)

PDF: [BREAKFAST EDIT CHECK DOCUMENTATION FOR NOVEMBER \(BREAKFAST AFTER THE BELL\)](#)

Energy Efficiency

Energy Efficiency for School Facilities

10 Points

 Bronze Priority  Silver Priority School District

Program Summary: Update - Since our 2022 submission we have been working on ways to update our school facilities with more energy sufficient options and different ways to conserve energy. We have attached our Building portfolio and LGEA for our main building and modular building which shows how we have been using the past audit to help our school community. In addition, we will be installing a new HVAC systems along with 80+ LED lights throughout the buildings. We are applying for 10 points based on the LGEA reports submitted for both school district buildings that are heated and/or cooled. 2022 Submission - The Bradley Beach Board of Education conducted an energy audit through the Local Government Energy Audit Program (LGEA) on Tuesday, February 8, 2022. The audit was conducted by the state-approved vendor TRC Companies, Inc. The audit consisted of an eight-hour walkthrough of the entire 54,000-square-foot elementary school and modular building. The audit was conducted to understand how the school can save energy costs. In addition, TRC Companies, Inc also examined twelve months of natural gas and electricity bills to better understand the school's energy consumption by first creating a baseline of how much energy the school uses. After completing the walkthrough, TRC

Companies, Inc. compiled the data and issued a report to the school district on their findings on April 25, 2022. The school will schedule a future conference call with TRC Companies, Inc. to discuss the report and discuss future options the district can take to save on its energy consumption.

PDF: [LGEA DRAFT REPORT-BRADLEY BEACH BOE-BRADLEY BEACH ES-042522.PDF](#)

PDF: [LGEA DRAFT REPORT-BRADLEY BEACH BOE-BRADLEY BEACH MODULAR BLDG-042522.PDF](#)

PDF: [DESCRIPTION OF IMPLEMENTATION - ENERGY AUDIT \(5 POINTS\).PDF](#)

PDF: [1 - LGEA FINAL REPORT-BRADLEY BEACH BOE-BRADLEY BEACH ES-061622.PDF](#)

PDF: [2 \(MODULAR\) - LGEA FINAL REPORT-BRADLEY BEACH BOE-BRADLEY BEACH MODULAR BLDG-061622.PDF](#)

EXCEL: [BUILDING PORTFOLIO_BRADLEY BEACH ELEMENTARY SCHOOL DISTRICT.XLSX](#)

Energy Tracking & Management

20 Points

School District

Program Summary: The Bradley Beach Elementary School is a PreK-8 school district with only one school. It serves 193 students. The building is open for the normal school year September - June from 8:35 - 3:20 and then July through August for our Summer School program, 8 am-11 am. We also have two modular buildings which are used for STEM. The buildings are much smaller than our main building and use less energy. Gas usage is highest in the winter months while electricity spikes towards the end of the school year in March. We track our energy usage by using the EPA's Energy Star Portfolio Manager (ESPM). Our documentation includes the Building Portfolios of the school district, our Statement of Energy Performance from the ESPM, and the energy tracking and management process. We have also shared our Energy Star portfolios with Sustainable via the Energy Star portfolio manager. The school is applying for 20-point level of action.

EXCEL: [12 MONTH UTILITY BILLS_BRADLEY BEACH ELEMENTARY SCHOOL DISTRICT.XLSX](#)

EXCEL: [BUILDING PORTFOLIO_BRADLEY BEACH ELEMENTARY SCHOOL DISTRICT.XLSX](#)

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

PDF: [ENERGY TRACKING & MANAGEMENT DESCRIPTION & REPORTING PROCESS.PDF](#)

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

Food & Nutrition

School Gardens

20 Points

School

Program Summary: The Garden Club at Bradley Beach Elementary School, established in 2021-2022 by Ms. Amanda Bialek and Mrs. Kelli O'Keefe, is now led by Mr. Kevin Cosgrove, a dedicated teacher. With a passion for gardening, Mr. Cosgrove guides students in growing healthy foods for the school, community, and local food pantry, fostering a culture of compassion and empowerment among participants. We're delighted to announce the addition of an aquaponics

system to our school's resources, made possible through a generous grant. Led by Mrs. Sauer and her dedicated Environmental Club students, this system has been an integral part of our community since its installation in September 2023. The aquaponics system not only provides an educational opportunity for the entire school to learn about its mechanics and sustainability, but it also offers a tranquil space for our students and staff. Its presence has enriched our understanding of eco-friendly practices while serving as a calming oasis within our campus. Since its inception, we've already had the pleasure of harvesting and sharing produce with our community twice this year. We eagerly anticipate our next harvest, expected sometime this spring, as we continue to nurture this innovative and rewarding venture.

