



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, 2025 with 845 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 2025 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: During the 2023-2025 school year, district employees participated in professional development focused on sustainability and climate change education, advancing the district's commitment to environmental responsibility. Administrators, board members, and teachers engaged in workshops like Sustainability Award & Food Waste Learning Labs and Ready, Set, Go! Teaching Climate Change to K-5 Students, equipping them to integrate climate change education into their classrooms. The district also participated

in the New Jersey Sustainability Summit, which offered valuable insights on energy reduction, health equity, and community planning, helping district leaders implement sustainable practices across school facilities. Workshops such as Connecting Climate Change to Curriculum and STEM and Solutions enabled educators to integrate climate change into curricula through problem-based learning, fostering student engagement with real-world environmental issues. Additionally, the district's Green Team and partnerships with organizations like Sustainable Jersey for Schools supported waste reduction and energy conservation across school operations. The Green Team Luncheon provided a platform to share sustainability initiatives, including food waste reduction efforts in school cafeterias. By attending these workshops, district employees contributed to creating an environmentally conscious school community, empowering students to take action on climate issues. These ongoing efforts will continue to support the district's sustainability goals and serve as a model for other educational institutions.

PDF: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY - 2023-2025 - SHEET1.PDF](#)

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 addressed 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 Commitment to Digital Learning

15 Points

 Bronze Priority  Silver Priority District

Program Summary: Long Branch School District has a very strong commitment to Digital Learning. The district has a diverse team of stakeholders that makes up their Executive Committee that meets through the year. We live in a digital society, all manner of preparation for the world, work and life is our priority. Long Branch Public Schools is committed to providing all of the tools and opportunities to maximize student and educator success. This includes equitable access for our diverse population to ensure academic student growth through their learning experiences. These digital learning experiences also offer social emotional learning strategies that support students, teachers and parents. Our goal is to ensure that students have access to the digital devices and tools in order to be successful both in school and at home. In addition our policies support our commitment to digital learning. Use of Technology:

<https://drive.google.com/file/d/101n91eznzmyOB6fj6FGrm9eN8j6UZS/view?usp=sharing> Provided Technology Devices to Staff Members:

https://drive.google.com/file/d/1L_8bQwkr4xzDZTE6Me7TSP0ryNN8lUvB/view?usp=sharing Provided Technology Devices to Pupils:

https://drive.google.com/file/d/1u3S9g_G4cA1YP6qjFijfQwYfOCVeRp7D/view?usp=sharing

PDF: [COMMITMENT TO DIGITAL LEARNING SUBMISSION FORM](#)

PDF: [TECHNOLOGY PLAN](#)

PDF: [TECHNOLOGY BUDGET 2025](#)

PDF: [DISTRICT COMMITMENT TO DIGITAL LEARNING EVIDENCE](#)

Equitable Access to Digital Learning

15 Points

 Bronze Priority  Silver Priority District

Program Summary: Long Branch Public Schools (LBPS) is committed to ensuring equitable access to technology and digital learning for all students. Following districtwide technology surveys conducted during the 2020–2021 school year, we identified critical gaps in internet access and device availability. In response, we implemented a 1:1 laptop program for all middle and high school students and partnered with T-Mobile to provide Wi-Fi hotspots to families without home internet. To further close access gaps, we held secure device distribution events and partnered with HP to provide laptops to high school seniors. We also developed, and continue to update, the Long Branch Community Asset Map, (<https://www.google.com/maps/d/u/0/edit?hl=en&mid=1K-uxvFbzAQOV-RMbQGEtPbG3z3yD4A&ll=40.2941715146075%2C-73.9982401&z=13>) which identifies free public Wi-Fi locations for students and families. Our implementation process includes continuous monitoring and reassessment through annual surveys and data reviews. In spring 2025, LBPS launched a Technology Accessibility & School Communication Survey to gather updated information on device access, internet reliability, and digital literacy. To ensure equitable participation, we implemented a multilingual survey add-on that allows users to select their preferred language—currently available in English, Portuguese, Spanish, Haitian Creole, and Chinese. All future surveys will use this technology to ensure all families are included. LBPS works closely with families to support student progress and ensure digital resources meet diverse learning needs, including accommodations for students with disabilities. The data we collect informs our decision-making and is used to revise both our Digital Learning Vision and District Communications Plan annually (attached document). We continue to expand meaningful community partnerships that support equitable digital learning. These include growing collaborations with Monmouth University, Brookdale Community College, the Long Branch Chamber of Commerce, Literacy NJ, and Monmouth Medical Center, which provide resources, outreach, and support to our students and families. DEI website with partnership descriptions: <https://sites.google.com/longbranch.k12.nj.us/office-of-dei/community-partnerships?authuser=0>. Attached you will find this year's survey to students and parents as well as our annual report, an analysis of both this survey and our staff survey.

