



Sustainable Jersey for Schools Certification Report

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

George L. Catrambone Elementary School (Monmouth) was certified on August 15, 2024 with 805 points. Listed below is information regarding George L. Catrambone 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 George L. Catrambone Elementary School (Monmouth) is:

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Actions Implemented

Each approved action and supporting documentation for which George L. Catrambone 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 board of education recognizes that responsible environmental stewardship is an integral part of its mission in ensuring that schools are well run. The board supports conservation and sustainable planning and operations, and shall endeavor to implement green initiatives in all day-to-day district operations. Sustainability is defined as meeting the needs of the present while not compromising the future. The board recognizes that sustainability through the adoption of green initiatives in all day-to-day district operations will only succeed with the cooperation and support of the board, the students, the parents/guardians and the community. The district shall endeavor to engage all members of the school community in the conservation and green initiatives of the district. The board directs the chief school administrator or his or her designee(s) to oversee the districts programs for conservation and green initiative including but not limited energy efficient practices, recycling, sustainable programs and business practices within the district, environmental assessments, green construction within school facilities, and education and training programs for students, staff and the community.

PDF: [SUSTAINABILITY POLICY ON WEBSITE.PDF](#)

PDF: [DISTRICT SUSTAINABILITY POLICY ADOPTED BY THE BOARD JANUARY 2018 - REVISED JUNE 2022.PDF](#)

IMAGE: [DISTRICT SUSTAINABILITY POLICY SHARED WITH DISTRICT AND COMMUNITY VIA SOCIAL MEDIA.PNG](#)

PDF: [PROGRESS IN IMPLEMENTING POLICY GOALS OUTREACH.PDF](#)

Professional Development for Sustainability

20 Points

🥉 Bronze Priority 🥈 Silver Priority School District

Program Summary: The Long Branch Public Schools encourage employees to attend professional development opportunities relating to Sustainability Education. This year, notable PD Opportunities came from SJS, NJSBA, Subject to Climate, and TCNJ. Green Team members from each school also independently attend other sustainability-related training opportunities including the many Sustainable Jersey webinars throughout the year.

Green Enhancement of District Strategic Plans

10 Points

District

Program Summary: The Long Branch Public Schools strive to promote a culture of Sustainability throughout the entire district. As such, we have updated our strategic plan to reflect the skill set and tools our students will need to become active contributing members in communities where climate change is at the forefront of global problems that must be addresses and solved. These skill sets include • Social & Emotional Learning • Programs, Pathways & Proficiency • Diversity, Equity & Inclusion (DEI) • Communication • Student Life | Life Skills • Portrait of a Graduate In addition the mission and vision of the district have been updated to reflect our commitment in celebrating diversity and embracing uniqueness, all while the LBPS family strives to educate, develop and support every student to become successful community members in a rapidly changing world. LBPS seeks to empower our students socially, emotionally, and academically for life and career in an inclusive, dynamic and innovative learning environment from PreK thru 12th grade and beyond. Strategic Plan location on the district Website: <https://www.longbranch.k12.nj.us/Domain/4> Video Supporting the adoption of the Strategic Plan: <https://drive.google.com/file/d/1J4QiOUgc-HhBGtyBo39aWMcPHxBWmEIG/view?ts=610150d0>

PDF: [5 YEAR STRATEGIC PLAN](#)

PDF: [BOARD PRESENTATION OF STRATEGIC PLAN](#)

School Community Asset Mapping

10 Points

School District

Program Summary: The Long Branch Public Schools District with the help of students, teachers, administrators, and community partners have continued to develop a community asset map to identify community places that make our city a great place to live, work and play. The asset map was shared with the community and staff via social media, e-mail and posted on the district website under the district's sustainability tab. Students will continue to grow and develop this map to include additional places of interest in our community. Access our map here:

<https://www.google.com/maps/search/Long+branch+school+district+community+asset+map/@40.2935587,-74.019636,14z/data=!3m1!4b1>

IMAGE: [SCHOOL COMMUNITY ASSET PUBLICITY](#)

PDF: [SCHOOL COMMUNITY ASSET MAPPING DOCUMENTATION](#)

Climate Mitigation & Renewable Energy

Buy Renewable Energy

10 Points

School District

Program Summary: Long Branch Public Schools are returning participants in the ACES consortium of purchasing renewable energy is such a positive action for the school district. First, it is a more efficient way to utilize the public school purchasing power for electricity which for a small up-charge per kWh allows the school to reduce its carbon footprint by not using fossil fuel generated electricity and we are expected to have as much as 40% renewable energy provided to us. This is another example of how the NJ Sustainable for Schools is making a difference.

PDF: [RENEWABLE ENERGY OPT-IN FORM](#)

PDF: [LETTER FROM ACES DETAILING THE CONTENTS OF THE SCES ELECTRICITY CONTRACT](#)

Digital Learning Leadership

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

10 Points

District

Program Summary: The LBPS district admin team organized a district professional development committee to formulate the 2022/23 district professional development plan. The diverse committee met several times to collaborate on this document. The committee created goals which included activities for implementation based upon research evidence. The areas addressed in the PDP plan include but are not

limited to: school safety, security, and code of student conduct, health, interscholastic athletics, educator evaluation, equity and affirmative action, special education, prevention, reading, preschool, and mentoring. Since 2017, our EdTech specialists have provided district, school-level, department-level, and personalized professional learning opportunities. In order to make this meaningful and reach all stakeholders, they have created a district-wide technology survey to assess each professional's and student's needs. Professional learning has been provided through written documents, emails, in-person, video conferencing, and recorded tutorials. Professionals are able to contact the EdTechs through email, chat, helpdesk, and phone. In addition to internally provided professional learning.

PDF: [PD SURVEY RESULTS](#)

PDF: [DISTRICTS PD PLAN](#)

PDF: [PD SURVEY RESULTS GRAPH VIEW](#)

Digital Learning Practices

Authentic Application of Digital Learning Tools and Content

15 Points

School

Program Summary: A school wide culture of digital learning has continued to develop and evolve. Teachers and students have embraced the addition of so many rich digital platforms and work continuously throughout the year to improve and enhance their pedagogy to include delivering lessons and authentic learning to students incorporating a variety of platforms to enhance engagement and learning. Entering the year many had a competent understanding of virtual platforms due to virtual instruction over the course of the pandemic. Staff continue to attend training and learn new tools at their own pace shared by fellow educators and our Educational Technology Specialists. These innovative and authentic ways to reach our students and provide them with the best learning experience possible is needed in an ever changing world. We wanted to ensure that our students were learning about impactful issues with creative solutions so that they continue to develop critical thinking, empathy, and problem solving strategies, ensuring they become lifelong learners. Digital learning platforms provide these students with creative ways to understand and practice these skills. We offer unique programs after school hours like our Future Leaders Club, Debate Team, PowerSave Team and Green Team where students are able to dive into learning with topics related to their interest both in the classroom and after school. We have adapted, grown and pushed to provide these authentic learning experiences and empower our students to grow as learners and leaders. Below is a list and explanation of the many trainings and programs for staff and students as well as the clubs and opportunities for our kids to participate in.

PDF: [AUTHENTIC APPLICATION ARTIFACTS AND SUMMARY](#)

PDF: [ALL CONTENT AREAS LESSON PLANS AND PICTURES](#)

PDF: [AUTHENTIC APPLICATION SUBMISSION FORM](#)

Digital Citizenship

10 Points

 Bronze Priority  Silver Priority District

Program Summary: As we continue to integrate more technology into our schools, the Long Branch School District recognizes the importance of teaching and instilling good Digital Citizenship. Teachers/Media Specialists use the curriculum from Common Sense Media. In addition, the ISTE standards for Digital Citizenship is an important guide that is reviewed often by both administrators and educators. These resources combined, allow our educators to guide our students to make sound choices and to develop a positive digital footprint. Virtual PD on Digital Citizenship continues to be offered to the staff, and a more personalized PD on how to become a Common Sense Educator has been provided to the Media Specialists in our district. Our Media Specialists and our EdTech Specialists work together to reach out to as many students and teachers by providing lessons for grades K-12, updating the Digital Citizenship page on our district's EdTech site, and through ongoing conversations.

PDF: [SAMPLE COMMON SENSE EDUCATOR PLAN AAA](#)

PDF: [SAMPLE COMMON SENSE EDUCATOR PLAN GLC](#)

PDF: [EVIDENCE OF STUDENT WORK LESSON PLANS AND CERTIFICATIONS.](#)

Professional Growth and Collaboration

15 Points

School

Program Summary: Professional Growth is at the forefront of preparation and planning for each school year in the Long Branch Public School System. Whether through professional development, Professional learning communities, summer workshops, PD days, Weekly trainings or others, our administration provides some of the tools and supports to help teacher strive and grow in their pedagogy. Many teachers choose to include a commitment to digital learning as part of their professional development plan each year. From iReady assessment, Linkit Data Storage, Google Classroom, Google Suite, SeeSaw, Book Creator, Flip, Nearpod, Blooket and many more teachers gained the support and confidence necessary to teach their students. With the help of our Ed Techs monthly newsletters and website, teachers have pd on so many digital tools at their fingertips. Gains were made throughout the school and we continue to strive to offer additional professional growth opportunities. Our districts Ed Tech Team supports the growth of teachers in our school by providing digital opportunities for growth through virtual libraries of training and instructional videos. (Check it out here:

<https://sites.google.com/longbranch.k12.nj.us/edtech/home> and <https://www.edtechwave.com/> GLC is a learning community from your youngest students to every staff member that enters our building. We strive to give our students the best and meet all of their individual and unique needs by challenging ourselves and growing in our evolving profession.

PDF: [TEACHERS PDP PLANS THAT SHOW COMMITMENT TO DIGITAL LEARNING](#)

PDF: [PROFESSIONAL LEARNING OPPORTUNITIES AND ATTENDANCE](#)

PDF: [PLC AGENDAS ACROSS BUILDING](#)

PDF: [EXAMPLES FOR PROFESSIONAL GROWTH IN DIGITAL TOOLS](#)

Digital Technology Access

Data Safety and Security Policy

10 Points

District

Program Summary: Long Branch Public Schools maintains several committees in key areas which include board members, administrators and specifically identified personnel. (Note: In this case, as it pertains to Data Safety and Security, the Technology Team is involved in identifying and explaining pertinent aspects.) To properly address policy, the Governance Committee meets quarterly to write, remove and/or revise the policies for the district. Once a structure has been created and agreed upon, drafts are released to the Leadership Team for further input and review. Once the verbiage is decided upon, the policy is presented to the district's attorneys for approval. Upon completion, the policy is adopted into board policy at a board meeting and presented to the staff. Long Branch Public Schools continues to have several key factors in place to assure our digital information is protected... The district has 2 firewalls in place that assure all internal data is protected from outside sources. The district has 2 Proxy Filters in place that assure all staff and students are filtered while browsing the Internet in accordance with our district policy. The district installs and maintains a full Enterprise Endpoint Solution for Antivirus on all servers and computers. The district maintains extensive network and user policies to assure users only have access to data that they are permitted to see. The district maintains strict password policies that have a set length/strength with a time period for password changes. If LBPS uses a vendor to house data, i.e. a cloud-based program for student information, a formal review and questionnaire is provided to assure the company properly protects our data and follows guidelines to keep it private. Additionally, we continue to provide opportunities for leadership and staff to participate in data safety/security simulations. Attached is a simulation that we modified and used again from <https://studentprivacy.ed.gov/> to make relevant to various offices and departments. Comprehensive Technology Policies and Regulations remain the same.