WORD: [IN-GROUND GARDEN - EDUCATIONAL MATERIALS.DOCX](#)

WORD: [IN-GROUND GARDEN REPORT 2023-2024.DOCX](#)

PDF: [AQUAPONICS SYTEM PICTURES DIAGRAM, BROCHURE & FLYER.PDF](#)

WORD: [AQUAPONICS REPORT 23-24.DOCX](#)

PDF: [AQUAPONICS PODCAST EFS LESSON PLAN .PDF](#)

PDF: [AQUAPONICS PODCAST PHOTOS.PDF](#)

Green Cleaning

Green Cleaning Policy & Plan

10 Points

School District

Program Summary: The Bradley Beach Elementary School District is moving towards purchasing cleaning products that are safe and effective in maintaining a healthy environment for students and staff. The District has worked to develop cleaning plans with input from various stakeholders to identify products that are cost effective and meet environmental standards.

PDF: [GREEN PURCHASING POLICY 7461.04.PDF](#)

PDF: [POLICY POSTING BBESNJ.ORG](#)

PDF: [2024_03-MAR 19, 2024 BBES BOEAGENDA.PDF](#)

PDF: [BRADLEY BEACH ELEMENTARY SCHOOL GREEN CLEANING PLAN.PDF](#)

PDF: [EARTH DAY MEMO.PDF](#)

Green Purchasing

Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

Program Summary: The process began with the Bradley Beach Board of Education's Facilities and Finance committee developing the Policy recommendations and then forwarding the recommended Green Purchasing Policy to the Policy and Personnel Committee for review. After

both committees finalized the Policy the full Board then voted to adopt the policy upon second reading at the March 19, 2024 meeting. The Policy is the beginning step towards utilizing greener products on a day to day basis in the school which includes but not limited to recycled paper, cleaning supplies and lab equipment in our science labs. Purchasing these products will have a long term impact to reduce the usage of more harmful products that negatively impact our environment and contribute towards climate change. Purchasing these products alone is not enough. There is added value in making it known to the school community that Bradley Beach Elementary School is taking great strides to make greener purchasing an ongoing practice. The Board of Education Policy and Personnel Committee met in February 2024 and March 2024 to review, revise and recommend the Green Purchasing Policy to the full Board. The full Board of Education passed the Policy on second reading at the March 19, 2024 meeting. Notices were sent to the administrative and facilities heads, as well as, the school community in April 2024.

PDF: [MARCH 19, 2024 - MINUTES.PDF](#)

PDF: [GREEN PURCHASING POLICY BBES 3.2024.PDF](#)

PDF: [MEMO TO ADMINISTRATIVE AND FACILITIES HEADS](#)

PDF: [ELANONLINE DISTRICT POLICY TOC BBESNJ WEBSITE.PDF](#)

Recycled Paper Purchase

10 Points

School District

Program Summary: Bradley Beach School District is committed to green purchasing. As part of the district's commitment, we have adopted a Green Purchasing Policy (7461.04) in March 2024. As stated in the policy, "a simple first step will be for the school district to purchase as many products as possible made from recycled content that are themselves recyclable." This is reflected in the district's choices when purchasing paper. All of the printer paper purchased and used at Bradley Beach Elementary School are required to be 30% recycled copy paper. Additionally, the students and staff are dedicated to reducing, reusing, and recycling. As shown in the Week Ahead memo, staff are reminded of our commitment to sustainability by being conscientious about our paper use and considering sharing materials digitally to reduce waste when possible.

PDF: [RECYCLED PAPER PURCHASE \(10\).PDF](#)

PDF: [PAPER RECYCLING MEMO \(1\).PDF](#)

PDF: [PAPER INVOICES.PDF](#)

PDF: [GREEN PURCHASING POLICY 7461.04.PDF](#)

PDF: [WEEK AHEAD MEMO APRIL 21, 2024 \(1\).PDF](#)

Healthy School Environments

Access to Healthy Water in Schools

20 Points

School

Program Summary: A committee was formed within the Green Team to review the results of

district water testing and complete a needs assessment to determine our school drinking water needs. The committee also surveyed the staff and students to gather information about their perceptions and usage of water in school. Through this process, we discovered that the majority of students and staff agree that it is very easy to get a drink of water at school. Most staff prefer to use a refillable water bottle, whereas, the students are split between a preference in water fountain and water bottle usage. Overall, the results showed that we provide students and staff with access to clean water but we do not do enough to promote water consumption. The committee worked on creating signs to hang near the water fountains and bottle fill-up stations to promote drinking water. The committee plans to survey the students and staff again later on in the school year to evaluate whether their perception and usage has changed due to the new signage.