PDF: [LBPS - TECHNOLOGY ACCESSIBILITY & SCHOOL COMMUNICATION SURVEY - PARENT - LANGUAGE DROP DOWN - GOOGLE FORMS.PDF](#)

PDF: [DIGITAL LEARNING VISION & DISTRICT COMMUNICATIONS PLAN - 2025.PDF](#)

PDF: [COMMUNICATIONS ANNUAL REPORT - 2025 \(1\).PDF](#)

Community Engagement *Retires 8/31/2026*

10 Points

School District

Program Summary: The Long Branch Public Schools (LBPS) Vision Statement focuses on empowering every learner through technology and connection in an inclusive, innovative environment from PreK through 12th grade. Committed to celebrating diversity and preparing students for a rapidly changing world, LBPS integrates digital learning and communication to support student success, educator leadership, and family engagement. Digital Learning Vision: LBPS ensures equitable access to technology via a 1:1 Chromebook initiative, robust classroom technology, and high-speed internet infrastructure. The district leverages digital tools like Google Workspace, i-Ready, and Adobe Express to provide personalized, data-driven instruction and future-ready skills development in coding, media production, and digital storytelling. Adaptive tools and multilingual supports address diverse learner needs, while ongoing professional development sustains staff expertise in digital pedagogy. Communications Plan: The district's Communications Plan was developed through a collaborative, stakeholder-informed process aligned with the digital learning vision. This included gathering input from families, students, and staff via surveys to ensure the plan fosters transparent, timely, and inclusive communication. Core strategies focus on informing, engaging, and unifying the community through multilingual, multi-platform communication tools—such as websites, social media, and emergency alerts via email or our Outreach system Messages XR. Description of Implementation: To ensure continued relevance and effectiveness, LBPS administers an annual technology and communication survey to families, students, and staff. Feedback from these surveys informs the yearly revision of the Communications Plan. Updates are made collaboratively with the Technology Department, the Educational Technology Specialist, and the Office of Sustainability. This process supports ongoing alignment with evolving digital tools, equity initiatives, and stakeholder needs. Dedicated staff training in digital engagement and translation tools further enhances the plan's implementation. In summary, LBPS's integrated approach cultivates a connected, innovative learning community where technology supports access, equity, and engagement, preparing all students for future success. It can also be found on our district website:

<https://www.longbranch.k12.nj.us/Domain/87> Our annual technology and communication report is attached with gathered data from both staff and parents.

PDF: [COMMUNICATIONS OVERVIEW - 2025.PDF](#)

PDF: [BLACKBOARD CONNECT USAGE MARCH 2025-6 MONTHS.PDF](#)

POWERPOINT: [LBPS - SOCIAL MEDIA POSTS - INSTAGRAM AND X 2025.PPTX](#)

PDF: [DIGITAL LEARNING VISION & DISTRICT COMMUNICATIONS PLAN - 2025.PDF](#)

PDF: [COMMUNICATIONS ANNUAL REPORT - 2025 \(1\).PDF](#)

Digital Learning Practices

Digital Citizenship

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Long Branch Public Schools emphasizes the importance of Digital Citizenship as part of our technology integration. We use the Common Sense Media curriculum and ISTE standards to guide both students and educators in making responsible online choices and fostering positive digital footprints. At the middle school this year, we purchased a digital citizenship/information literacy curriculum, which we are in the midst of implementing now. Our Media and EdTech specialists work together to deliver digital citizenship lessons for students in grades K-12. Their dedicated website can be found Here: <https://lbs.my.canva.site/lolexedtechs>. These lessons are regularly updated on our district's EdTech site, and virtual professional development (PD) opportunities are provided for staff, including training on becoming Common Sense Educators for Media Specialists. Digital citizenship concepts are embedded across all subjects, starting in elementary grades. Students learn to balance online and offline activities, use technology responsibly, and understand how to research and cite information correctly. In high school, students benefit from guest speaker sessions on social media, online reputation, and cybersecurity. To further support online safety, our district uses the GoGuardian application to monitor student activity and ensure a secure digital learning environment. Our district is committed to equipping both students and staff with the knowledge and skills needed to navigate the digital world responsibly and securely. We continue to review and update our digital citizenship practices to ensure a positive online experience for all.