PDF: [COMPREHENSIVE TECHNOLOGY POLICIES AND REGULATIONS.PDF](#)

PDF: [DATA SECURITY EVIDENCE TECHNOLOGY PAGE.PDF](#)

PDF: [DATA SECURITY SCREEN SHOTS](#)

PDF: [DATA SECURITY SIMULATION](#)

PDF: [DATA SECURITY EVIDENCE TECHNOLOGY PAGE](#)

Digital Device Life Cycle Management

10 Points

District

Program Summary: As more and more technology entered into schools, Long Branch Public Schools identified a need for properly managing not only in production technology but end-of-life / end-of-usability technology as well. As such, the Technology Team deployed software to track our equipment and worked closely with the Business Department to develop specific criteria that would trigger disposal of equipment that was no longer in use. Using these criteria as our guiding factor, equipment is evaluated regularly and discussed bi-weekly at Operations Meetings with administration as well as quarterly with the Operations Committee which has board members included. Inventory is of utmost importance. Keeping track of, and being able to manage software, laptops, tablets, Chromebooks, etc. is a huge priority to assure we can properly manage and maintain all of our equipment. Using a suite that PDQ offers, we currently run PDQ Inventory and PDQ Deploy. These 2 pieces of software allow for us to both track our networked computers, laptops etc. as well as deploy software to them through pushes & schedules on an individual and/or mass basis. It also allows us to pull detailed information on any device. Again, thinking progressively and adapting to the rigorous demands of the Technology field, Long Branch Public Schools has created a position for an Inventory Technician. While having a full technical skillset with the ability to perform daily break/fix duties, this technician has been in the field and understands the needs of our department. Pairing him with an office area inside of Tech center has allowed us to use this amazing resource to gather quotes and keep track of inventory such as projector bulbs, solid state drives, network wires, etc. (things that are not connected to the network). We have a full suite which houses most of our employees (the network team has a separate office a few doors down) that has personal space, locked storage, shelving units and filing cabinets. The person in this position keeps the storage areas clean and organized so our techs can quickly and efficiently find anything that is needed. Designated areas are always labeled and stocked appropriately. The resources are reviewed by the inventory technician on a daily basis and he contacts various vendors to supply the Head of Technical Services with the lowest quotes. The quotes are then reviewed and submitted to the Technology Director with written explanations for purchasing.

IMAGE: [CHROMEUPDATE.JPG](#)

PDF: [DECOMMISSIONING & RECYCLING PLAN.PDF](#)

PDF: [INVENTORY MANAGEMENT SOLUTION.PDF](#)

IMAGE: [PDQINVEN.JPG](#)

Support for Digital Teaching and Learning

20 Points

District

Program Summary: Long Branch Public Schools (LBPS) has had strong supports for digital teaching and learning in place for many years now. Of course as technology has evolved, so have our teaching practices and supports. The challenge of opening up the use of new and exciting hardware or software is balancing the benefits and potential risks. LBPS has ensured supports are highly available and timely in their response. Whether it is the fundamentals of maintaining functional hardware and software implementations or if it is supporting the use of technology during classroom instruction, LBPS has made supporting staff and students a priority. LBPS remains committed to this goal by providing EdTech specialists who can provide large group, small group, or individualized on-demand technology training. This year, LBPS has invested in providing staff with better control over students' use of technology while also improving the safety by purchasing (after a successful pilot) the GoGuardian monitoring service. Teachers and administrators are grateful to more control and improved data regarding student technology use and online learning. Annually, we survey all stakeholders with regard to their satisfaction with LBPS' technology. With the help of the bilingual department and the newly-founded Department of Equity and Inclusion, we developed a multilingual web app to deliver language-specific versions of the satisfaction survey. Find the web app here: <https://surveys.edtechwave.com/> As part of our annual reflection and planning, a district committee reviews the survey data to find areas in need of support. To support all stakeholders with their use of technology, we developed and deployed a custom web site and newsletter: <https://edtechwave.com/>. Further technology resources can be found here: <https://www.longbranch.k12.nj.us/Domain/87>

PDF: [3-TECHNOLOGY-SATISFACTION-SURVEY.PDF](#)

PDF: [2-SERVICE-LEVEL-AGREEMENTS.PDF](#)

PDF: [SUPPORT FOR DIGITAL LEARNING LINKS](#)

Diversity & Equity

Accessible Communications

10 Points

School District

Program Summary: The Long Branch Public School District is committed to providing on-going communication to both our schools and the local community. It is our priority to provide all communications based on our dynamic demographics by using a variety of methods and ALWAYS in multiple languages (English, Spanish, and Portuguese). Throughout the school year, we invite families and community members to attend a variety of extra-curricular, sports, and academic events. We also use many platforms to communicate important information to our school community. Our district webpage has the option for visitors to view its contents in their native language. We also provide district-level video updates to families in our community, these video updates are posted on YouTube, Facebook, Instagram, and X. Our YouTube channel has over 1,800 subscribers, this platform allows us to upload a transcript for each video update - - providing parents with Spanish and Portuguese captions. We also have created a short tutorial showing parents how to enable video captions. Emails, flyers, phone calls, invitations (via. US Mail), auto-dial calls through Blackboard connect, and applications such as, Class Dojo or Remind, are also provided in all three languages. The district has several policies helping to ensure effective communication including # 9200 Parent communication and #5420 Reporting of pupil progress. With every student registration packet, we include a guide to help parents navigate the various levels of our school system.

PDF: [STRATEGIC PLAN 2021-2025.PDF](#)

WORD: [COMMUNICATIONS PLAN](#)

PDF: [VIDEO CAPTIONS TUTORIAL](#)

PDF: [BOE MEETING - ITEM F](#)

WORD: [COMMUNICATIONS POLICY](#)

POWERPOINT: [COMMUNICATIONS SURVEY WITH ANSWERS](#)

Breakfast After the Bell

20 Points

School District

Program Summary: For 23-24 school year free breakfast is offered to all students at the George L Catrambone School daily. Our school population includes 704 students, 84% of which travel to school on 14 buses. 89% of our students are from low income households and qualify for free and reduced lunch this year 100% of our students are eligible for free breakfast daily. Due to the number of students and the number of buses, our robust breakfast program begins slightly (10 minutes) before the bell and continues after the bell in classrooms until all buses arrive. All GLC students enter at the start of the day and choose a free balanced, healthy Breakfast in the cafeteria if they are early, or at their desks if they enter at the bell or after as part of our robust breakfast after the bell program. All students are able to eat their breakfast without missing any instruction time if they arrive after the morning bell. The cafeteria supplies a variety of hot and cold healthy breakfast food choices. Meal choices include fresh fruits, cereal, milk, juice and crackers as well as waffles, eggs, pancakes, muffins or yogurt as an alternative. Menus are provided on our website monthly so that parents are made aware of what is offered each day. In order to promote our program we sent flyers out and included it on our webpage. There is a photo included below of the breakfast to go cart outside the main office for students arriving each day after the bell. This ensures that all students have breakfast no matter what time they arrive.

PDF: [FOOD DIRECTOR REPORT SEPTEMBER](#)

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

Energy Efficiency

Energy Efficiency for School Facilities

30 Points

🥉 Bronze Priority 🥈 Silver Priority School District

Program Summary: Long Branch Public Schools engaged in an Energy Savings Improvement Plan (ESIP) costing nearly \$10 Million dollars. The project completed in June 2019 so we submitted comparison data from 2018-2019 and 2019-2020. Due to change of schedules with COVID we are not submitting data from 2020-2021 since the schools were used less during that time. The project involved lighting and HVAC activities. The first level was to replace every light fixture and upgrade to an LED bulb or fixture across all buildings. The HVAC work was much more involved. At Morris Ave we replaced original unit ventilators, boilers and a 15 year old Chiller and added Building Mgt controls. At Lenna Conrow we replaced two boilers including one steam boiler and original unit ventilators and added building management controls. At Audrey W Clark School we replaced original boilers and unit ventilators and added building management controls. At JMF we replaced some Roof Top Units (RTU). And finally, the HS saw a 33% decrease in costs by replacing the RTUS at the Gyms, Auditorium, and cafeteria at a cost of nearly \$1 MM. The GLC School has experienced a 30% reduction in utility costs. As demonstrated in the EUI spreadsheet, the district as a whole achieved 16.6% energy savings.

PDF: [LGEA AUDIT REPORT - LONG BRANCH BOE - GEORGE L. CATRAMBONE ES FINAL 10-27-17.PDF](#)PDF: [GLC TOT 15 REPORT-06-YEAR-OVER-YEAR COMPARISON \(42\).PDF](#)EXCEL: [EUI_CALCULATOR_FOR_ENERGY_EFFICIENCY_FOR_SCHOOL_FACILITIES_03.18.19 \(2\).XLSX](#)PDF: [ENERGY AUDIT.PDF](#)

Behavior-Based Energy Conservation Programs

10 Points

School

Program Summary: Our school is currently in our 7th year working in partnership with the Alliance to Save Energy (ASE) to implement the EmPowered Schools program 2022-23. Through this partnership, students learn how to manage an energy audit, work with classmates and adults to implement energy efficient strategies, and meet with the ASE Local Project Leader to help facilitate the EmPowered Schools program. By participating in the EmPowered Schools program, our school has learned behavioral strategies to reduce energy waste. This partnership has helped promote a culture of energy savings as the norm rather than the exception. The EmPowered Schools program has fostered a long-term impact for a less wasteful school. This year as we are seventh year members of the program We currently have 24 students participating in the program directly and impacting over 800 individuals. We meet after school each week on Mondays to work together on the Empowered Platform completing the energy saving benchmarks assigned in addition to some other energy saving activities. Through the incorporation of unique benchmarks, we are able make a stronger home and community connection as well as in the school. Students are engaged in learning and actions of this program and are committed to making an impact for their peers, school, homes, and the community.