PDF: [POLICY 8505 - WELLNESS POLICY_NUTRIENT STANDARDS FOR MEALS AND OTHER FOODS \(M\).PDF](#)

PDF: [2021 LEAD WATER TESTING RESULTS.PDF](#)

PDF: [2021 LEAD WATER TESTING LETTER.PDF](#)

PDF: [DESCRIPTION, SURVEY RESULTS, & PHOTOS OF POSTERS](#)

PDF: [SAFE DRINKING WATER NEEDS ASSESSMENT CHECKLIST.PDF](#)

Outdoor Air Quality Awareness Program

10 Points

School District

Program Summary: Outdoor Air Quality Awareness Program Bradley Beach Elementary School has started the new year off by initiating the 'NJDEP Outdoor Air Quality Flag Program', beginning in March of 2024. The program is centered around identifying daily AQ indexes via email or text alerts received upon registering with the EnviroFlash EPA website. The flags are 'color-coded' to align with the Air Quality alert registered for your specific region on that day, allowing for a safer and healthier lifestyle by enabling those with underlying health conditions (such as Asthma) to adjust their levels of exercise and outdoor activities when the Air Quality is considered poor. A PowerPoint presentation was developed by our BBES AQ Flag Program Coordinator, Certified School Nurse Mary Carlsson, explaining the importance of the program for the students and staff, along with detailing the different colored flags and how they align with the days forecast, allowing for any accommodations that need to be implemented relating to scheduled outdoor activities such as recess and physical education. Our school community has utilized the EPA AirNow Air Quality widget which is posted on our school's main web page allowing for easy viewing for all of our community members to access. Our flag is hung near our outside Gym Doorway, allowing for the appropriate faculty members to view and ascertain the flag color each day which is indicated based on the AQ forecast. Daily AQ forecasts are incorporated within our 'Morning Meeting' announcements, and teachers have been provided multiple resources for incorporating lesson plans into their curriculum to aid in explaining the importance of how air pollutants at certain levels can be harmful to one's health, but how they can also reduce their exposure to outdoor air pollutants or severe changes in weather by utilizing alternate ways of exercising during recess or physical education classes by incorporating such best practices in the hopes of achieving optimal health and wellness.

PDF: [OUTDOOR AIR QUALITY AWARENESS PROGRAM \(10\).PDF](#)

PDF: [POWERPOINT PRESENTATION DURING FACULTY MEETING](#)

PDF: [FACULTY MEETING SIGN IN3_12_24.PDF](#)

PDF: [MORNING MEETING ANNOUNCEMENTS](#)

PDF: [AIR QUALITY AND OUTDOOR ACTIVITY GUIDANCE](#)

PDF: [AIR QUALITY GUIDE](#)

Innovation Projects

Innovative Project #2

10 Points

School District

Program Summary: This school year, we have invited a new school nurse to join the Bradley Beach Elementary School team. Within her first month at BBES, she noticed that the health office was supplied with an abundance of single-use ice packs. Upon further investigation of previous supply orders, it was discovered that 208 single-use ice packs were ordered for the 2022-2023 school year and only 100 reusable ice packs were ordered. As a result, BBES has committed itself to prioritize reusable ice packs as part of its sustainability efforts this school year. The goal is to maximize the use of reusable ice packs and avoid using single-use ice packs (except for field trips). The impact of our efforts could be measured by tracking and comparing the overall trend of purchasing reusable and single-use ice packs from year to year. Not only has this proven to be a financial savings for the district, but it also supports our commitment to sustainability. By educating students and staff about the importance of returning reusable ice packs, we have been able to reduce our waste. We plan to continue to record and track this data each year to monitor the effectiveness of this initiative.

PDF: [MATERIALS REUSE.PDF](#)

PDF: [HEALTH OFFICE INVOICES 22-23, 23-24, & 24-25.PDF](#)

School Culture and Climate

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: In accordance with the Anti-Bullying Bill of Rights, a school culture and climate survey are conducted with students, staff, and parents/guardians annually. The School Safety Team met as a focus group to review the data from the survey. They worked closely to analyze the data and compare it to the school's historical survey data to identify any possible trends or correlations. The information collected by the student survey guided the discussion of programming provided by the school guidance counselor. Following this survey, all students received tier 1 classroom-based lessons around the topics of bullying, inclusion, belonging, and self-esteem. The data also led to more targeted practices. It determined which students would benefit from regular small group and one-on-one counseling sessions with the school guidance counselor. It inspired the creation of a middle school group, called the Self-Love Club, that meets bi-weekly during the 6th-8th grade students' lunch and study hall period. The club focuses on self-love and acceptance through journaling, goal setting, healthy eating, exercise, music, and other self-care practices. Our plan is to continue to evaluate our school culture and climate needs through follow-up surveys and informal feedback during School Safety Team meetings.

PDF: [2023-2024 STUDENT CLIMATE SURVEY - COPY \(1\).PDF](#)

PDF: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT \(20\) \(1\).PDF](#)

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: In this unit, students will participate in book clubs to read texts that enhance their empathy and understanding of others. The selected texts will address issues that often become significant during middle school, such as relationship dynamics, academic challenges, and an increasing awareness of societal pressures. By working together in book clubs, students will develop positive relationships through collaborative discussions, fostering a sense of community and mutual respect. This cooperative environment will also support social and emotional learning by enhancing students' self-awareness and social awareness. Through these readings and discussions, students will gain a deeper social awareness, learning to navigate and respond to the complexities of their own lives and the world around them. This increased empathy and understanding will help them build stronger relationships and become more engaged and compassionate members of their community.