PDF: [2360 - USE OF TECHNOLOGY.PDF](#)

PDF: [5512.02 - CYBER-BULLYING.PDF](#)

PDF: [COMMITMENT TO DIGITAL CITIZENSHIP- 2024-2025.PDF](#)

PDF: [DIGITAL CITIZENSHIP OCT. 14 PD SESSION \(RESPONSES\) - FORM RESPONSES 1.PDF](#)

PDF: [4. ANALYZING ONLINE INFORMATION, PART 1 LESSON PLAN.PDF](#)

PDF: [14. WHO'S WATCHING YOU LESSON PLAN .PDF](#)

Digital Innovative Classroom #1

15 Points

School

Program Summary: This GLC digitally innovative classroom integrates cutting-edge technology and hands-on learning to foster creativity, critical thinking, and collaboration. Using Project Lead The Way's (PLTW) Launch curriculum, students engage in STEM-based, inquiry-driven projects that develop problem-solving skills. Tools like Classsreen and Google Classroom streamline instruction and communication, while interactive platforms like Seesaw support student reflection and digital portfolio building. With access to iPads and Chromebooks, students explore coding through Scratch Jr. and robotics via Robots Guide, bringing computational thinking to life. iMovie enhances multimedia storytelling, allowing students to create and present their ideas dynamically. This technology-rich environment empowers students to be active learners, preparing them for the digital age. Video Link: <https://drive.google.com/file/d/1zD6f0nKKmjjsC-cnnhDjvfqtxh6mTCR/view?usp=sharing>

PDF: [DIC QUESTIONNAIRE](#)

PDF: [DIC SUBMISSION FORM](#)

Personalized Learning and Growing Independent Learners

15 Points

School

Program Summary: Personalized Learning at the George L Catrambone School looks different in every classroom. It pushes boundaries and gets teachers to think outside the box when planning to meet the needs of each of their students. Personalized learning is a diverse mix of ed programs, learning experiences, strategies, and instructional approaches, and of course delivered over a variety of tech platforms and in person to meet the unique needs of each of our learners. Stepping away from the fit all general approach to education, our teachers are meeting students' needs through mixed platforms using individual instruction, small group, and even whole class instruction. Lessons are differentiated to meet the needs of each individual students and assignments are tailored to those needs. This approach places all of our students at the center of planning, and instruction. To identify these needs and track student progress, the long branch school district implemented the i-ready platform and database four years ago as an educational instructional learning tool for both students and teachers to collect data and monitor progress. It is a platform where teachers have data to support and conference with

peers in PLC's, administrators, students, and parents to monitor, discuss and strategize student growth. The program is used for an individual learning path. At weekly grade level PLC's teachers discuss glows and grows with the subject matter for reading and math instruction. In addition, we used Classlink, which allowed students access to all of the applications they would be using throughout the school year. This helped to connect the variety of platforms needed to address all of our students. They could log into one place and find their google classroom, seesaw, Epic!, nearpod, peardeck, google suite, digital portfolios, and other digital resources needed for success. Teachers were able to use diagnostic data from each student, and used that information to provide students with personalized learning opportunities in small group instruction while using the digital tools listed above. In addition to weekly PLC's, faculty meetings, and professional development sessions, we also had a school improvement and planning team that looked at the data holistically to determine the best needs for the school. This was used to tailor instruction, bring in additional PD and meet the unique needs of our learning in so many different settings.