PDF: [GLC LETTER OF PARTICIPATION](#)PDF: [EXAMPLES AND ACTIVITIES 2023](#)

Food & Nutrition

Healthy Food Choices Beyond the Cafeteria

10 Points

School District

Program Summary: The Long Branch Public Schools continues to have policies in place for supporting healthy food choices during the 2022-23 school year. We support healthy choice snacks for fund raisers as well as classroom events like Halloween and Birthdays and holidays. At the start of every school year, a letter is sent home, or the School Handbook is posted online to review the guidelines for snacks and food students are allowed to have in school. The Long Branch Schools contracts with Sodexo for our food programs in the schools. The Sodexo staff members are committed to promoting good nutrition, getting the students to choose and try new healthy options on their lunch trays, to stop and think about the path that food takes from the field to the table, and to ENJOY what they are eating! This is a list of what we have done and do on a monthly basis: *Promote and serve Fresh locally grown fruit & vegetable *Frequent Theme days in all schools during lunch *Health nutrition classes in classrooms *Taste testing in all schools during lunch * Healthy Snacks in Classrooms 3 times weekly * Garden Sampling * Student Farmers Markets Sodexo is promoting healthy food choices in and out of classrooms. The latest and one of their most popular programs is the Top Chef Challenge and the Elementary and Middle School level which allows the student to compete against each other providing healthy food selections that are judged by local culinary professionals and awarded prizes and recognition for their efforts.

PDF: [NUTRITION POLICY](#)

PDF: [LETTER TO FAMILIES](#)

PDF: [STUDENT HANDBOOK AND NUTRITION](#)

PDF: [EXAMPLES OF HEALTHY FOOD BEYOND CAFETERIA](#)

Promote Locally Grown Foods

10 Points

School District

Program Summary: Our Food service program continues to be committed to providing and promoting locally grown foods. We provide locally grown food samples on a monthly basis to students during lunch time with special recipes. We also promote yearly chef competitions with healthy recipes. Long Branch purchases local foods through the USDA Fresh Fruit and Vegetable Program and our efforts to provide the most nutritious foods to our students along with food education and awareness has been recognized at both the national and local level. The Long Branch Schools contracts with Sodexo for our food programs in the schools. The attached invoices show the locally sourced produce purchased by them and delivered to our Middle School, (Sodexo's main location in our district). The produce is then taken to all our schools: LWC, MA, JMF, Gregory, Anastasia, GLC, Middle School, High School and the Alternative Academy (AWC School). As seen in the attached school menus, we have also began to indicate which menu items are sourced locally.

PDF: [MENUS AND NEWSLETTERS](#)

PDF: [INVOICES AND VOUCHERS](#)

PDF: [LOCALLY GROWN FOOD OVERVIEW LETTER OF PARTICIPATIONS](#)

School Gardens

30 Points

School

Program Summary: In one of our most successful seasons, this past summer and fall the George L Catrambone School harvested so many pounds of fresh produce and herbs. Students and staff from all grade levels dug right into the soil to begin this year's growing season throughout the month of May when the weather warmed up. After vigorously pulling numerous weeds and turning over soil, adding organic compost right from the cafeterias food waste program, students and teachers planted a variety of herbs and veggies from basil and chives, rosemary, oregano, parsley, cilantro, thyme, mint, and sage, to zucchini, squash, beets, radish, okra, figs, broccoli, onions, leeks, and cauliflower, string beans, pepper, cucumbers, carrots, swiss chard, lettuces, and tomatoes, and eggplants. The varieties were endless. We harvested enough produce to share weekly at the summer camp locations for the LBPS schools. We also donated bags of produce at local food pantries. We also donated produce at our beginning of the year Orientation, district Events, and to School Night. We gave samples out to our families, and of course sampled many of the delicious treats along the way. Of course, all of the gardening uses environmentally friendly practices, we do not use any harmful pesticides or chemicals to control weeds. We use organic fish emulsion as fertilizer. Everything is 100% organic and natural. Our garden waste composting bins are overflowing and working to enrich our soil this spring. Our food waste programs help to feed the whole garden. Our Indoor Aeroponic garden is thriving in another round of green goodness. We are currently growing multiple varieties of lettuce, spinach, basil, hot peppers, kale, and parsley. We have approximately 18 members on our garden / green committee eager to provide new growing opportunities outside as well as inside the greenhouse and in our indoor hydroponic garden. Our outdoor soda bottle greenhouse is cool weather crops like kale and swiss chard. Our greenhouse garden is growing beautifully this season with so many delicious varieties being started and growing in the raised bed inside. Students are busy maintaining, watering, harvesting, and of course sampling the delicious and nutritious treats!

PDF: [GARDEN PHOTOS](#)

PDF: [GARDEN LESSON PLANS](#)

PDF: [SCHOOL GARDEN REPORT](#)

PDF: [RECRUITMENT DOCUMENTATION](#)

PDF: [GREEN HOUSE AND AQUAPONICS REPORT](#)

Green Cleaning

Green Cleaning Policy & Plan

10 Points

School District

Program Summary: A proactive plan started by the district's green team several years ago, replaced several harmful cleaning chemicals being used to clean the buildings. There are now no other options for cleaning in our buildings without using approved green products. The Long Branch Public Schools are committed to using green supplies and practices as it relates to our district green cleaning plan. Now an all-purpose peroxide based cleaner that provides for a safer and more effective alternative to previous products used. Several other procedures were changed that increased the cleanliness of the buildings and reduced costs such as microfiber cloths for dusting and floor care. The District Green Committee has been revived as the Green Team. As a refocused team, we started reevaluating our cleaning plan, and to create a policy to assist us in becoming "Greener" in our sustainability efforts. The team worked with our district custodians and our contracted cleaning services to create a written cleaning plan, and with the help of the district policy committee added key points to what

would become the green cleaning policy. The policy has been adopted by the board of education, and as a living document, along with the cleaning plan will be updated as technologies become available. The policy has been distributed to staff through an email, and will be presented as part of a green cleaning awareness program for staff, parents, and the community. The district had a solid and effective cleaning plan in place, but it has been refined, and by continually improving cleanliness, health of occupants, and further lowering costs will continue to have a positive impact for students, staff, and the community who use our buildings.

PDF: [LETTER SENT TO STAFF.PDF](#)

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

PDF: [LBPS UPDATED GREEN CLEANING PLAN](#)

PDF: [POLICY 7660 CONSERVATION, SUSTAINABILITY AND GREEN INITIATIVES.PDF](#)

Green Cleaning Equipment

10 Points

School District

Program Summary: Long Branch has purchased Green Cleaning machines as we purchase new or replacement machines. Green cleaning equipment is just part of the district's overall plan of a low environmentally cleaning program that incorporates prevention, product selection, equipment efficiency, and effective procedures. Through the purchase and use of green motorized cleaning equipment, our custodians are able to clean more efficiently and ensure allergy- and asthma-friendly environments by improving indoor air quality and eliminating harmful cleaning products. By utilizing a local purchasing coop, we have been able to replace older less efficient equipment while also controlling costs. The newer equipment is quieter, ergonomically designed, uses HEPA filtration, and optimizes chemical use.

PDF: [SBA GREEN EQUIPMENT LETTER](#)

Green Cleaning Supplies

10 Points

School District

Program Summary: Long Branch Public Schools started only purchasing green cleaning supplies in July of 2015. Our cleaning products are green and our paper products support our sustainability efforts. The Green Cleaning and purchasing efforts have shown a difference with the staff through cleaning - as they are simpler and easier to utilize. In the past, we ordered different cleaners for various surfaces . The staff needed more time to clean in order to change product and were inefficient. Product would sit on a shelf because there were too many items to track. The new system has two main items for cleaning thereby eliminating waste. We are utilizing the remaining supplies in one of the buildings until they are depleted, then the entire district will be cleaned with green supplies. As we progress, we add more and more purchases to our Green Cleaning List!

PDF: [GREEN CLEANING SUPPLIES LETTER FROM SBA WITH LIST](#)

PDF: [LBPS GREEN CLEANING POLICY 7423.PDF](#)

PDF: [GREEN CLEANING SUPPLIES PURCHASE ORDERS](#)

PDF: [GREEN CLEANING SUPPLIES LIST ONLY](#)

Green Purchasing

Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

Program Summary: The Long Branch School District is dedicated to decreasing our footprint while increasing our sustainability and community awareness of conservation. A large step for this goal is to include the awareness of sustainability and conservation in all aspects of the district including purchasing. In June of 2015 the board adopted a green initiatives policy that includes green purchasing considerations whenever fiscally responsibility allows. The policy is posted in the board minutes for everyone to read. All District policies are also posted on the school website in a searchable database providing access to all staff and the community. Finally - We are already purchasing sustainable and energy smart appliances and equipment throughout the district! **Updated 1/3/22- The active policy can be found on our website using the link here: <https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7660&id=b50ce4ebbb5f451db593dc1acdca7f47> and at this address in the District Sustainability Policy: <https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7461&id=b50ce4ebbb5f451db593dc1acdca7f47>

PDF: [LETTER SENT TO STAFF.PDF](#)

PDF: [DISTRICT SUSTAINABILITY POLICY 7660.PDF](#)

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

Recycled Paper Purchase

10 Points

School District

Program Summary: Each year, the George L Catrambone Elementary School, makes a commitment to purchase recycled copy paper for use throughout the building. Attached is the documentation showing both paper purchase orders for this school year as well as a description for the paper ordered. The recycled paper ordered is 30% post-consumer waste and totals 25% of the paper used for the 2023-2024 school year. 25% of the paper purchased from WBMason Recycled 30% Recycled Copy Paper, 8 1/2" x 11" Letter, 20 lb., 92 Bright, 5,000/CT. All copy paper for the 2023-24 school year is purchased through the main office. Teachers do not order paper in their individual classroom orders. Please accept this letter and the attachments as proof that we met the guidelines for this action. Due to the reduction of paper flyer and letters being sent home and our commitment to providing greener more sustainable solutions through our online message center for families (Class Dojo) we have greatly reduced the amount of paper purchased for our building.

PDF: [RECYCLED PAPER PURCHASED EVIDENCE](#)

PDF: [RECYCLED PAPER PURCHASED LETTER FROM THE PRINCIPAL](#)

Healthy School Environments

Indoor Air Quality Review *Retires 10/31/23*

15 Points

 Bronze Priority  Silver Priority School

Program Summary: The Indoor Air Quality Review team collaborated with one another to determine that the George L Catrambone school environment is favorable for the students, teachers and staff which promotes a good sense of health and well-being and mirrors the values and mission of our schools' green team. The IAQ team collaborated in-person as well as through email and text messages to assign duties and responsibilities. Once we assigned responsibilities to each team member, we worked individually completing the checklists. Each member completed checklists throughout the year of different areas and hallways of the school building. The first grade team was responsible for completing checklists for their classrooms and were given the option to fill out forms for other hallways as well. Katie Marx completed a checklist for her classroom in the 4th grade hallway, located on the 2nd floor of our building. Dawn Mangan did so in the 3rd grade hallway. A common factor we noticed throughout all of the checklists was that no classrooms have any pets. Therefore, that entire section was not applicable for our school building. Once checklists were completed, they were reviewed by the IAQ team, and any issues that were found were promptly addressed and handled. To continue to follow the IAQ values we can keep reporting any ventilation or leaks in classrooms and/ or hallways to administration and custodian staff immediately. Additionally, Vice-principal Nicole Carroll reminded staff in the March 14, 2023 faculty meeting that staff may reach out to the night custodial team if there are any concerns with any custodial issues in the classrooms or hallways.