PDF: [SEL INTEGRATED UNIT - 7TH GRADE ELA SOCIAL ISSUES BOOK CLUB - 2024.PDF](#)

PDF: [SEL_INTEGRATED_UNIT_QUESTIONNAIRE \(4\).DOCX.PDF](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: The Green Team was established by the Environmental Club students in March 2021. We discussed what Sustainable NJ was, what our mission was, and then decided who we thought would be the best fit to serve on our team and help us achieve our goal as a school. A student created a letter asking people to become part of the Green Team. Our current Green Team consists of our administrators, teachers, school nurse, students of the Environmental Club, board members, and parents. We held our initial kickoff Green Team meeting on March 29, 2021. At this meeting, we discussed what Sustainability was and what our mission was as a school. Our students then created a mission statement for the Green Team: "Our goal at Bradley Beach Elementary School is to make our school a more sustainable and environmentally - aware place. We will teach students and adults how to reduce, reuse, and recycle. We will work together to be more environmentally friendly and maintain our school and community." In June 2022, our school became a bronze-level Sustainable Jersey School. This was celebrated at the October 18, 2024 Board Meeting and publicized to the community through the district website, the Green Team website, social media, community newsletter, school newspaper, and a big banner hung outside the main entrance of the school. During the 2023-2024 school year, three Green Team coordinators were elected to review all of the possible actions, evaluate which already align with current practices, and discover new ways that our school could become sustainable. The coordinators worked with the Green Team to implement educational awareness of sustainability through different school-wide initiatives, and develop and revise district sustainability policies. We

have worked diligently to implement as many sustainable actions as we possibly can to reestablish our bronze certification and work towards attaining a silver certification. Some of our accomplishments this year are continuing our garden club where students learn about the importance of gardening and are learning through hands-on experiences, starting a student-run aquaponics system, establishing a School Wellness Council, establishing an air quality flag system, promoting water consumption, incorporating lessons centered around sustainability school-wide, visiting the local senior center, volunteering at the local food pantry, establishing a school-wide Breakfast After the Bell program, and setting a requirement for all copy paper to be 30% recycled. Many more sustainable activities are in the works!

PDF: [GREEN TEAM LETTER 23-24.PDF](#)

PDF: [SJ RESOLUTION 12.15.2019 MINUTES.PDF](#)

PDF: [GREEN TEAM AGENDA 23-24.PDF](#)

PDF: [ANNUAL REPORT 23-24.PDF](#)

PDF: [DESCRIPTION & DISSEMINATION \(SOCIAL MEDIA, WEBSITE, SCHOOL NEWSPAPER, FACULTY MTG SLIDES, COMMUNITY NEWSLETTER, JOB POSTING\).PDF](#)

PDF: [BOARD MINUTES - OCTOBER 18, 2022 - SUPERINTENDENT'S REPORT](#)

Community Education & Outreach

10 Points

 Bronze Priority  Silver Priority School

Program Summary: Bradley Beach Elementary School has worked hard this year teaching others about sustainability. The main sustainability topics focused on this year were: Sustainable Farming using our Aquaponics System, the Importance of Trees, and Recycling/Reusing Materials. We were involved in the following activities which encompasses the topics mentioned: Event 1 - Bradley Beach Green Fair & Night at the Museum: Environmental Club, Garden Club, and 2nd grade students collaborated with the town to be part of the Green Fair. Environmental Club and Garden Club students started their activity in the classroom by planting and growing seedlings in the classroom, next collaborated with Lovelight Handmade in town to make pots for the seedlings, and then sold them at the Green Fair to raise money to fund our aquaponics system and outdoor gardens. Students were also asked to present at the Green Fair about sustainability - specifically the aquaponics system and how it helps our school. In addition, the 2nd grade students presented their recycled art projects to the public and some students explained the importance of recycled art. Event 2 - Arbor Day Celebration: Bradley Beach School worked with multiple members of the community, mostly being the Shade Tree Commission. We worked with the town to teach the town why we should plant trees. We did this by participating in the town-wide event where students, staff, community members, the town mayor, shade tree commission members, environmental commission members, and many more attended. 8th grade students and our school's superintendent helped with the ceremonial dig of a tree that was dedicated to the graduating 8th-grade class. In addition, students presented their artwork. At this event, students were able to teach fellow students and the community about the importance of Arbor Day, the importance of trees, and how art is a way to bring awareness to the environment. They were also able to hear from the mayor, a local councilman, shade tree commission members, and teachers.

