



## Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of Highland Park High School (Middlesex), a Sustainable Jersey for Schools bronze certified applicant.

Highland Park High School is committed to sustainable practices and continually looks to improve our efforts to be more environmentally conscience in our decision making and community efforts. We include Environmental Science as one of the courses our students take prior to graduation and our environmental club advocates for a green fair each year. We also have outdoor gardens that are cared for by the club and nurtured by both our students in Biology courses and the Environmental science courses as well. We are looking to add an outdoor grenhouse, a farm bot, and vertical indoor gardens in the near future and possibly to help augment school lunch offerings to include school grown produce. We look forward to being certified again for the coming years at the Bronze level or higher.

### Contact Information

**The designated Sustainable Jersey for Schools contact for Highland Park High School (Middlesex) is:**

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### Actions Implemented

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

#### Board Leadership & Planning

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#### Professional Development for Sustainability

20 Points

🏅 Bronze Priority 🏅 Silver Priority School District

**Program Summary:** Professional Development for Sustainability took place on March 2, 2016 from 3:15-5:15pm at Bartle School media center. The instructors were Irene Marx, Sustainability Educator (Cloud Institute for Sustainability-NJ Learns) and Tracey Maiden, 2nd grade teacher. The 25 participants included 4 board of education members, teachers, the business administrator, a principal and a librarian. The workshop consisted of a PowerPoint presentation, discussions, a craft activity and group activities. Topics for this 2 hour workshop included: -definition of sustainability -why educate for sustainability? -incorporate sustainable education in the curriculum -increase the school district's sustainable practices -sustainable thinking in everyday life/behaviors -resources for EfS for teachers -discussions: concerns about (lack of) sustainable initiatives and what can be done It is our hope that the participants develop a personal rationale for sustainability, then be able to effectively educate for sustainability.

**PDF:** [PROFESSIONAL DEVELOPMENT SIGN IN SHEET](#)

**PDF:** [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY PICTURES](#)

**PDF:** [PD SELECTED SLIDES FROM POWERPOINT](#)

**PDF:** [SUSTAINABILITY WORKSHOP ON DISTRICT'S FACEBOOK](#)

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## School District Foundation

10 Points

School District

**Program Summary:** The Highland Park Education Foundation (HPEF) began in 1996 with the desire to help Highland Park public schools achieve high academic goals and build for the future. The HPEF was established by concerned parents, community and business leaders to support and sustain the educational excellence of our public schools. The "Getting the Dirt on Eating Healthy" grant provided garden plots and much needed supplies at all four schools and gave students opportunities to study plant growth and eat the vegetables they grew. All four of Highland Park's school gardens were established in 2010. After about 4 years, some of the wooden garden beds and supplies (storage box, tools, seeds) needed to be replaced and the HPEF grant helped us do that. Another grant is in support of Camp Bernie: HPEF is a long-time supporter of the annual 5th grade trip to Camp Bernie, subsidizing approximately half of the cost. Students take a three-day, two-night trip to an environmental education center in western NJ. There they spend educational and fun-filled days exploring nature, sustainability, understanding our impact on Earth, and team building. For many of our students it is their first time in the country and the first time away from their families! Students return richer in both knowledge and maturity. With decreasing funding from the state, the HPEF has generously provided funds to many teachers who applied for grants to enrich the lives of their students. Other sustainability initiatives funded by HPEF include: establishment of a nature/wildflower habitat at Irving School and beautification of the Bartle School courtyard.

**PDF:** [HIGHLAND PARK EDUCATIONAL FOUNDATION WEBSITE](#)

**PDF:** [HIGHLAND PARK EDUCATIONAL FOUNDATION LETTER](#)

**PDF:** [6 CAMP BERNIE PICTURES](#)

**PDF:** [2 GARDEN BEDS AND STORAGE BOX PICTURES](#)

## Climate Mitigation & Renewable Energy

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### Buy Renewable Energy

10 Points

School District

**Program Summary:** The Highland Park Public School District has been participating in the Alliance for Competitive Energy Services (ACES) program for a number of years. Attached is Voluntary Enhanced Renewable Energy Product Opt-In Form 2015. It is effective May 2015-May 2017. The benefits of purchasing renewable electricity include: 1) cost savings from electricity bill 2) clean energy means less pollution/carbon emissions, so it helps the environment 3) creates demand for more renewable energy 4) reduces need for non-renewable fossil fuels 5) it's sustainable