: [IAQ STAFF CHECKLISTS](#)

PDF: [GLC SCHOOL INDOOR AIR QUALITY ACTION PLAN 2022-23](#)

WORD: [GLC INDOOR AIR QUALITY TEAM MEMBERS](#)

WORD: [GLC IAQ EDUCATION AND TRAINING MATERIALS](#)

PDF: [GLC IAQ SCHOOL MAPS](#)

Access to Healthy Water in Schools

20 Points

School

Program Summary: This year, Long Branch Public Schools continued to implement their Lead Water testing plan per the Department of Education lead testing regulations N.J.A.C. 6A:26-12.4, with additional definitions at 6A:26-1.2. We developed water inventories, filter inventories, plumbing layouts and assessments in our schools. We sent announcement letters regarding the testing to the community, families, staff and students and performed the tests on 450 outlets across the district during the month of April with assistance from an outside agency. 17 outlets were designated above the limits. We sent letters to 6 schools affected within 24 hours of receiving the results. We also hung signs indicating the outlets were not suitable for drinking. Also, we believed those outlets were either shut off or had low usage and not properly flushed the evening prior to the testing. So, we retested in May, there were 4 outlets that failed at first but passed on the second flush which dictates replacement of fixtures as per the guidelines. We followed the regulations by appointing Project Manager which prepared all the paperwork and Project Officers who performed the water inventories and were also present during the water tests. We also posted all of the results and inventories and profiles online on our district website. Finally, we prepared a Quality Assurance Plan which is also posted on our website. <http://www.longbranch.k12.nj.us/Page/16156> Additional documentation is available at the above district page including the Sampling plans for all locations. In addition the letters sent home for results are found here <https://www.longbranch.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=20559&dataid=17201&FileName=AWC%20GLC%20HT%20HS%20MS%20LWC%20MA%20Result%20Letters.pdf>

PDF: [DISTRICT POLICY](#)

PDF: [GLC RESULTS](#)

PDF: [WATER PROMOTION](#)

PDF: [WATER ASSESSMENT](#)

Anti-Idling Education & Enforcement

10 Points

School District

Program Summary: As part of our district sustainability policy, the Long Branch Public Schools has implemented idling regulations at each of our 9 schools and our District Office. The policy has been posted on the website and shared with all district families and staff. In addition to making our school community aware of our anti-idling policy, this year we have installed 10 No Idling Zone Signs in both English and Spanish in front of each building. School busses in-district are regularly monitored for idling and fuel use. Our school bus drivers not only attend regular trainings regarding cutting down idling, but they also use the newest buses for the longest routes. Recently, we have published an Anti-Idling Public Service Announcement starring our students. This video was publicized through social media and our local broadcast channel. Moreover, we have adopted a No-Idling resolution for schools, sent parents no-idling information packets and asked parents and staff members to commit and pledge to be "Idle-Free in LB". PSA Can be found here: <https://www.youtube.com/watch?v=P5rj1ypuB0Q>

PDF: [LETTER FROM LBPS TRANSPORTATION RE: IDLING](#)

PDF: [EMAIL WITH ATTACHMENTS SENT TO PARENTS & STAFF](#)

PDF: [LBPS SCHOOL BUS DRIVER TRAINING PACKET](#)

PDF: [LBPS ANTI-IDLING POLICY](#)

PDF: [ANTI-IDLING RESOLUTION ON BOARD AGENDA](#)

IMAGE: [LBPS TRANSPORTATION SCHOOL BUS MONITORING SOFTWARE](#)

Outdoor Air Quality Awareness Program

10 Points

School District

Program Summary: Understanding the importance of breathing healthy air, the Long Branch Public School district has continued implementing the outdoor air quality program as modeled by www.airnow.gov in each of our 9 schools for the 2022-23 school year. At all schools, this program allows for both our students and staff to not only understand the importance of healthy air quality but the appropriate activities that are promoted for a healthy lifestyle in each of these air quality categories. Representative of the outdoor air quality, these flags set the standard for outdoor activity in each building. Administrators, staff, and students have learned about the importance of the program and the significance of each of the flag colors. The nursing department is sharing the responsibility of informing teachers of climate sensitive students. The program influences each of our students through participation in Physical Education Classes and recess activities, as well as after school and athletic sports programs. Each building has set aside designated indoor areas when necessary to allow for the continuation of gross motor play and practice. Flags are coordinated daily based on the information displayed on the widget provided by airnow.gov displayed on our district webpage and daily emails received by administrators, and educators in each building. Staff and students are made aware of these levels as they enter through lobbies in each building or walking by the flag poles. The protocols from previous years remain in place.

WORD: [OUTDOOR AIR QUALITY AWARENESS PROGRAM PROTOCOL](#)

PDF: [OUTDOOR AIR QUALITY DOCUMENTATION](#)

PDF: [LETTERS TO FAMILIES](#)

PDF: [DISTRICT LETTER OF PARTICIPATION](#)

PDF: [AIR QUALITY PHOTOS](#)

Radon Testing, Education and Mitigation

20 Points

School

Program Summary: Our district continues to test Radon as a condition of providing a healthy environment for our students and staff. We performed our tests this year, in April of 2022. In 2014 the NJ Schools Development Authority built a new elementary school in the Elberon section of Long Branch- George L Catrambone School. During site investigation, an old municipal clean garbage dump was identified adjacent to the school property. The NJSDA commissioned a passive radon mitigation system design for the school and the system was built under the footprint of the George L Catrambone School. This year we applied for a DEP grant for Radon testing and were awarded the total costs for the testing. All results came back within normal limits and are posted on the District website (<https://www.longbranch.k12.nj.us/Page/6399>) under Facilities. All documentation including the mitigation plan and floor plans below remains the same with the updated Radon Testing results for this year included.

IMAGE: [RADON VENT DETAIL](#)

IMAGE: [DETAILS OF RADON MITIGATION SYSTEM](#)

PDF: [2022 RADON TESTING RESULTS](#)

PDF: [MITIGATION LETTER](#)

Integrated Science, Technology, Engineering, Arts & Math (iSTEAM)

ISTEAM Collaborative Units of Study

50 Points

School

Program Summary: The George L. Catrambone Elementary School continues to be the elementary STEAM magnet school for the Long Branch public school district. We are the only elementary school in Long Branch to offer STEAM as a special to students in elementary. They receive a STEAM class once a week under the Project Lead the Way Curriculum. In addition, they receive Makerspace time and coding opportunities in the Library each week. Two teachers in the building teach Project Lead the Way so that every student has the opportunity to participate in 2-3 modules of study or units during the year or a 35 minute class weekly. The activity, project, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom are applied to everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. This approach provides students with unique opportunities to work collaboratively identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning. These real-world problems encompass environmental issues in the form of stories that evoke curiosity and creativity. Students work towards learning and solving the problems using sustainable and environmental best practices. Students are encouraged to jump right in and make mistakes as they work to solve the problem, improve the solution following the Engineering Design Process. The teachers meet throughout the year (weekly) to modify modules, plan activities and challenge and plan in PLC's. We are continuously looking at new modules to include or try for our students to grow. In addition to using the Project lead the Way (PLTW) program teachers implement many STEAM lessons, activities, and challenges throughout the day in their classrooms. The required Education for Sustainability enduring understandings are linked to the top of each Unit of Study. As they are incorporated but not written out in the unit of study from PLTW, we included the understandings as they relate to each module at the top of each unit. As we continue to teach PLTW in the 2023-24 school year we have modified and included more connections to Climate change education and projects that infuse elements of sustainability into the curriculum. Some of these additions include energy conservation activities in 4th grade, taking the garden ideas from second grade to incorporate in our school garden in the spring, first graders do more discovery based learning in biodiversity right outside our classroom doors, third graders learning about the reason behind animal endangerment especially connected to the tigers as the basis for their module, and fifth graders looking at the connection to climate change and extreme weather that determines the direction of their robots. Please use this link to see samples of the students work from this year: https://drive.google.com/file/d/1xsk8uAPW9dG_SaAgg0iRNHrWK4FF16HT/view?usp=sharing

PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY SECOND GRADE UPDATED FOR 2020](#)

PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY THIRD GRADE UPDATED FOR 2020](#)

PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY FOURTH GRADE UPDATED FOR 2020](#)

PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY FIFTH GRADE](#)

PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY FIRST GRADE](#)

PDF: [RESUBMISSION LETTER FOR THE CURRENT YEAR](#)

Learning Environment

All Arts Disciplines Offered

10 Points

District

Program Summary: The Visual, Industrial, and Performing Arts continue to be an essential for a thriving community. The overall goal of the Visual and Performing Arts department is to provide a wide variety of experiences. Students are provided the greatest opportunity for success and the developmental level of each child is considered when selecting activities. Creative thinking, problem solving and critical thinking skills are nurtured throughout each course. Our purpose is to enhance the strengths of the students while creating awareness, building self-esteem and fostering leadership skills. The Long Branch Public Schools provide a various opportunities for students to be engrossed in enriching arts programs both during and after school.

PDF: [SCHOOL REPORT LBMS](#)

PDF: [LETTER FROM THE SUPERVISOR OF VISUAL PERFORMING AND INDUSTRIAL ARTS](#)

PDF: [LETTER FROM THE SUPERINTENDENT](#)

PDF: [SCHOOL REPORT LBHS](#)

Outdoor Classroom

10 Points

School

Program Summary: The outdoor environment of the schoolyard is intrinsically exciting to children. For us it is a classroom without the limits of the four walls. It is a vast and endless space of wonder, excitement, and curiosity. It offers them immediate access to the world beyond the classroom and a place to test and explore what they are learning about. The scale and multi-sensory dimensions extend far beyond what is possible to provide in the classroom. The schoolyard provides a lens onto the complexity of the everyday world. It allows students to explore and watch nature and the world around them, how living things interact and how they become a part of the cycle. The rich and continually changing environment invites students to explore on their own, and to interact socially. It invites physical movement, and the stillness that comes with close concentration and reflection. It stimulates curiosity and questioning, and reinforces knowledge

already gained. A connection to nature begins and students can see the world outside their own. Our students at the GLC school interact in nature in a variety of ways, from our courtyard vegetable gardens, flowers, clover patches, composting bins, benches for lessons, tables to complete activities and assignments, to our wildlife pollinator gardens hosting native plant life and the bees, insects, monarchs, and humming birds that have their needs met in these spaces, to the beautiful bioswale in our gully. Nature is alive for students to study, learn about, and explore around the GC school and our students are so excited to work and learn among the natural beauty our outdoor classroom provides.