IMAGE: [COAST STAR - GREEN FAIR.PNG](#)

IMAGE: [AQUAPONICS - FLYER.JPG](#)

IMAGE: [AQUAPONICS- BROCHURE.JPG](#)

IMAGE: [GREEN FAIR PROGRAM \(BBES\).JPEG](#)

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

PDF: [SOCIAL MEDIA & ARTICLES - TREE PLANTING IN BB.PDF](#)

Student Learning

Education for Sustainability Pre-Kindergarten

5 Points

School

Program Summary: In the outlined lesson plan, preschool students were guided to understand the importance of Earth Day and ways to protect the environment. The lesson aimed to instill environmental responsibility and sustainable practices, aligning with EfS (Education for Sustainability) standards. These standards promote environmental stewardship, social responsibility, and global citizenship. By engaging preschoolers with these concepts, the lesson sought to foster critical thinking about environmental issues, empathy towards nature, and proactive behaviors to protect the planet. To activate prior knowledge and generate interest, the lesson began with reading a book excerpt about caring for the Earth and showing a fun recycling video. This introduction was designed to engage students and stimulate discussions about their own ideas on environmental care. Direct instruction included discussing recycling, saving water, and planting trees, emphasizing that individual actions collectively make a significant impact. Guided practice involved showing images and real-life examples related to environmental care, followed by questions that helped scaffold student understanding. Students were encouraged to discuss and share their ideas, receiving feedback and support to deepen their comprehension. During independent practice, students drew and labeled examples of how they can care for the Earth on worksheets. This activity allowed them to demonstrate their learning creatively and thoughtfully. Early finishers had the opportunity to create posters or write Earth Day pledges, further reinforcing the lesson's objectives. The closing activity involved a class discussion where students shared their drawings and explained their ideas, ensuring that key points were reinforced and understood. The lesson materials included a book excerpt, video, images, worksheets, and art supplies for poster-making. The lesson's impact on the school community is multifaceted. It helps young students develop a lifelong sense of environmental responsibility and promotes a culture of sustainability within the school. By embedding EfS standards into early education, the lesson supports the development of environmentally conscious individuals who are aware of their role in preserving the planet.

PDF: [PRE-K EARTH DAY WRITING - STUDENT SAMPLES.PDF](#)

PDF: [PRE-K EARTH DAY WRITING RUBRIC \(1\).PDF](#)

PDF: [EFS LESSON PLAN - PRE-K EARTH DAY.PDF](#)

PDF: [PRE-K EARTH DAY 2024 - PICTURES.PDF](#)

Education for Sustainability Kindergarten

5 Points

School

Program Summary: The central focus and purpose of the content taught in the learning segment is for students to learn about the importance of recycling in our environment to reduce the trash in landfills that pollute Earth's soil, water, and air, causing harm to our environment. By working together, we can learn how to live well within the means of nature by reducing the amount of trash that ends up in landfills. Students will learn that recycling is a solution that helps reduce the impact humans have on our environment. Students will further develop an understanding that trash or recycled items can become reusable materials by working on a

hands-on upcycling project. By the end of the unit, students will be making bird feeders out of recycled material and hanging them up on trees outside our school. The overall goal of this unit is to inspire and motivate students to act, specifically, to recycle and upcycle for a more sustainable future. Lesson one serves as an introductory lesson of the learning segment in which students learn about recycling and its importance, as well as items that can be recycled through the use of a read aloud. Lesson two serves to teach students what items can be recycled and what items need to be thrown away. During this lesson students sort items into a recycling bin, garbage bin, and compost bin. Lastly, lesson three introduces the concept of upcycling in which students work on making bird feeders (upcycling project). Comment end

PDF: [EFS LESSON PLAN - KINDER.PDF](#)

PDF: [KINDERGARTEN RUBRICS, GRADED RUBRICS.PDF](#)

PDF: [INSTRUCTIONAL MATERIALS - K.PDF](#)

Education for Sustainability 1st Grade

5 Points

School

Program Summary: The central focus and purpose of the content taught in the learning segment is for students to learn about the Three R's to care for the earth (i.e., reduce, reuse, and recycle). Students will learn how to live well within the means of nature by motivating students to implement the Three R's to protect our environment. Students will learn that we must reduce the amount of waste we produce, reuse materials instead of throwing them away, and recycle to reduce the trash in landfills that pollute Earth's soil, water, and air, causing harm to our environment, to overall protect the environment. Throughout this unit, students will be engaging in a project in which they will draw pictures and write of ways to they can reduce, reuse, and recycle. To finalize the unit, students will pledge to protect our environment by reducing, reusing, and recycling. The overall goal of this unit is to inspire and motivate students to act and engage in these practices in their daily lives outside of school because, ultimately, humans can make choices that have a positive impact on the environment.