PDF: [PERSONALIZED LEARNING INVENTORY](#)

PDF: [DOCUMENTATIONS](#)

PDF: [ADDITIONAL INDIVIDUAL PLANS](#)

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](#)

Infrastructure

10 Points

District

Program Summary: Long Branch Public Schools follows a comprehensive and collaborative process to evaluate network hardware and services, ensuring all infrastructure components meet privacy, curricular, and instructional needs. The process prioritizes interoperability with existing systems and long-term financial sustainability, aligning with the district's commitment to equitable, future-ready digital learning. Our network team, consisting of a Network Administrator and Systems Administrator with over 40 years of combined experience and certifications including CCNP and MCSE, leads this effort. They conduct thorough research, attend professional seminars, and secure demo equipment whenever possible to gain hands-on experience. Sites that have deployed the technologies are consulted, and following evaluation, recommendations are submitted to the District Technology Director. From there, proposals move to the Operations and Management Committee—composed of administrators and Board members—for open discussion on cost, reliability, and effectiveness. Final approvals are only given after consensus is reached to ensure responsible and informed decision-making. Recent examples include a districtwide replacement of 450 wireless access points in FY2025 using E-Rate funding, equipping the district with the latest wireless technology. For FY2026, we are currently evaluating UPS replacements for our MDFs and IDF to further strengthen network reliability. In addition to evaluating hardware, LBPS uses stakeholder survey data, building-level audits, and collaboration with instructional leadership to ensure that infrastructure supports both in-person and remote learners. The process includes reviewing bandwidth usage trends, verifying that disaster recovery plans are sufficient, and ensuring compliance with regulations like COPPA, HIPAA, and FERPA. Network viability and financial sustainability are determined by technology leadership, while administration reviews ongoing fiscal obligations. As a large district operating at an enterprise level, security, research-based planning, and collaboration are central to maintaining a network that fully supports instructional and operational excellence.

PDF: [COMMUNICATIONS ANNUAL REPORT - 2025 \(1\).PDF](#)

PDF: [VETTING NETWORK EQUIPMENT](#)

PDF: [LBPS - SCHOOL COMMUNICATION & TECHNOLOGY SURVEY - 2025 - GOOGLE FORMS.PDF](#)

PDF: [DISASTER RECOVER - NIST FRAMEWORK](#)

Support for Digital Teaching and Learning

20 Points

District

Program Summary: Long Branch Public Schools has an established formal process for evaluating and selecting digital learning devices, tools, software, and applications. This process is managed by our Technology Department, led by Technology Director Christopher A. Dringus, along with our educational technology specialists, Lois Alston and Alex Isaacs, and supported by the Social and Environmental Sustainability Officer. Depending on the specific program, application, or device, selected teachers participate in pilot testing to provide valuable feedback before final adoption. Here you can find our Ed Techs website including tutorials and support services for district software and applications: <https://lbs.my.canva.site/lolexedtechs>. You can also contact them to set up training or tutorials. Each Spring, we distribute a comprehensive classroom technology survey to all district staff to gather input on current digital resource needs. In addition, we review our existing inventory of digital devices, tools, software, and applications to assess whether they adequately support our digital learning goals. Attached is a copy of this year's survey. Based on this analysis and survey feedback, we evaluate and recommend any necessary additions or replacements to ensure our technology remains effective and aligned with instructional and administrative needs for the upcoming school year. The results for this survey as well as our student/parents survey can be found on our annual report (attached). The district continues to use the Trouble Trak system, which is integrated into K-12 email, as a user-friendly tool that allows staff to easily report technical issues directly from their school email accounts. By clicking a built-in link or using a simple form, users can quickly submit help requests, which are automatically logged and routed to the appropriate IT support team. This streamlined process helps schools resolve tech problems more efficiently, improving overall system reliability and minimizing classroom disruptions. Each school building is also supported by one or two Technical and Distance Learning Advisors who assist staff and students with technology needs and issues on site. These advisors are an integral part of the Trouble Trak system and are assigned building-level requests, ensuring timely, localized support and enhancing the district's overall digital learning infrastructure. Parents, staff, and community members can also access information and tutorials on the district's technology website (click on the left to go through all files) found here: <https://www.longbranch.k12.nj.us/Page/19385>.

PDF: [LBPS - SCHOOL COMMUNICATION & TECHNOLOGY SURVEY - 2025 - GOOGLE FORMS.PDF](#)

PDF: [SERVICE LEVEL AGREEMENT.PDF](#)

PDF: [SUPPORT FOR DIGITAL TEACHING AND LEARNING LINKS - 2025.PDF](#)

PDF: [COMMUNICATIONS ANNUAL REPORT - 2025 \(1\).PDF](#)

PDF: [DIGITAL LEARNING VISION & DISTRICT COMMUNICATIONS PLAN - 2025.PDF](#)

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, Instagram, and X. Our YouTube channel has over 2,000 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, digital flyers, phone calls, auto-dial calls through Blackboard connect, Parent notifications via Genesis Parent Portal and applications such as, Class Dojo or Remind, are also provided in all three languages. For our surveys, we have now adopted a form which translates up to 8 languages selected by the user. 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. This Spring, we also conducted a parent survey regarding technology and communication within the district. Both the survey and our annual technology and communication report are both attached.