**PDF:** [RENEWABLE ELECTRICITY ACES CONTRACT](#)

## Food & Nutrition

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### School Gardens

10 Points

School

**Program Summary:** With a grant from Sustainable Jersey, Highland Park High School established an edible garden in 2010. The grant funds were used to purchase raised beds, compost/soil, seeds, garden tools and a storage box. Volunteers from the community (adults and students) helped build the raised beds. Since then, the garden is planted every fall and spring. A parent volunteer is the garden coordinator who works with several parents/community members and the High School Environmental Club students and their adviser to plant and maintain the garden. The care and maintenance of the garden is coordinated through a google calendar where the students can view and sign up to water and maintain the garden. This calendar is especially important during the summer months to ensure the garden's needs are met when school is not in session. Students can receive community service hours for National Honor Society for helping with the gardens. The vegetables and herbs harvested are mostly donated to the Highland Park Food Pantry. As the economy slowly recovers, there are still many local families struggling to access healthy, fresh, locally grown and sustainable food. The garden provides valuable lessons to students on social and economic issues close to home. Also, the high school home economics teacher uses the herbs and vegetables in her class. Student volunteers are encouraged to take home some of the produce as it is the "fruits" of their labor. Everyone is welcome to the school garden: students, teachers, staff, parent/community member volunteers.

**PDF:** [4 GARDEN PICTURES](#)

**PDF:** [PLANTING DAY FLYER](#)

**PDF:** [HIGH SCHOOL GARDEN MAINTENANCE CALENDAR MAY 2015](#)

## Learning Environment

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### Student Participation in the Arts

10 Points

District

**Program Summary:** The Highland Park board of education, parents and the community are strong supporters of arts education in all the schools. High school students are required to complete one year (5 credits) of visual and performing arts classes. Sample classes include drawing, sculpture, digital photography, choir, band, orchestra and music theory. Middle school students have one to two marking periods of art/music/drama. Elementary school students (K-5) participate weekly in music and art classes. All of the visual and performing arts teachers are certified and highly qualified. The impact of students participating in the arts has many benefits to the Highland Park community. The high school band performs during the annual Memorial Day and Veterans Day parades. Aside from entertaining the public, these performances build community and patriotism. The high school and middle school orchestra has performed in the senior center, street festivals and at a school for the hearing impaired. These dedicated music teachers continually seek new venues to connect students with members of the community who may not otherwise have an opportunity to enjoy live music.

PDF: [ARTS-SUPERINTENDENT LETTER](#)

PDF: [HIGH SCHOOL PARTICIPATION IN THE ARTS](#)

PDF: [ALL 4 SCHOOLS PARTICIPATION IN THE ARTS](#)

PDF: [MIDDLE SCHOOL PARTICIPATION IN THE ARTS 2014-2015](#)

PDF: [HS ARTS PRINCIPAL LETTER 2014-2015](#)

## School Grounds

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### Biodiversity Project

10 Points

School

**Program Summary:** The \$2,000 grant will be used to establish a permanent butterfly garden lesson area. The area was planted (in June 2016) with native plants and plants that attract pollinators to increase the potential lessons and disciplines that can utilize the area. The importance of planting native species will assist teachers and students in their understanding of invasive species and habitat preservation, a theme that cuts across various disciplines. The plants to attract butterflies will be used to demonstrate not only the process of metamorphosis, but also the importance of pollination and the effects that honey bee populations will have on global food supplies. The vision of this garden could also expand to embrace the role that native species play in a general sense for indigenous populations worldwide- the cultivation of native species of grains that are more drought or pest tolerant thus requiring less intensive forms of agriculture. To advertise about this outdoor classroom experience, we hosted an Ecofest and Ribbon Cutting Ceremony (see emails and letter home). The butterfly garden will be maintained (watering, weeding, pruning, replanting, etc.) by Environmental Club students and facilities staff during the

summer. During the school year, science teachers will engage students in experiential learning through observing and caring for the garden. High school students will also be encouraged to help maintain the garden in exchange for community service hours for National Honor Society.