PDF: [EFS LESSON PLANS - 1ST GRADE.PDF](#)

PDF: [FIRST GRADE RUBRICS, GRADED RUBRICS .PDF](#)

PDF: [INSTRUCTIONAL MATERIALS - GRADE 1 .PDF](#)

Education for Sustainability 3rd Grade

5 Points

School

Program Summary: Many children see Community Helpers only as those people who wear uniforms or have jobs that we see or hear about on television. They often don't realize that many other workers contribute to a successful community and that each community helper is as equally important as another. In this lesson, students will brainstorm a list of community helpers and discuss the role each plays in our community. As a class, we imagine what would happen if even one of those community helpers didn't show up for work. The lesson continues with a reader's theatre performance of Emma's Day Off which is the story of Emma, a postal worker, who decides to take the day off. The story teaches how the entire community is affected by the loss of just one of its valuable community helpers. By learning about the essential roles we all play in our community, students would understand that "we're all in this together" and that everything we

do, or don't do, makes a difference in how our community functions and survives. A poster project serves as a tool to assess each student's understanding of the importance of the job of each community helper.

PDF: [EFS GRADE 3 LESSON PLAN & STUDENT WORK.PDF](#)

PDF: [BLANK RUBRIC](#)

Education for Sustainability Grades 4-12 Arts

5 Points

School

Program Summary: Each year, middle school science and art classes collaborate to teach students about an aspect of the environment or sustainability using science lessons and art projects. Similar to how we have done in the past, our lessons centered around the importance of trees. In science class, 6th graders learned about the benefits of trees and effects of deforestation. We completed a case study on the Amazon Rainforest, learned about impacts of deforestation on the local community, and brainstormed possible solutions. We had a local Shade Tree Commission member Jane DeNoble speak with our students about the importance of trees and take 6th graders on a tour around the schoolyard to identify some local trees. She also taught students about the history and uses for these particular trees including canoe-making, barrel-carving, shelter, seed production, and more. To follow this up, our Art teacher, Jen DiZefalo, urged the students to observe and appreciate trees by collecting large fallen branches and turning them into beautiful art pieces. Our culminating activity was participation in the Arbor Day community event, in which we had students speak about the importance of trees and display their artwork. As a result, students and community members gained a greater understanding of how our trees support us, how we can support them, and how to appreciate their natural beauty. This has become an annual lesson/project that the students look forward to being a part of each year.

PDF: [_SUSTAINABILITY IN ART- LESSON PLAN 2024.PDF](#)

Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

Program Summary: Students in grade eight will engage in a six-day mini unit to use nonfiction reading skills to analyze and annotate three texts from Scholastic Upfront Magazine related to climate change. ("The Right to a Healthy Climate?" "Let's Talk About Climate Change" "Planting 10 Billion Trees"). Students then respond to a CER (Claim, Evidence, Reasoning) essay prompt in response to how climate change is affecting everyday life on Earth. Through close reading and discussion, students will develop a deeper understanding of the complexities of climate change and its impact on everyday life on Earth.

PDF: [CER GRAPHIC ORGANIZER - MODIFIED.PDF](#)

PDF: [CER GRAPHIC ORGANIZER.PDF](#)

PDF: [_CLIMATE CHANGE CER - MODIFIED.PDF](#)

PDF: [CLIMATE CHANGE CER ESSAY RUBRIC - 8TH GRADE ELA.PDF](#)

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ENGLISH LANGUAGE ARTS - 8TH GRADE CLIMATE CHANGE CER MINI UNIT.DOCX \(1\).PDF](#)

PDF: [CLIMATE CHANGE CER STUDENT WORK AND GRADING SAMPLES \(1\).PDF](#)

Education for Sustainability Grades 4-12 Health

5 Points

School

Program Summary: This lesson teaches students about the 6 essential nutrients (carbohydrates, fats, proteins, water, vitamins, minerals) that their bodies need to sustain a healthy lifestyle. The seventh-grade students learned that they need to consume these nutrients from dietary sources for proper body function and that essential nutrients are crucial in supporting a person's reproduction, good health, and growth. The students reflected on their own eating and identified which nutrients that they were lacking in their diet. They made connections with the various cultures throughout the school community through food and nutrition.

PDF: [LESSON PLAN, STUDENT WORK, & RUBRIC](#)

Education for Sustainability Grades 4-12 Math

5 Points

School

Program Summary: This lesson shows that different foods have different environmental impacts. The seventh-grade students measured and compared the carbon footprint from different food sources. The activities in the lesson also enabled them to build their quantitative skills to determine the extent of CO2 impact on the environment. In doing so, students calculated ratios and practiced proportional thinking.

PDF: [LESSON PLAN](#)

PDF: [STUDENT PHOTOS](#)

PDF: [LESSON SLIDES & STUDENT WORK](#)

PDF: [RUBRIC](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: In this lesson, students learn about 4 different impacts of climate change, choose one impact of climate change affecting New Jersey, and write a claim-evidence-reasoning paragraph explaining why they believe it is the worst impact of climate change in New Jersey. This is impactful to the students because these impacts affect them and where they live directly and they can make a difference using their knowledge and problem-solving skills.