PDF: [MAPS AND WORKSPACES](#)

PDF: [OUTDOOR CLASSROOM SHORT REPORT 2022-23](#)

PDF: [OUTDOOR CLASSROOM PROFESSIONAL DEVELOPMENT](#)

PDF: [OUTDOOR CLASSROOM PHOTOS](#)

PDF: [LESSON PLANS](#)

Student Participation in the Arts

10 Points

District

Program Summary: The overall goal of the VPA department is to provide a wide variety of experiences for our children. Courses include visual arts, dance, drama, vocal music, instrumental music, music technology, digital arts, TV & film. Creative thinking, problem solving and critical thinking skills are nurtured throughout each course. Our purpose is to enhance the strengths of the students while creating awareness, building self-esteem and fostering leadership skills. Students are afforded the greatest opportunity for success and the developmental level of each child is considered when selecting activities. Courses throughout the Visual & Performing Art department continue to stress the importance of sustainability and conserving our natural resources. Attached is a list of community activities the district was involved in with regards to the arts, letters from the Superintendent stating the courses and highly qualified teachers in our district, as well as the NJ School Report for the Visual & Performing Arts in our schools.

PDF: [PARTICIPATION IN THE ARTS LBMS](#)

PDF: [PARTICIPATION IN THE ARTS LBHS](#)

PDF: [STUDENTS PARTICIPATION IN THE ARTS LETTER OF PARTICIPATION.](#)

PDF: [SCHOOL LETTERS FROM THE SUPERINTENDENT](#)

School Culture and Climate

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: At GLC we understand that a positive school culture and climate is integral to students' academic success and their social, emotional, and physical well-being. Our school culture and climate are a top priority to our school and district and we have much in place to evaluate, enrich, and protect the positive culture and climate. We currently have a ScIP or the School Improvement Panel (ScIP) and ESSA, Every Student Succeeds Act committee, with the charge of providing leadership in the areas of teacher evaluation, mentoring, and professional development, including implementation of procedures for Corrective Action Plans. This team of teachers and staff from multiple areas of the building meets and works monthly with administration to understand and evaluate the climate and culture of the school. In addition, climate and culture is frequently addressed at monthly faculty meetings and weekly PLC meetings. Results are used in planning for the current and upcoming school year. The survey we use is derived from the NJ State Department of Education Survey. We use the results to target our three lowest areas for improvement and plan that as our targets for the following year. A variety of events for both students and families are planned throughout the year to promote a positive climate and culture as noted below. We have the wellbeing of not only the child but the family, staff, and community in the planning of school events all contributing to a positive culture and climate in our school. This past year 307 of 451 students (grades 3-5 only) completed the survey, 51 of 68 teachers and staff, and 61 parents of 810 students, equating to 68%, 75% 7.5% respectively of the above-mentioned target populations. The survey was shared through email, on our digital bulletin board, and through social media avenues (i.e. facebook, twitter, and Instagram). The GLC Program inventory was completed over 9 months of time during monthly ScIP meetings. These meeting are aimed at improving the climate and culture of our school. Based on the unique interests of our student, lists of clubs were generated and posted for students to volunteer and join. After school events were planned to include participation from the family and community. Our program inventory is the result of culture and climate surveys completed by staff, students, and teachers. We believe here at GLC that it takes a village to raise the child and it takes a village to educate them as well. We want what is best for our students at home, in school, and in life. We are committed to providing them with the most well rounded and nurturing environment where their whole family can feel comfortable to join right in. Although we included a multitude of activities, events, clubs, and programs, we believe that each one of them positively contributes to our amazing school culture. With all of the events and different areas to join in and participate our students and families can participate in these events, activities, and clubs based on their interest. Whether it's helping others the community, the environment, the school, or themselves our students loved being involved.

PDF: [SCCNA SURVEY RESULTS STUDENTS](#)

PDF: [SCCNA SURVEY RESULTS PARENTS/FAMILIES](#)

PDF: [SCCNA SURVEY RESULTS STAFF](#)

PDF: [COMMITTEE LISTS AND AGENDA](#)

PDF: [PROGRAM INVENTORY](#)

PDF: [ACTION AND PLANNING PLAN](#)

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: George L Catrambone School continues to value, support, and encourage the social and emotional learning of all of their students. Our goal is to effectively teach and support our students as they acquire and effectively applying the knowledge, attitude, and skills needed to: • understand and manage emotions; • set and achieve positive goals; • feel and show empathy for others; • make responsible decisions. In order to support the development of our student's social and emotional learning and character, LBPS implemented a Social and Emotional comprehensive program for all of the elementary students. Within the support of social emotional skills students also learn to treat the environment with respect, empathy, gratitude, and kindness. These lessons encompass the Education for Sustainability enduring understandings below. • We are all in this together • A Healthy and Sustainable Future is Possible • Recognize and Protect the Commons • Reconcile Individual Rights with Collective Responsibilities • Diversity Makes our lives Possible • Think far into the future • It all begins with a change in thinking • We are all responsible Two SEL programs have been shared with the district and teachers have received trainin on both platforms to better support their students needs. "With Peekapak, students reinforce concepts like empathy, respect, and self-regulation through a series of ELA-aligned learning games, e-books and social emotional learning activities. Our team is passionate about the education space and are committed to helping children become successful, compassionate, caring, and empathetic citizens of the world! All of our content is designed with early childhood education experts, teachers, parents, and with the help of students themselves, and include evidence-based research to ensure that teachers, parents, and students love and get the most out of using Peekapak." ~www.peekapak.com Ruler: RULER is a systemic approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of PreK to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students. The Charter: The Charter builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel, as well as how they can help each other to experience those feelings. The Mood Meter enhances self and social awareness. This tool supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion. While there is no formal assessment, students' work, performance indicators and actions/reactions, behaviors are used to inform teachers and staff of the in-process progression for each student. Discussions with teachers, guidance counselors, and families are in place for students who need additional support. In addition small group sessions, individual sessions, and counseling with our school counselors and outside counseling services are available to those in need. These tools are giving our students valuable lessons to succeed not only in the classroom, but throughout their lives. SEL lessons are taught across all grade levels daily during the SEL/ Morning meeting portion of the morning in classroom meetings as well as infused throughout all subject areas. Students check in throughout the day with a mood meter and a chance to tell and discuss their feelings related to what they are learning, what's happening at home, in school etc. Children are always encouraged to connect their learning to their emotional well-being. The Peekapak Unit are consistent with that we submitted previously the work samples and pictures reflect the current school year. As indicated in the revisions, a unit that combined SEL with Art and Music was shared in the uploaded attachments.

WORD: [SOCIAL EMOTIONAL LEARNING INTEGRATED UNIT PLAN SAMPLES](#)

PDF: [RULER CURRICULUM AND THEMES](#)

PDF: [SEL DIGITAL SCHOOLS QUESTIONNAIRE](#)

PDF: [PHOTS AND WORKSAMPLES SEL IN ACTION](#)

PDF: [LETTERS OF PARTICIPATION](#)

PDF: [SEL UNIT MUSIC AND ART](#)

School Grounds

Biodiversity Audit & Management Plan

10 Points

School

Program Summary: The George L. Catrambone School in Long Branch, New Jersey is located in a lovely seaside community that happens to be situated along the annual migration path of the Monarch Butterfly. As part of our school's initiative to incorporate biodiversity education and environmental stewardship amongst our students and community we have undertaken the construction and maintenance of a pollinator garden on our school grounds. In order to better understand the biodiversity of the grounds around the school, students were tasked with completing a biodiversity audit of the school grounds. Their compiled report is uploaded below. This is an ongoing project for our fifth grade team yearly.

PDF: [BIODIVERSITY AUDIT LESSON PLANS](#)

PDF: [BIODIVERSITY AUDIT RESULTS](#)

PDF: [MAPS AND PHOTOS](#)

PDF: [BIODIVERSITY PLANS AND ACTIVITIES](#)

PDF: [LETTER FROM PRINCIPAL](#)

IMAGE: [COMMUNITY SHARE ON SCHOOL DIGITAL BULLETING BOARD WITH OVER 1800 FAMILIES CONNECTED](#)

Biodiversity Project

10 Points

School

Program Summary: e community that happens to be situated along the annual migration path of the Monarch Butterfly. As part of our school's initiative to incorporate biodiversity education and environmental stewardship amongst our students and community we have undertaken the construction and maintenance of a pollinator garden on our school grounds. This pollinator garden may also be considered a Monarch Waystation. According to the Monarch Waystation Program "Monarch Waystations are places that provide resources necessary for monarchs to produce successive generations and sustain their migration." The plan created by teachers and administrators called for a previously unused area of our playground to be converted into a pollinator garden featuring milkweed by students. The previously existing mulch and landscape fabric was removed, the surrounding areas cleared of weeds, and the area's soil was enriched with a natural coffee waste fertilizer donated from a local coffee shop, Rook and topsoil. Milkweed plants and other pollinator plants line Bone Set, Swamp Milkweed, Golden Rod, Creeping Phlox, Bee Balm, Rudebekia, and Violets were subsequently planted in the ground and covered with a layer of fresh mulch. In our 5th grade classes, both Language Arts and Math teachers are incorporating the big ideas regarding biodiversity and the plight of the Monarch Butterfly into their lessons and curriculum. Reading lessons will study the importance of monarch waystations, their incredible annual migration and the environmental factors that put them at risk. Math teachers will incorporate standards based learning around the real world data regarding the populations and migrations of this iconic insect. Students will be responsible for the annual maintenance and upkeep of the garden. The kids will have the opportunity to observe the plants, tend to their growth and survival and observe firsthand their role in the local ecosystem. It is the intention of this project to foster a curiosity and understanding of the natural world and how we here in Long Branch can support the biodiversity of the world around us.

PDF: [LESSON PLANS AND VIRTUAL STUDENT ASSEMBLY](#)

PDF: [BIODIVERSITY PROJECT PLAN AND BUDGET](#)

PDF: [SUMMARY OF ANNUAL PROJECT MAINTENANCE ACTIVITIES](#)

PDF: [RESOURCES FOR INSTRUCTION AND LESSONS](#)

PDF: [PHOTOS AND SAMPLES OF STUDENT WORK](#)

Student & Community Outreach

Green Team

15 Points

 Bronze Required School District

Program Summary: The Long Branch Public School District Green Team is committed to environmental and digital education and developing a spirit of environmental stewardship in each of our schools. All schools in the district are represented on the team. During the past several years, we have promoted and participated in many sustainable practices and activities including environmental awareness, site cleanups, energy savings & recycling programs, green cleaning, food & nutrition education, school gardens, and many others! We continue to receive high-quality professional development such as authors like Dr. Joseph Soporoski and municipality partners. The Green Team consists of members representing all nine of the district's schools including representatives from the District Office.