PDF: [NATIVE PLANT LIST AND POLLINATORS](#)

PDF: [BUTTERFLY GARDEN PLANTING PICTURES1](#)

PDF: [BUTTERFLY GARDEN PROJECT ACTIVITY REPORT BY BIOLOGY TEACHER](#)

PDF: [BUTTERFLY GARDEN PLANTING PICTURES2](#)

PDF: [OUTDOOR CLASSROOM LETTER HOME DOCUMENTATION](#)

PDF: [30 PAGE DOCUMENT WITH LESSON PLANS, STUDENT WORK, SCHEDULE OF RESPONSIBILITIES](#)

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## Green Infrastructure Installation

10 Points

School

**Program Summary:** The Rutgers Cooperative Extension Water Resource Program installed a beautiful rain garden at the High School and Middle School, with both schools sharing the same outside grounds. Science teachers from both schools were very interested in getting their students involved in learning about benefits of rain gardens and the role of native plants in the rain garden. This project is important and exciting because of the adoption of Next Generation Science Standards. Having a rain garden, a vegetable garden, and butterfly garden, offers students numerous opportunities to learn about and contribute to environmental stewardship. On June 16, 2016, RCE program associate, Sara Mellor, gave a talk high school students about the benefits of a rain garden capturing stormwater runoff in preventing flooding and contamination of local waterways, how a rain garden works and the benefits of planting native plants to attract pollinators. The students enjoyed being outdoors and planted butterfly milkweed, black eye susan, bee balm, goldenrod, purple coneflower, blue flag iris, new england aster, etc. Funding for this project came from a grant from the National Fish and Wildlife Foundation and work was performed June 13-16, 2016. Maintenance of the rain garden will be a joint partnership between the high school middle school science teachers and their students during the school year. In the summer, staff and campers from summer camp that takes place in the middle school will maintain the rain garden. Maintenance will include watering, pruning, weeding and replanting. The facilities department will assist as necessary.

PDF: [PICTURE OF WHERE RAIN GARDEN WILL BE INSTALLED](#)

PDF: [RENDERING-PRELIMINARY CONCEPT OF RAIN GARDEN BY RUTGERS](#)

PDF: [HIGHLAND PARK BOARD OF EDUCATION ANNOUNCEMENT OF POLICY](#)

PDF: [RUTGERS RAIN GARDEN PLANS](#)

PDF: [RAIN GARDEN PROJECT PICTURES](#)

PDF: [RAIN GARDEN PUBLICITY/PROMOTION-FACEBOOK POST AND PRINCIPAL LETTER](#)

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## Student & Community Outreach

### Green Team

10 Points

 Bronze Required School District

**Program Summary:** The first meeting to discuss the Sustainable Jersey for Schools initiative was held on January 22, 2015. Attendees were teachers, parents, community members and a board of education member. We established initial district and individual green teams and leaders, with members planning on recruiting others. Union leadership appointed teachers Lindsey Wilson and Todd Kruger as green team members. We also discussed grant opportunities, types of actions/activities necessary for certification and the many benefits of participating in this SJS program. The High School is grateful to be awarded 2 Sustainable Jersey for Schools grants. One for creating a butterfly/native plant garden, and the other for the purchase of 2 water refilling stations and water bottles to give away. These 2 projects help further the High School's commitment to become more sustainable and environmentally friendly. Notable accomplishments are the strong Community Education and Outreach actions by the high school's Environmental Club. Throughout the school year and summer months, the club was active in planning and executing programs to educate the students and community on topics such as the perils of plastic water bottles, importance of reading food labels, composting, gardening and recycling. Other volunteer initiatives include trail building and maintenance, cleanups at parks and school grounds, and harvesting vegetables to donate to the food pantry. For more information, see the attached Annual Report. The impact on the school and community is sizable. The actions of the High School has made the community cleaner, safer, healthier and educated on environmental and sustainability awareness.