WORD: [EFS SCIENCE LESSON PLAN.DOCX](#)

WORD: [NOTES - WHAT'S THE WORST IMPACT OF CLIMATE CHANGE IN NEW JERSEY_ \[STUDENT DOCUMENT\].DOCX](#)

WORD: [NOTES - WHAT'S THE WORST IMPACT OF CLIMATE CHANGE IN NEW JERSEY_ \[STUDENT DOCUMENT\].DOCX](#)

POWERPOINT: [SCIENCE \(SJ\) - WHAT'S THE WORST IMPACT OF CLIMATE CHANGE IN NEW JERSEY_ \[TEACHER SLIDESHOW\].PPTX](#)

WORD: [CLIMATE CHANGE CER - MODIFIED.DOCX](#)

Education for Sustainability Grades 4-12 Social Studies

5 Points

School

Program Summary: In this 4th grade social studies lesson, students delved into the complex topics of cultural practices and invasive species. Throughout the lesson, they were able to grasp the definitions of these terms and understand their significance in their community and beyond. The impact of this lesson on the school community is multifaceted. Firstly, it empowered students with knowledge and awareness of environmental issues, fostering a sense of responsibility towards their surroundings. Secondly, it encouraged critical thinking and problem-solving skills as students brainstormed solutions to a real-world problem. Lastly, it instilled a sense of stewardship, inspiring students to take action and make positive changes within their own community. Through this lesson, students not only gained academic knowledge but also developed a deeper connection to their environment and the importance of preserving it for future generations.

PDF: [INVASIVE SPECIES - EFS LESSON PLAN - 4TH GRADE SOCIAL STUDIES.PDF](#)

PDF: [INVASIVE SPECIES RUBRIC.PDF](#)

PDF: [STUDENT WORK & PHOTOS.PDF](#)

Student and Staff Wellness

School Wellness Council

20 Points

 Bronze Priority  Silver Priority School

Program Summary: A School Wellness Council was established at Bradley Beach Elementary School in December 2023. The goal of the School Wellness Council is to proactively work to promote and advocate for student and staff health and a healthy school environment. The council members were selected based on their position in the school in order to include a diverse group from the school and community. The council includes the Superintendent/Principal, Director of Curriculum & Instruction, Director of Special Services, School Social Worker, & Anti-Bullying Specialist, Guidance Counselor, School Psychologist, Physical Education & Health Teacher, School Nurse, Green Team Advisor & Teacher, and Parent & Board of Education Member. The School Wellness Council met a total of six times this school year: December 18, January 17, February 26, March 21, April 24, and May 20. At the first meeting, the council previewed the School Health Index (SHI) to gain a general broad-based understanding. Each member was given a copy of the SHI and decided on a schedule of which SHI modules would be discussed at each meeting. This allowed each member to preview the modules ahead of time and gather notes as needed to guide our discussions during our meetings. (See attached email, meeting agendas, and attendance sheets) At each meeting, we read through each question together, had an open dialogue, and came to a consensus about our response to each question as a school district. After completing the SHI assessment tool, we circled back to discuss all of our strengths and weaknesses in each module. We brainstormed ideas for areas of improvement and potential actions that could be implemented to support the identified weaknesses, reflecting on each action's importance, cost,

time, commitment, and feasibility. We used the results of the SHI assessment tool, as well as, our district's 2023-2027 Strategic Plan to prioritize which actions we wanted to include in our Improvement Plan (see attached District Goals 2024-2025). Specifically, 12 actions for improvement were set (highlighted in yellow) after assessing their strengths and weaknesses using the School Health Index (SHI). These will be presented to the Board Committees on June 11, 2024 and discussed at the Public Board Meeting on July 16, 2024. Upon board approval, this action plan will be disseminated to staff and families at faculty meetings and Back to School Night. Identifying areas of weakness and having a plan for change gave focus and guidelines to all stakeholders interested in improving our school. The plan included steps to accomplish these actions, designated responsibilities, and gave self-imposed deadlines. The School Wellness Council plans to continue to meet next school year to monitor the progress of each action in our Improvement Plan.

PDF: [SCHOOL WELLNESS COUNCIL](#)

PDF: [SWC EMAIL WITH GOALS & SCHEDULE.PDF](#)

PDF: [SCHOOL WELLNESS COUNCIL - AGENDAS & ATTENDANCE.PDF](#)

PDF: [SHI SCORE CARD REPORT.PDF](#)

PDF: [SHI - MODULE SUMMARY WITH STRENGTHS, WEAKNESSES, & POSSIBLE ACTIONS.PDF](#)

PDF: [DISTRICT GOALS 2024-25.PDF](#)

Policies to Promote Physical Activity

10 Points

District

Program Summary: Bradley Beach Elementary School takes great pride in their efforts to promote physical and emotional wellness. Physical activity engages students to stay fit, revitalize their energy to help them to focus upon returning to the classroom, building confidence helping to support not just their physical well being, but also their emotional well being. Physical activity continues afterschool as students participate in extracurricular programs through sports such as Soccer, Basketball, and Base/Softball. Other outdoor student activities conducted through the environmental and gardening clubs keep students active while keeping active outdoors through gardening, beach and community clean ups. In coordination with the Parent Teacher Association BBES held a Walk-A-Thon to keep students, staff and our community moving immediately afterschool. BBES also encouraged the school community to participate in the Mayor's Wellness Walk-A-Thon that was held on our town's boardwalk and students volunteered to distribute water and clean up at the annual 5K Run Fundraiser which donates the proceeds to local community groups. BBES is fortunate to be a part of a "walkable" community, where students and families predominantly walk, bike and skateboard to school each day, reducing gas emissions and promoting a healthy lifestyle.