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

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

PDF: [23-24 LBPS PUBLICITY.PDF](#)

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

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

PDF: [GREEN TEAM PLANS MEETING WITH OPERATIONS COMMITTEE](#)

Civic & Stewardship Volunteer Initiatives

10 Points

School

Program Summary: The students of the George L Catrambone School are truly connected with the surrounding environment, we continue to look for ways to stay involved in the community by volunteering and participating in civic projects. Students on the GLC Green team also worked to continue their effort to save the sea turtles and other endangered animals by collecting coins for the World Wildlife Foundations Protect the Paws program. We raised \$186 to help those endangered animals. In addition to learning about animals like sea turtles, and tigers to name a few, we continue to limit the use of single use plastic as much as possible. In addition, the students of GLC teamed up with Walgreens and the USA Red Nose Day foundation to learn about how they could make a difference for child poverty. Students worked with Walgreens to have access to the Red Noses and sold them at school. They feel strongly about ending poverty for children like themselves and had record breaking sales for this event. Students purchased 240 red noses, raising a dollar for every nose they sold. Both students at home and in school participated and made this even as exciting as they could. They made a difference in the lives of children all over the country in an effort to raise awareness and end childhood poverty. In another connection to civic stewardship, students collected \$250 in donation from a local food store to buy food for the fireman's food drive helping many local families in our own community with much needed groceries for the holidays.

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

Enrichment Programs through Partnership

10 Points

School

Program Summary: The George L Catrambone Elementary School continued to hosts a STEAM Enrichment Program for students in grades 1-5 sign up to participate in an enrichment based after school program focusing on the STEAM Education Standards and 21st Century Learning skills. Students are able to choose electives based on their interests. They are responsible for their own learning and complete project based on their passions. These projects are then displayed throughout the year for parents and the community. Each quarter they are able to choose from a variety of electives. Through this after school initiative there are 7 community partnerships that were established. Partnerships established include Long Branch Public Library, Sodexo Education, Count Basie center for the Arts, Long Branch Police Department, Monmouth County Parks, The PROfessional You and KidzArt. These programs not only work to benefit enrichment but the skills necessary to survive in the 21st century and become ready for their futures. Students are problem solving and innovating in their interest areas and becoming increasingly more responsible for their own learning. It is truly an asset to our school community. We offer additional Enrichment electives for 1-5th graders such as: EmPowered Schools – partnering with NJ Natural Gas and the Alliance to Save Energy Check out the program here: https://twitter.com/greener_glc Green Team- although no definitive partnerships are established the students have worked with the local green team to learn about the community and environment and ways they can make a difference Check out the program here: https://twitter.com/michele_morey Future Leaders Club – Future Leaders enrichment club is a group of fifth graders meeting weekly after school to perform acts of community service throughout the community and building. They often raise money for causes like the Red Cross and Ronald McDonald House. They are also filming and producing the bi-monthly news report discussing school events and current initiatives. Check out the program here: https://twitter.com/GLC_counselor and <https://youtu.be/lwSR96omDU8> GLC Debate Team – The George L. Catrambone School holds debate practice every week from October to May. In our first year as a team we will participate in 2 debate tournaments in Queens NY with the American Debate League. If our students qualify we may have students participate in the championship tournament in May. Students who participate in debate programs will discover and develop the following skills: Confidence – Belief in themselves and their abilities, and the desire to participate in all classes. Curiosity – The passion of discovery through effective tools for research, organization and presentation. Critical Thinking – How to explore the world through the lens of an inquisitive mind Communication – Oral & written skills and strategies for lively yet respectful discussions & disagreements. Control – Eliminate the fears of public speaking. Creativity – The desire to explore, create and invent. Camaraderie – Meet like-minded peers at tournaments and build healthy bonds of competition. Leadership – Self-motivation and the ability to delegate assignments and manage peers. Check out the program here: <https://twitter.com/DebateGlc>

PDF: [LETTER OF PARTICIPATION](#)

PDF: [COMMUNITY PARTNERS](#)

PDF: [WELCOME LETTER](#)

PDF: [PHOTOS](#)

Green Fair

10 Points

School

Program Summary: The Long Branch Public Schools Annual Green Fair encourages sustainable lifestyle choices for our community, raises awareness regarding environmental issues, and demonstrates how our schools are reducing their impact on the planet. This year the LBPS Green Team returned to our in person Green Fair experience to highlight our sustainability efforts and partnerships. On Thursday April 15, 2023, LBPS hosted the Green Fair for the community at the Long Branch Historic High School and highlighted the event on Social Media and YouTube! In addition to highlighting a sustainability partner, each of our 9 schools contributed to the fair by creating short videos displaying sustainability projects and activities. We also had an interactive stem fair showcasing green projects during the event. So many young environmentalists came out to take part in the evening and participate in the STEM Fair with their environmentally friendly and directed projects. This amazing evening was the start of an annual event for the district.

PDF: [PUBLICITY AND PHOTOS](#)

PDF: [QUALITATIVE ASSESSMENT](#)

PDF: [ORGANIZATION](#)

PDF: [THANK YOU LETTER FROM SUPERINTENDENT](#)

"Green" Your Green Fair or School Event

10 Points

School

Program Summary: On Thursday, May 4, 2023, the George L Catrambone School participated in our Annual Spring Concert and Art Show. The exhibition displayed and showcased songs, paintings, and drawings from students from all grade levels in the GLC school. The theme "Keepin' it Old School" guided and inspired the work of each student. Our goal was to incorporate green practices as we hosted our event. In order to lessen the footprint and environmental impact of hosting this event, the school is intentional about implementing green practices in logistics and marketing. We aimed to reduce emissions from car miles driven by hosting the event in a central location the LB Middle School which is closest to where our students and GLC are typically bussed from. Another goal was to increase sustainability awareness by encouraging students to use recyclable materials in their art as well as their song choice to showcase the importance of conserving power and energy. This event was waste free. From digital announcements to digitized programs with QR code readers and projected announcements we encouraged all to enjoy the presentation but leave nothing but their applause and cheers behind. We also distributed our flier digitally, only using digital platforms like Class Dojo, our schools digital bulletin board, shared google docs, Twitter, and our parent portal email blast. During the event, guests observed the importance of being kind to our environment through beautiful student exhibitions and songs. Having successfully carried out our vision for this event, we're excited to explore even more green strategies and ideas that would further advance our sustainability goals.

PDF: [DIGITAL PROGRAM SHARED VIA QR CODE](#)

PDF: [DIGITAL ADVERTISING AND CONCERT VIDEO](#)

PDF: [SPRING CONCERT PLANNING](#)

Student Learning

Education for Sustainability Integrated Unit

50 Points

School

Program Summary: The George L Catrambone elementary School embraces all components of climate change and environmental studies in all grade levels for all students. Throughout this year we incorporated units of study at every grade level to prepare students for their roles in creating a sustainable future. Each of these units has a project / problem-based approach through a utilization of solutions-based design and action series of lessons projects and problems that integrates knowledge across different disciplines and that considers diverse social, economic, and cultural perspectives. The units included are First Grade- Animal Adaptations In this module, students are presented with the problem of preparing an ideal traveler for a visit to an extreme environment and designing the ideal shoe for this traveler to wear in this environment. Students look to plant and animal adaptations to guide them as they make choices about how to prepare their traveler. Students learn what it means for an organism to be adapted to its environment and how different adaptations can be categorized. Second Grade: Living Things Diversity of Life - In this module, students learn about biodiversity, the diversity of life in habitats. Students observe different habitats and the living things that grow in the different environments. They engage in different scenarios to learn the importance of having many different organisms in a habitat. Living things are impacted negatively when there is a lack of diversity. Third Grade: Life Cycle and Survival- In this module, students are introduced to life cycles. Students compare and contrast different animal life cycles to identify common features and specific differences. Students deepen their understanding of life cycles as they investigate the life cycle of honeybees. They learn that worker bees have an important relationship with flowering plants that connects their life cycles. Fourth Grade: Earth human Impact and Natural Disasters- In this module, students learn about the relationship between humans and the environment. Students begin the module by activating background knowledge about natural resources. They learn how to reduce the impact humans have on the environment and use the design process to create an upcycled project. Then, students investigate natural disasters, specifically earthquakes, to determine their frequency, location, and risks of harm to humans. Students demonstrate their understanding of the challenges posed by natural disasters through the design of emergency preparedness kits. Fifth Grade: Ecosystems: Flow of Matter and Energy In this module, students learn about Earth's ecosystems and how energy flows from the Sun to plants, and from plants to animals. Students create a model to describe photosynthesis and explain how energy from the Sun is introduced into an ecosystem. Over the course of several days, students conduct an investigation into what plants need to grow. By its completion, students are able to use evidence to defend the claim that plants get the materials they need for growth mainly from air and water. They explore an online simulation and learn different ways that an ecosystem can become unbalanced. Finally, students use the design process to research and develop an action plan to protect plants and animals in a specific ecosystem that has become unbalanced due to human activity.

PDF: [FIRST GRADE UNIT](#)

PDF: [SECOND GRADE UNIT](#)

PDF: [THIRD GRADE UNIT](#)

PDF: [FOURTH GRADE UNIT](#)

PDF: [FIFTH GRADE UNIT](#)

Education for Sustainability Kindergarten

5 Points

School

Program Summary: Students are learning to understand what and where the Galapagos Islands are located and that some animals are found only in the Galapagos Islands. Students will also understand how the Special Laws of the Galapagos Islands protect the native animals of these islands and develop fine motor skills when creating their animals. Students will learn that protecting and caring for this island ensures a healthy and sustainable future is possible for these animals and the diversity of life living there. They will also be introduced to the idea of diversity being important in animals survival and how we can work together to protect animals that are endangered.

PDF: [LESSON PRESENTATION](#)

PDF: [EFS QUESTIONNAIRE](#)

PDF: [LESSON PLANS AND STANDARDS](#)

PDF: [KINDERGARTEN WORK SAMPLES AND PHOTOS](#)

PDF: [KINDERGARTEN SCORED RUBRICS](#)

Education for Sustainability 1st Grade

5 Points

School

Program Summary: GLC is working diligently to encourage students understanding of food waste and ways to promote the health of our planet. Student understanding where food comes from is vital in implementing the next steps in reducing food waste and teaching students how to sustain and obtain healthy foods locally. Students were given opportunities to understand how fruits and vegetables grow and where they come from, beyond just the local grocery stores they shop at with their parents. Furthermore, it was discussed how many resources and waste is produced just by having produce and products delivered to stores. Students were presented with a lesson in which

they could understand how working together in gardens and growing food at home helps reduce our carbon footprint.

PDF: [EFS QUESTIONNAIRE](#)

PDF: [LESSON PLAN AND STANDARDS](#)

PDF: [WORK SAMPLES PHOTOS AND SCORED RUBRICS](#)

Education for Sustainability 2nd Grade

5 Points

School

Program Summary: Students will research and make observations and predictions of how local food affects the environment? They will explore how local produce is good for the environment. Local food doesn't have to travel as far to arrive on your plate, so it benefits the local economy, including supporting local farmers and other producers. It also helps reduce greenhouse gas emissions and contributes to improving our carbon footprint. Students will broaden their knowledge that fruit and vegetables come from nature, not just the supermarket. They will also learn that the weather affects food production. They will be able to articulate that extreme weather is a driver of world hunger. As global temperatures and sea levels rise, the result is more heat waves, droughts, floods, cyclones and wildfires. Those conditions make it difficult for farmers to grow food and for the hungry to get it. Students will observe and record fresh fruit on day one and see how progressively fruits and vegetables can go bad. This will show them how food is better fresher from local places (even their home gardens) and how if food has to travel it takes too much time, and can be costly. Students will explain the benefits of the local economy, including supporting local farmers and other producers. Eating locally can benefit your health and the farmers in your community. Local foods tend to taste fresher, have more nutrients, and use less packaging. Supporting local food businesses leads to strong local economies. Students also learned some vocabulary that is used in our social studies curriculum: business, producer, marketplace, consumer, goods and free enterprise to role play at Mitch's Farm Stand.