**PDF: [HIGH SCHOOL GREEN TEAM-PRINCIPAL LETTER](#)**

**PDF: [HIGH SCHOOL GREEN TEAM ANNUAL REPORT](#)**

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## Community Education & Outreach

10 Points

 Bronze Priority  Silver Priority School

**Program Summary:** The Environmental Club was awarded a grant from the borough of Highland Park to present a Environmental film series (free of charge). The three films, Black Fish, Blue Gold: World Water Wars and Trashed, took place in the Highland Park Public Library in April 2015. All Highland Park students' (k-12) parents and guardians received notice of these films via email. In addition, the library posted the films in their website, sent emails to library patrons and posted in the Star Ledger newspaper (see documentation). At the conclusion of each film, there was discussion on the environmental impacts of the topics featured. Participants gained an understanding of the perils of corporations controlling our limited fresh water supply, capturing wild orcas to entertain us and the impact of all of humanity' modern waste. The impact will be mindful consumption and use of water and decrease in creation of waste. The students in the High School Environmental Club set up the "Green Corner" at a PTO fundraising event called Bartle Boardwalk at Bartle Elementary School on June 11, 2015. The Environmental Club set up two tables to educate about recycling and composting. One table was a planting make-and-take activity where beans or sunflower seeds were planted in a plastic water bottle, creating a greenhouse planter. The other activity was a game called "Is it Compostable, Recyclable or Trash?" Participants had an array of items to decide if they were compostable, recyclable or trash. Items included cat hair, pencil shavings, plastic grocery bags, aluminum foil and string. Many people learned most items can be either composted or recycled. Very few items belong in the trash. The impact will be less items thrown in the trash and increase recycling and composting, creating a cleaner and more sustainable community.

**IMAGE: [ENVIRONMENTAL FILM SERIES FLYER](#)**

**PDF: [ENVIRONMENTAL FILM SERIES NEWSPAPER POSTINGS](#)**

**PDF: [2 BARTLE BOARDWALK PICTURES](#)**

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## Green Fair

10 Points

School

**Program Summary:** The High School's Environmental Club collaborated with Sustainable Highland Park to host a very well attended and successful Highland Park Earth Day Festival on April 19, 2015. Participation in this club is open to all high school students. All Highland Park students' (K-12) parents/guardians were sent a festival flyer via email. In addition, The Home News Tribune had a writeup about this event and the borough posted lawn signs and notified residents via email and newsletter. The Environmental Club had 4 environmental education activities: vermicomposting display and education, natural toothpaste making (baking soda, salt, mint oil), buying local and a taste test to highlight the importance of reading product labels. These activities promoted sustainable living and making healthy food choices. Other activities and displays at this annual festival included: chicken raising and beekeeping displays, insect displays and bug catching with an entomologist, Wildlife Olympics where children participated in physical activities learning about movements of wild animals, electric car display, make and take water bottle planters, a composting education game, nature scavenger hunt. Festival attendees included children of all ages, parents, seniors and community members. The efforts of the high schools students raised awareness of environmental stewardship. Attendees learn ways to live sustainably and making environmentally friendly choices in everyday life. Additional information: The co-leaders of the Environmental Club attended Sustainable Highland Park's monthly meetings to plan for the festival. They then held weekly meetings with the Environmental Club members at the high school to discuss the logistics of setup and clean up at the event, planned green activities for children and adults and promoted the event in the school and community. The students hung posters all over the high school, announced the festival on the PA system multiple times and the school sent the festival flyer via email to the parents of all students (k-12) in the district. In addition, the students also hung posters at various locations in town, eg, library, store windows and message boards to invite the community. At the event, they came early to set up tables and chairs and cleaned up at the conclusion of the festival.