PDF: [BBES SOLE.PDF](#)

PDF: [21-22 LUNCH RECESS SCHEDULE - SHEET3 \(1\).PDF](#)

PDF: [COPY OF D'AMORE_MAGGIO- 20-21 -ELEMENTARY SCHEDULE.PDF](#)

PDF: [COMBINED 2422 7510 7513 8505 POLICIES PHYSICAL ACTIVITY.PDF](#)

PDF: [VIRTUAL FIELD DAY 2021.PDF](#)

PDF: [GIRLS ON THE RUN 2022.PDF](#)

Staff Wellness Program

10 Points

School District

Program Summary: The leadership team at Bradley Beach Elementary School believes in the importance of staff wellness, as we know staff wellness significantly contributes to student wellness and a more positive school climate and culture. We also believe that teacher effectiveness is the central factor in student academic progress, and social/emotional progress. The School Wellness Council was formed this school year to complete the comprehensive School Health Index. In doing so, the council assessed the current state of staff wellness and created an action plan that supports the staff's needs and aligns with the district strategic planning goal.

PDF: [STRATEGIC PLAN - GOAL #5.PDF](#)

PDF: [CALM APP EMPLOYEE SIGN UP.PDF](#)

PDF: [INFECTIOUS DISEASE & EPI-PEN PD SESSIONS.PDF](#)

PDF: [MINDFULNESS & MEDITATION - JANUARY 23-24 FACULTY MEETING.PDF](#)

PDF: [STAFF WELLNESS PROGRAM](#)

PDF: [SCHOOL WELLNESS COUNCIL AGENDAS & SCHOOL HEALTH INDEX.PDF](#)

Student Safety

Safe Routes to School District Policy

10 Points

District

Program Summary: The students of Bradley Beach Elementary School predominantly walk to school. There is no busing as we are a small, walkable town. The School works closely with the Police Department who assigns officers to monitor the area for safety concerns. In addition, there are two crossing guards to assist children and families crossing roads to school. Some children also bike or skateboard to school too. For those who are dropped off by car there are clear instructions on safe methods of dropping off students. BBES is working to keep our students safe to and from school. The Superintendent communicates with the Mayor regarding any concerns and works collaboratively to improve signage and painting of road pedestrian walkways.

PDF: [SAFE ROUTES TO SCHOOL 7461.01.PDF](#)

PDF: [2024_03-MAR 19, 2024 BBES BOEAGENDA.PDF](#)

PDF: [WEBSITE POSTING 7461.PDF](#)

Pedestrian and Bicycle Safety and Promotion Initiatives

10 Points

School

Program Summary: Bradley Beach, only 0.61 square miles, is considered a “walking” district. Bradley Beach Elementary School does not provide the option of busing to the students. Thus, it’s crucial that we ensure all of our students know how to walk/bike to school and cross streets safely. Through programming and events, students are encouraged to walk and bike to school and are educated on the importance of pedestrian and bicycle safety.

PDF: [PEDESTRIAN AND BICYCLE SAFETY AND PROMOTION INITIATIVES](#)

PDF: [ATTACHMENT #1 - EZ RIDE FLYER _ WAIVER](#)

PDF: [ATTACHMENT #2 - WALK & ROLL EVENT FLYERS](#)

PDF: [ATTACHMENT #3 - STUDENT HANDBOOK \(P.21 OF PDF\)](#)

PDF: [ATTACHMENT #4- STUDENT DISMISSAL FORM](#)

Waste Reduction & Recycling

Food Waste Recycling or Composting

15 Points

School

Program Summary: At Bradley Beach Elementary School, the food waste recycling program was initiated by two 7th grade Gifted and Talented students who were concerned about the food waste in the school's cafeteria. They built their own composter that sits outside of the building by the school's community garden. The students recorded a presentation to educate the students, teachers, and community members about composting and its benefits. The video was played during Morning Meeting school-wide and promoted on the school's website and social media pages. The students also coded an educational game using Scratch. The objective of the game is to move the compost bin from left to right to collect compostable items, while avoiding the items that cannot be recycled. In addition to the video and game, fliers and posters are posted throughout the school and cafeteria to promote the new composting program. The composting program will help give the school garden nutrient rich soil and reduce the amount of waste in the landfill.

PDF: [FOOD WASTE MANAGEMENT.PDF](#)