PDF: [EFS QUESTIONNAIRE](#)

PDF: [LESSON PLAN WITH STANDARDS](#)

PDF: [WORK SAMPLES AND PHOTOS PLUS SCORED UPDATED RUBRICS](#)

Education for Sustainability 3rd Grade

5 Points

School

Program Summary: Through lessons on Pollutions and the problems it causes globally students learned how to live well within the means of nature and that each of us are responsible for our own actions and to positively impact the world. When we join together our impact is greater to help protect our planet. By working together we can protect the commons of the planet we were gifted to be a part of. Through learning about pollution we can create positive change at the source and cleanup areas we live in to help the planet. After researching and learning more about the detrimental effects of pollution on the land and sea, students worked to spread the message of less pollution through designing posters targeting other students in the school. From protecting animals, nature, trees, and those calling the ocean their homes, students spread messages of ways to keep our earth pollution free. We would like to use this lesson towards our digital schools star application as well.

PDF: [WORK SAMPLES PHOTOS AND GRADED RUBRIC DOCUMENTATION](#)

PDF: [THIRD GRADE EFS QUESTIONNAIRE](#)

PDF: [LESSON PLAN WITH STANDARDS](#)

Education for Sustainability Grades 4-12 Arts

5 Points

School

Program Summary: This year at the GLC School, students participated in art weekly for half the school year. Art lessons embody a green and sustainable theme throughout the year. This encourages students to create and make with recycled objects in innovative ways. Students in various grade levels completed projects that displayed a variety of recycled materials and themes. Fourth grade students learned to use a variety of recycled materials with texture to create beautiful sushi plates. Upcycling at its finest. Through zoom lessons with the use of google slides, students learned how to use texture in their art to make 3 dimensional projects come to life. They truly make beautiful art from common household trash. Students have taken ownership in using these discarded materials to create unique and vibrant masterpieces from objects meant for trash. They have taken on the responsibility of reducing the amount of trash we produce daily therefore reducing the carbon footprint we leave behind. Sample of some of the creations that have been made are attached and many can be seen around the building showcasing the green effort we put forth as a school community. Students upload their creations to their digital portfolios using artsonia app and google slides in their google classrooms. It is so nice to see that they can use items from their homes to create beautiful pieces of art.

PDF: [ART LESSONS AND STANDARDS](#)

PDF: [ART EFS](#)

PDF: [ART PRESENTATION](#)

PDF: [GRADED RUBRICS](#)

PDF: [PHOTOS OF WORK SAMPLES](#)

Education for Sustainability Grades 4-12 Career and Technical Education

5 Points

School

Program Summary: Each year, the EmPowered Schools program educates students about opportunities to help solve today's most pressing environmental concerns through green careers. In January of 2023, our students, synchronously and asynchronously explored many green career paths that help to solve global problems. They met with experts in the field of Environmental Education to learn more about these what it takes to have a green career. Students participated in a green careers lesson study. They learned about the many types of careers available in all areas more specifically the STEAM fields. Students were amazed at the differences in these job opportunities as well as the idea that any job can essentially become greener. Students had to research job fields that interest them and how they could potentially bring add a green component to the job choice. These lessons are available on the EmPowered Platform and students are able to access them from home when they are not able to remain in the afterschool lessons.

PDF: [CAREER EFS QUESTIONNAIRE](#)

PDF: [LESSON PLAN WITH STANDARDS](#)

PDF: [SCORED RUBRICS](#)

PDF: [CAREERS QUIZ AND SAMPLES](#)

PDF: [WORK SAMPLES](#)

Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

Program Summary: Students in the 5th grade ELL ELA class spent time learning about The Three R's. They made connections reducing reusing and recycling in their own communities and at school. After reading the book "Here Comes the Garbage Barge" together a discussion ensued of why we should reduce, reuse and recycle (reduce landfill space, reduce pollution, etc.). The class discussed ideas of what people in the community can do. Students will create a collaborative slide that contains pictures of how we can reduce, reuse and recycle. Students were able to take the lesson back to their family through the use of the digital platform Seesaw to create their 3 R's project. They worked together to discuss the implications of the 3 R's and grade each other providing constructive criticism and complementing strengths in the design.

PDF: [LESSON PLANS AND STANDARDS](#)

PDF: [EFS QUESTIONNAIRE](#)

PDF: [LESSON PHOTOS](#)

PDF: [5TH ELL/ELA LESSON WORK SAMPLES AND GRADED RUBRICS](#)

Education for Sustainability Grades 4-12 Health

5 Points

School

Program Summary: The George L Catrambone School continues to for ways to improve the health and safety of our students and staff as well as link health curriculum to real world issues. This year as part of the health curriculum, students in 4th and 5th grade learned the prevention of most diseases and health conditions, how medicine affects the human body and ways to prevent the spread starting with yourself. The lessons reached 309 4th and 5th grade students in our school building. Students completed KWL charts, followed along with an interactive google slide presentation, watched key component videos, completed worksheets and reflected on what they learned during the lesson. Many discussions were a direct result of this lesson and focused around the idea that each of us are responsible in the prevention of common occurring diseases and with diligent work we can prevent the spread.

PDF: [HEALTH LESSON PLAN AND STANDARDS](#)

PDF: [GRADED RUBRIC SAMPLES](#)

WORD: [EFS QUESTIONNAIRE HEALTH](#)

PDF: [WORK SAMPLES](#)

PDF: [SLIDES PRESENTATION OF LEARNING](#)

Education for Sustainability Grades 4-12 Math

5 Points

School

Program Summary: Climate Change education promotes responsibility at the personal, societal, and global level. It is essential to provide our students with a foundation that prepares them for the careers and how to become active and responsible citizens in society. Climate change is a global problem affecting every living thing today and in the future. We must teach our students that all of us have a responsibility to more than just ourselves. The fourth-grade students at GLC have been learning about Climate Change and worked together calculate their carbon footprint. This lesson includes all necessary documentation to earn credit towards our Digital School Certification as well. Lesson was presented through Nearpod (prior to the lesson, the slide presentation was posted in google classroom under the topic - Carbon Footprint.) The slides contained links to videos and class discussion topics. At the start of the lesson, all students

signed into Nearpod - students were given the link or a code if needed (posted in google classroom but also sent in the chat feature of zoom). As a class we reviewed the goals for the lesson and discussed what we already knew about the vocabulary that will be covered (climate change, carbon footprint, global warming, fossil fuels) and allowed time for questions. After discussing what a carbon footprint is, students were given the link for the quiz Carbon footprint quiz (for kids) (in the chat and also posted in google classroom). This lesson was delivered with many digital components and is available through google classroom for students to continue learning remotely.

PDF: [MATH LESSON DOCUMENTATION](#)

PDF: [EFS QUESTIONNAIRE](#)

PDF: [RUBRICS SCORED MATH](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: This lesson is part of a STEM class for all 4th and 5th grade students. Through this lesson students will learn that energy can either come from a renewable or nonrenewable source and learn about the effects that burning fossil fuels has on our planet. Students will learn about potential solutions to not burning/using as many fossil fuels in their own lives. This lesson was taught through nearpod so that students can have access synchronously or asynchronously. Students participated in a collaboration board in nearpod and created slide presentations through a google presentation (work and links to appropriate websites were posted in google classroom).

PDF: [LESSON PLANS AND WORK SAMPLES](#)

PDF: [LESSON SLIDES](#)

PDF: [EFS QUESTIONNAIRE SCIENCE](#)

PDF: [SCORED RUBRICS](#)

Education for Sustainability Grades 4-12 Social Studies

5 Points

School

Program Summary: Students in 4th and 5th grade learned about their carbon footprint in world language class with their teachers. Students engaged in calculating their carbon footprint then compared that data to average foot prints in other countries around the world. They looked at differences in culture and discussed the economics and diversity in those countries compared to the US. Students were able to recognize how our actions can affect the environment in a negative or a positive way. They discussed the positive and negative incentives that influence people decisions in regards to the climate and how important it was for people from diverse cultures to discuss and collaborate to find solutions to global issues. Discussions:

https://drive.google.com/file/d/1K8aUSXH8ZP0tb4DFYqbYp0ZiDj_SQ9CS/view?usp=sharing

<https://drive.google.com/file/d/1fjVO05ESKd9BmZlYrEjRZyyZWk4XcEj/view?usp=sharing> <https://drive.google.com/file/d/1WXmt7mFkRmM-rNbNdvrZHYEOANbjnNp4/view?usp=sharing>

PDF: [SOCIAL STUDIES WORLD LANGUAGE EFS](#)

PDF: [DOCUMENTATION FOR LESSON](#)

PDF: [DOCUMENTATION FOR LESSON](#)

Education for Sustainability Grades 4-12 Technology

5 Points

School

Program Summary: In the 2022--23 school year the Future Leaders Club continues to work diligently to create monthly news segments that feature current events, climate change and environmental education, SEL activities, and students and or building accomplishments. It is a video news series for students each month and more frequently is necessary. The uploaded examples of students created and made videos represent how students, teachers, and the community come together to bring about a change. Students present video segments in the form of a news video to share many areas of interest and the world to our school and community. In the videos, there is always some type of SEL or Environmental Education piece connected to our students and city. Through these videos the community is connected to the classrooms at GLC. We are sending information out to the community on ways we can impact and make changes for the future. We also use the platform to recognize school and student accomplishments. While students are learning about media platforms, they are reporting and learning and teaching others about climate change, environmental education, SEL, and current events. They are helping others to bring about a message and a call for change. We would like to use these lesson to count towards our digital schools star application as well. Standards 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. The 12 Career Ready Practices These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

PDF: [LESSON PLAN](#)

PDF: [EFS QUESTIONNAIRE TECHNOLOGY](#)

Student and Staff Wellness

Policies to Promote Physical Activity

10 Points

District

Program Summary: Long Branch's quality Physical Education/wellness program is fundamental for our students. Why do children need a quality PE/wellness program? The simple answer is so that they will remain physically active throughout their lifetime and reap the benefits of doing so. Quality PE/wellness provides students with a multitude of important learning experiences that cannot be duplicated in the classroom. Physical Education/wellness is that phase of education which is concerned with the teaching of skills, improving physical fitness, the reinforcement of other subjects, self-discipline, leadership and cooperation, enhancing self-efficacy, stress reduction, and strengthening peer relationships. Physical activity contributes much to the growth, development, and the general well-being of every individual. We believe that Long Branch Public Schools are; "Where Children Matter Most". With this philosophy in mind, we are certain that our Fitness Program s and Opportunities will teach continuous growth and achievement for all students, without exceptions.