PDF: [EARTH DAY FESTIVAL FLYER](#)

PDF: [6 EARTH DAY FESTIVAL PICTURES](#)

PDF: [QUALITATIVE ASSESSMENT](#)

PDF: [EARTH DAY EXHIBITORS/VENDORS SPREADSHEET](#)

PDF: [EARTH DAY BORO E-NEWS](#)

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## Civic & Stewardship Volunteer Initiatives

10 Points

School

**Program Summary:** The High School Environmental Club partnered with Sustainable Highland Park in October 2014 to build a trail connecting the Highland Park Environmental Education Center to Johnson Park along the Raritan River. The dates of service were Oct. 5 and 19. The work involved clearing the path by cutting branches and removing debris on where the trail is to be established. The community can enjoy hiking along the Raritan River in a new trail where it is safe to walk. The students also conducted 4 community cleanup days in 2015: at Donaldson Park, Bartle School and along the Raritan River where they picked up broken glass and garbage. We have a cleaner community as a result of the high school students' actions. They learned that if they don't like what they see (garbage strewn about), they are empowered to do something about it. Buddy Ball is a free program that teaches sports to children with mental and physical

disabilities. The Highland Park chapter of Buddy Ball started in 2009 by Highland Park student Harry Landis. Soccer season is in the fall and a basketball season is in the spring with each session running 8-10 weeks. The program started with about 20 Pals (teenage volunteers) and 5 Buddies (special needs students). Over the years, the program has grown to have over 60 Pals and 30 Buddies. Generally 2 Pals are matched with one Buddy. The Pals guide the Buddies through drills and games and help them both emotionally and physically. The majority of Pals are Highland Park High School students. Many pals have gained compassion and an understanding of challenges of special needs kids and are very protective of their buddies. In 2016, under the leadership of HPHS Senior Elisabeth Landis, HP Buddy Ball will host its 1st annual Talent Showcase.

PDF: [BUDDY BALL FLYER](#)

PDF: [5 BUDDY BALL PICTURES](#)

PDF: [2 PARK CLEANUP PICTURES](#)

PDF: [3 TRAIL BUILDING AND MAINTAINENCE PICTURES](#)

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## Enrichment Programs through Partnership

10 Points

School

**Program Summary:** The Highland Park High School EcoFair, partnered with Sustainable Highland Park, took place on June 2, 2015. This half day event, in which all students participated, was made possible by a grant the high school Environmental Club students received from the Park Partners Grant from the borough of Highland Park. Documentary maker, Mark Dixon, came to the school to present his film, Your Environmental Road Trip (YERT), and answered questions afterwards in a school-wide assembly. About the film: YERT (Your Environmental Road Trip): 50 States. 1 Year. Zero Garbage? Called to action by a planet in peril, three friends hit the road - traveling with hope, humor, and all of their garbage - to explore every state in America in search of the extraordinary innovators and citizens who are tackling humanity's greatest environmental crises. After the presentation, students attended various 1 hour workshops about the environment and sustainability, including: endangered species/extinction, global warming, plastic water bottle usage, vermicomposting and ocean pollution (see spreadsheet for complete list). Two members of Sustainable Highland Park, Tina Weishaus and Irene Marx, and the director of Food and Water Watch, Jim Walsh, were presenters. Other presenters were Honors Biology students and teachers. During the EcoFest, students learned about the perils of overconsumption, unsustainable practices and the environmental impacts. It is our hope that the students gain an understanding that our consumption behaviors have deep impact on the environment and spread the word to family and friends about living sustainably. Throughout the school year leading to the EcoFest, members of the Environmental Club promoted sustainable practices. Examples include educating students from grades 10-12 on why disposable water bottles are severely damaging the planet during on annual "Service Day" the half day before Thanksgiving Break (Nov. 2014), making planters out of used water bottles and planting seedlings which were donated to the Senior Center and planted around the school property (we had a lot - about 200 planters!). In November 2014 and May 2015, students hosted Vampire Energy week where teachers received Green G's on their door for remembering to save energy by unplugging unused electronics. The club members promoted terracycling by hanging posters around the school to show which items are being collected and making the terracycling collection box accessible. They surveyed all students on disposable water bottle usage and hung posters in the school about the perils of plastic bottle consumption. The posters promote Back to Tap--that it is perfectly fine to drink tap water and you will save money by not buying bottled water. The students also planted and maintained the school vegetable garden in the spring and fall. These are some of the student activities over an extended period of time to prepare for the EcoFest. For the EcoFest itself, the students involved in giving presentations to fellow students prepared for hours researching their topic of discussion,



making tri-fold displays and PowerPoints. The school strongly supported this event by allowing a half day to be devoted environmental education. It encouraged teachers and students to give presentations and lead discussions on environmental issues. Since there was grant money covering the event expenses, the school had no expenditures and there were no in-kind costs or anything else involved.

**PDF: [ECOFEST SCHEDULE OF EVENTS](#)**

**PDF: [ECOFEST WORKSHOPS SPREADSHEET](#)**

**PDF: [4 ECO FEST PICTURES-WORKSHOPS AND SPEAKER](#)**

**PDF: [ECOFEST PLANNING DOCUMENT](#)**

## Student Learning

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### Education for Sustainability Grades 4-12 Social Studies

**10 Points**

School

**Program Summary:** Discussion about environmental problems is a regular part of the 9th grade Social Studies curriculum. Throughout the year, students are assigned current events, where many bring in articles on fracking or the Keystone pipeline which we debate in class or in small group discussions. During our unit on Industrial Revolution, climate change and sustainability is always discussed in detail (see attached lesson plans). To end the units, the students have a Socratic seminar to discuss environmental problems. Students shared information about living in other countries and the waste management systems there (or lack thereof) so students gain both a local and global perspective on the issue. For instance, students who lived in the Dominican Republic and Colombia discussed how they would just throw waste into the waterways. In addition, the Environmental Club has after school activities as an extension on these lessons. They have debated the lifestyle of consumerism around Christmas, hosted "waste-free workshops", and research-based presentations on the state of our local waterways, like the Raritan River. The Environmental Club sometimes visited my World History class or others and tie in what they are doing to the curriculum. As for the impact on the community, most students leave the World History class with a recognition that climate change is a serious problem, with the ability to list examples such as carbon emissions, the loss of clean water, among others, as well as a sense of optimism as we go through ideas about possible solutions. The Environmental Club's advertisements throughout the school of climate news, how much waste and how waste is disposed of in New Jersey, has encouraged some students and faculty to take pledges to do small things to stop waste (for instance, banning the use of disposable coffee cups or making their own toothpaste).

**PDF: [SUBI LESSON PLAN](#)**

**PDF: [SUSTAINABLE JERSEY FOR SCHOOL QUESTIONNAIRE](#)**

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

**PDF: [INDUSTRIALREVOLUTIONUNITPLAN](#)**

**PDF: [CURRENT EVENT RUBRICS, SAMPLE, AND SOCRATIC SEMINAR RUBRICS](#)**

**PDF: [STUDENT WORK ELL SCIENCE COMPONENT.](#)**

## Student and Staff Wellness

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### Staff Wellness Program

10 Points

School District

**Program Summary:** The staff wellness plan was developed with the school nurse as the leader, along with the principal, cafeteria director, teachers, coaches and the teen center. The school partners with organizations such as St. Peter's Hospital Community Mobile Unit, American Heart Association, Kinetics (a gym in our community) for weekly yoga, American Cancer Society, Leukemia and Lymphoma Society to raise awareness of healthy living. We have set a schedule for monthly school wellness topics and programs for the school year. We hope this will make our faculty and staff more aware of health issues and improve their own health and wellness. We hope this will lead to educate our staff and their families, prevent chronic illness, improve absenteeism and to keep staff up to date on current health concerns. Additional information: Saint Peters Hospital Mobile Unit came to the High School on Oct. 8, 2015 to give flu, pneumonia and dtap shots to approximately 30 staff members. This helps staff be current on their immunizations without taking time off to go to their physicians which decreases staff absenteeism. They take our staff's insurance so there is no cost to them. The American Red Cross came to our school for a blood drive on Feb. 12, 2016, where approximately 10 staff members participated and received a mini physical. They had their blood pressure taken, pulse, body temperature and hemoglobin tested. We worked with the American Heart Association who provided us with educational materials and fact information to send out to our staff for National Wear Red Day. Staff learned about the freq, signs and symptoms of heart attacks and heart disease. Staff wore red on Feb 5th and received pins and bracelets for heart awareness. Blood pressure checks were performed by the nurse for the staff. Pennies for Patients was a fundraiser school staff did through the Lymphoma and Leukemia Association, raising money for childhood blood cancers. To make it a learning experience for the staff, fact sheets about blood cancers were distributed. With spring approaching our plan is to have a Staff Walking Program during lunch. We will walk around the track for 30 to 45 minutes. The Staff Wellness survey is to ascertain staff wellness objectives for physical fitness, healthy food choices and exercise. Based on the survey results, the wellness team will formulate programs that meet the needs of staff. See attached survey.