WORD: [PHYSICAL ACTIVITIES POLICIES](#)

Programs to Promote Physical Activity

10 Points

School

Program Summary: The Long Branch Public School System is committed to promoting Physical Activity and Physical Fitness for our students beyond the allotted time for weekly gym special and recess. At GLC we are committed to providing opportunities for our students to reach the maximum amount of physical activity they can each day. Striving for as many extra minutes of physical activity daily, are students are stretching, moving, dancing and wiggling their way to a healthy active day. Teachers found ways to incorporate activities into their learning time, some that not only helped the students review academic skills but that did so in a fun and active way. Many teachers built in time for active brain breaks and many also jumped at the chance to get the students involved in some mindful yoga. Some of the activities that the teachers at GLC decided to implement in order to get the students moving included fluency and fitness, Brain Breaks, and Yoga. They are explained further in out documentation. Teachers at GLC, know that movement is a key ingredient for the successful learning of our students.

PDF: [LETTER OF PARTICIPATION](#)

IMAGE: [WELLNESS COACH HIRE INFORMATION](#)

PDF: [PHOTOS AND EXAMPLES OF PROGRAMS](#)

WORD: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DISTRICT POLICY TO PROMOTE PHYSICAL ACTIVITY](#)

Staff Wellness Program

10 Points

School District

Program Summary: The Long Branch Schools goes above and beyond to promote staff wellness. As part of our culture of sustainability, our on site health center is more active then ever. The Partnership Health Center, located at the Long Branch High School (<https://www.partnershiphealthcenters.com/>) provides medical and wellness support for all staff and their family members 7 days a week. The Partnership Health Center Long Branch (PHCLB) addresses all members' basic wellness and medical needs under one roof of over 5000 sq.ft. The health center's activities are centered around the theme of "Care for the Whole You". Employees pay no co-pays or deductibles for any services or programs of the health center. It is open 7 days a week for 65 hours, opening weekdays from 7 AM to 6 PM and Saturdays and Sundays from 8:00-1:00 throughout the year. The wellness center is located centrally in the school district on school property, making it a convenient location to all work sites. The center continues to provide monthly newsletters, diagnostic services, as well as nutrition, chiropractic care, physical therapy, yoga, and other programs targeting staff wellness and activities. In addition we have a Wellness Coach specializing in all staff and student wellness needs. From PD days, to weekly zoom lessons, mindful yoga, video sessions, and more.

PDF: [PARTNERSHIP HEALTH SERVICES](#)

PDF: [STAFF WELLNESS LETTER AND PLAN](#)

PDF: [WAVE WELLNESS COACHING](#)

Student Safety

Safe Routes to School District Policy

10 Points

District

Program Summary: Long Branch Public Schools is committed to promoting the benefits of establishing and promoting safe routes to school. We have established the guidelines and expectations for students and parents/guardians within our district policy adopted in January 2018. We regularly collaborate with our law enforcement, local organizations such as EZ Rides, and other community agencies to plan, construct, and encourage the use of safe, accessible, and convenient pedestrian and bicycle routes to school. We host bike rodeos, bike and helmet safety assemblies. In addition, our District is very active in the NJ Safe Routes to School program and has been awarded recognition for some of our schools. A proposal to update and renew our Safe Routes to School District Policy to reflect a more comprehensive and modern approach was adopted by the board in June 2022. The new unified policy has district condition standards explicitly included rather than being at the discretion of each school. More information can be found on our Sustainability Webpage here: <https://sites.google.com/longbranch.k12.nj.us/gardens/safe-routes?authuser=0>

PDF: [LONG BRANCH SAFE ROUTES TO SCHOOL DISTRICT POLICY](#)

Waste Reduction & Recycling

Waste Audit

10 Points

 Bronze Priority  Silver Priority School

Program Summary: In a school with approximately 900 students and staff members, we produce a large amount of trash, food waste, and recycling each day. This year we received a grant from Sustainable Jersey for schools to purchase a composter and begin the education component of reducing the volume of food waste we produce daily. With their help and the team at Rutgers, our students watched in amazement at the volume of food waste we produced each day in the lunchroom during a school wide food waste audit. Through series of PD for our team at GLC we began working to change this story into a more sustainable one. From food shares, to enhancing food menu items, more recycling, better choices in the lunch line, positive changes are happening daily. We are anxiously awaiting the composter to eliminate even more waste to support our school garden. To supplement the food waste audit, the fourth-grade team of 174 students and their teachers collected trash to find the amount of waste produced each day outside of the cafeteria. Due to restrictions, they were only able to collect for their grade level and then make predictions based on the rest of the building by percentages. After calculating the students came up with noticeable concerns and a list of suggestions to make improvements to reduce the amount of waste produced throughout the school.

PDF: [STUDENTS WORK SAMPLES INCLUDING DATA TRACKING](#)

PDF: [STUDENTS FINDING COMPILATION AND RESULTS](#)

PDF: [FOOD WASTE RESULTS FROM RUTGERS WASTE AUDIT](#)

Campaign to Reduce School Food Waste

10 Points

School

Program Summary: Students in the building have been participating in the Food Waste Warrior lessons from the World Wildlife Fund for 3 years now. From growing veggies from scraps to planning meals from leftovers and learning about composting our students dug right in to reducing food waste. The evidence of share tables and school waste composting in the cafeteria daily is remarkable. Taking it to the next level, we started a campaign to reduce food waste even more by making more members of the community aware. During the month of April, students were able to participate in a campaign to design a Food Waste Warrior superhero mascot for our school. They were given a template of a superhero and they designed it and came up with a catchy slogan to go with the theme. More than 200 students participated and many students received prizes and shirts to further the cause. They worked on these projects at home to share more information about their learnings on food waste reduction with their families. As a result many of our families started some form of composting in their own homes. The tshirts many of our students wear are ongoing reminders that we can continue to make changes at reducing food waste. We also continue to teach the WWF Food waste warrior lessons to contribute to students' understanding of the negative effects of food waste and how we can each make a positive change.

PDF: [GLC- CAMPAIGN TO REDUCE SCHOOL FOOD WASTE.PDF](#)

PDF: [FOOD WASTE WARRIOR CONTEST.PDF](#)

PDF: [WASTE WARRIORS' PICTS](#)

Food Recovery - Share Tables & Donation

10 Points

School

Program Summary: At the George L. Catrambone School (GLC), we believe in fostering a sense of responsibility and empathy among our

students. Our Food Share Program not only addresses the critical issue of food waste but also helps combat hunger within our school community. We've set up donation stations in the cafeteria, where students can drop off any unopened, unexpired, and unwanted food items from their lunch trays. This can include packaged snacks, fruit, milk, and more. Volunteer students and teachers help distribute donated foods daily. Hungry students who may not have enough to eat can discreetly access the Food Share pantry. They can choose from the donated items to supplement their meals and snacks throughout the day. We do this at GLC to help fight hunger in our community. The Food Share Program helps ensure that every student has access to nourishing food, promoting a healthier and more productive learning environment. By rescuing unopened and edible food from ending up in the trash, we contribute to reducing food waste and its environmental impact. Our program fosters a sense of community, empathy, and responsibility among students. It teaches them the value of sharing and looking out for one another. We encourage all students, teachers, and staff members to get involved in our Food Share Program. Whether it's organizing donated food items, distributing to students, volunteering your time, or spreading the word about our initiative, every contribution counts. Together, we can ensure that no one in our school goes hungry and work towards a more sustainable future.

PDF: [LBPS FOOD SHARE TRAINING AND OVERVIEW](#)

PDF: [PHOTOS GLC FOOD SHARE TABLE](#)

PDF: [FOOD RECOVERY SUBMISSION FORM](#)

Food Waste Recycling or Composting

15 Points

School

Program Summary: This year the George L Catrambone School worked with Sustainable Jersey for Schools and the Rutgers Cooperative Extension to work on eliminating food waste in our school. After an astounding look at how much food is wasted daily thanks to an extensive waste audit over 3 days in our cafeteria, it was easy to see improvements were needed. While we are awaiting installation of the composter, there were actions we put into place to begin reducing the amount of waste we produce daily. With little actions and behavior changes from our students much of the waste that ends up in landfills has been diverted to feed more students. We are committed to eliminating as much of our waste as possible and are looking forward to having the composter up and running beginning this summer and in September as the new school year begins.

PDF: [FOOD WASTE CURRICULUM](#)

PDF: [DESCRIPTION OF THE PROGRAM](#)

PDF: [FOOD WASTE REDUCTION AT GLC PHOTOS AND EVIDENCE](#)

PDF: [SHARE TO STAFF FACULTY MEETING](#)

Materials Reuse

10 Points

School

Program Summary: This year students and staff at GLC collected gently used and new uniforms to store in our GLC Uniform Closet. This closet serves families of the GLC school and community to help supply uniforms to families that may not be able to afford them. Third grade students maintained the community Kids Klosest by organizing and folding uniforms by size and type. All uniforms were washed and prepared for any families that would need them the request was posted on our digital bulletin board for families to participate or ask for uniform assistance throughout the year. This is an ongoing project for the last 6 years that helps not only families in need, but keeps clothing out of landfills and offers the opportunity to use as a hand me down giving them extended life.

PDF: [LETTER TO FAMILIES 3 LANGUAGES](#)

PDF: [LETTER FROM BUILDING PRINCIPAL](#)

PDF: [LETTER TO FAMILIES](#)

PDF: [INVENTORY OF RECEIVED ITEMS](#)

IMAGE: [PHOTO 1 CLOSET](#)

IMAGE: [PHOTO CLOSET 2](#)

Recycling Non-Mandated Materials

20 Points

School

Program Summary: In 2022-23 GLC continues to collect broken crayons, markers, plastic bags and films to help our Earth. New this year we made our juice pouch collection drive official and added collections of office supplies through the BIB terracycle program and little bites wrappers as well. Throughout this school year, these recycled items have been collected by students at home as well as dropped off by families and students. We also have a donation bin outside the building for the community. The crayons are collected for the Crayon Initiative for children in hospitals around the US. The markers are collected for the BIC program at Terracycle. They also accept pens, pencils, paint trays, and glue sticks. Plastic Bags and Films are collected and sent to the TREX company to be repurposed into TREX decking materials. Students are always looking for new ways to prevent more trash going to the landfills. Juice Pouches are collected for the honest program thorough Terracycle as well as Little Bits wrappers. We diverted so much from going to the landfills and students have so much fun sorting the recycled items.

PDF: [SENT TO THE COMMUNITY THROUGH SOCIAL MEDIA, DIGITAL BULLETINS BOARD AND FLYERS](#)

PDF: [FLYER TO FAMILIES AND THE COMMUNITY](#)

PDF: [LETTER OF PARTICIPATION](#)

PDF: [NON MANDATED MATERIALS DOCUMENTATIONS](#)