PDF: [HS STAFF WELLNESS PLAN](#)

PDF: [ZUMBA FLYER HS](#)

PDF: [STAFF YOGA SIGN UP SHEET](#)

PDF: [MAKING A DIFFERENCE INVESTMENT IMPACT FLYER](#)

PDF: [HS WELLNESS SURVEY](#)

PDF: [NJ NATIONAL WEAR RED DAY FLYER](#)

## Student Safety

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### Safe Driving Awareness Programs for High School Students

10 Points

School

**Program Summary:** The "Every 15 minutes" program is designed to highlight the dangers of drinking and driving as well as texting while driving. Sponsored by the Highland Park Community Teen Center, in conjunction with the Highland Park Municipal Alliance and borough police. The program kicked off outside Highland Park High School where a mock car accident and funeral service were staged in the borough on May 22, 2015. The program offers real-life experience without the real-life risks. It is an event designed to dramatically instill teenagers with the potentially dangerous consequences of drinking alcohol and texting while driving. This powerful program will challenge students to think about drinking, texting while driving, personal safety, and the responsibility of making mature decisions when lives are involved. See The Home New Tribune newspaper article at: <http://www.mycentraljersey.com/story/news/local/middlesex-county/2015/05/26/highland-park-highlights-dangers-drinking-driving/27975389/> The second Safe Driving Awareness Program is the NJM Teen Driver Safety Program. Retired NJ State Trooper presented teen safe driving program to sophomore drivers education students and 2 senior classes. The program covered every type of distracted driving from cell phones and texting, drinking, not wearing a seat belt, emotions, and sleep deprivation while behind the wheel. The students and drivers ed teacher thought the program was excellent. It will be a yearly/ongoing program that the teacher is looking forward to having. Both the Every 15 minutes and NJM Teen Driver Safety programs educated students on the consequences of distracted and drunk driving. They are powerful programs that are sure to deter students from making the wrong decisions. The students feel well equipped, with the knowledge and insights they have gained, to face the challenges of being new drivers. The community and new drivers will be safer as a result of these programs.

**PDF:** [EVERY 15 MINUTES REPORT](#)

**PDF:** [EVERY 15 MINUTES PICTURES](#)

**PDF:** [NJM EMAIL CORRESPONDENCE](#)

**PDF:** [NJM TEEN DRIVER SAFETY PROGRAM BROCHURE](#)

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## **School Travel Plan for Walking and Biking**

**10 Points**

School

**Program Summary:** A Safe Routes to School (SRTS) Travel Plan for Walking and Biking for the high school has the support of Keep Middlesex Moving and the NJ SRTS Resource Center at Rutgers, and was completed in June 2016. The plan has the buy-in of the school principal, the Green Team, and the superintendent. Highland Park schools already promote active travel through their own policies and programs, such as walking school buses and the bi-annual Walk to School Day, and the Borough of Highland Park benefits from a compact and connected street network with sidewalks. The plan will build on current conditions to identify short term and long-term actions that could be taken by the school, municipality, police department, and other organizations to improve the safety and ease of walking and biking to school. The plan will include all required elements of a school travel plan specified by the NJ Department of Transportation including a school description, a working group, a map of the school neighborhood, a walk and bike assessment, identification of the barriers and opportunities associated with walking or biking to the school, a list of goals, actions and priorities to increase walking and biking to school, and a strategy for evaluating progress. As of January 2016 the participating schools are conducting student travel tallies to record how students get to school today, and a working group is being assembled.

**PDF:** [HIGHLAND PARK SCHOOL DISTRICT SCHOOL TRAVEL PLAN FOR WALKING AND BIKING](#)