PDF: [5420 - REPORTING PUPIL PROGRESS \(M\).PDF](#)

PDF: [9200 - COOPERATION BETWEEN PARENTS AND SCHOOL.PDF](#)

PDF: [SAMPLE LETTER SENT THROUGH PARENT PORTAL - 3 LANGUAGES.PDF](#)

PDF: [LBPS - TECHNOLOGY ACCESSIBILITY & SCHOOL COMMUNICATION SURVEY - PARENT - LANGUAGE DROP DOWN - GOOGLE FORMS.PDF](#)

IMAGE: [SAMPLE POSTING OF EVENTS - 3 LANGUAGES.PNG](#)

PDF: [COMMUNICATIONS ANNUAL REPORT - 2025 \(1\).PDF](#)

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](#)

PDF: [FOOD DIRECTOR REPORT OCTOBER](#)

Diversity on District Task Forces & Committees

10 Points

District

Program Summary: Long Branch Public Schools in New Jersey emphasize Diversity, Equity, and Inclusion (DEI) through various initiatives and programs. The district established the Office of Diversity, Equity, and Inclusion, which integrates DEI principles into all aspects of education, focusing on creating an inclusive environment for both students and staff. More information about the office can be found on their Google Sites page: <https://sites.google.com/longbranch.k12.nj.us/office-of-dei/home>. Long Branch also upholds an Affirmative Action policy that promotes the acceptance and equitable treatment of individuals from diverse backgrounds. The policy encourages inclusivity regardless of race, creed, color, national origin, gender, and other factors. Details are available on the district's Board of Education page: <https://www.longbranch.k12.nj.us/Page/154>. The Buddy & Me Program pairs students across different grade levels to foster mentorship and community. This initiative has been successful in promoting empathy and understanding among students from diverse backgrounds. More information can be found on the Buddy & Me Program page: <https://sites.google.com/longbranch.k12.nj.us/office-of-dei/buddy-me>. Additionally, the district has created leadership roles dedicated to DEI, such as the Director of Diversity, Equity, and Inclusion. This role advocates for students and families, ensuring DEI principles are embedded in the district's culture. These efforts showcase Long Branch Public Schools' commitment to providing an inclusive and equitable environment for all students. More details on their DEI initiatives can be found in an article on NJSBA: <https://www.njsba.org/school-leader/school-leader-summer-2021/a-focus-on-diversity-equity-and-inclusion-at-long-branch/>.

PDF: [ORIGINAL LETTER-SUPERINTENDENT RODRIGUEZ.PDF](#)

PDF: [SCHOOL PERFORMANCE REPORT- LATEST UPDATE 2025.PDF](#)

PDF: [1140 - EDUCATIONAL EQUITY POLICIES:AFFIRMATIVE ACTION.PDF](#)

IMAGE: [DEI COUNCIL - WEBPAGE.PNG](#)

IMAGE: [DEI WEBPAGE - RESOURCES.PNG](#)

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 9th year working in partnership with the Alliance to Save Energy (ASE) to implement the EmPowered Schools program 2024-25. 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. We currently have 22 students participating in the program directly and impacting over 700 individuals. We meet after school each week on Wednesdays 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: [EMPOWERED IN ACTION](#)

IMAGE: [DASHBOARD SNAPSHOT](#)

Food & Nutrition

Healthy Food Choices Beyond the Cafeteria

10 Points

School District

Program Summary: The Long Branch Public Schools continue to have policies in place for supporting healthy food choices during the 2024-25 school year. We support healthy choice snacks for fundraisers 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 *Healthy Share Tables 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 students 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: [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA](#)

PDF: [LETTER TO FAMILIES SEPTEMBER](#)

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).

PDF: [EMAIL FOR PROMOTING LOCALLY GROWN FOODS](#)

PDF: [PHOTOS OF LOCALLY GROWN FOOD IN CAFETERIA](#)

PDF: [LETTER OF PARTICIPATION LGP](#)

PDF: [INVOICES AND VOUCHERS](#)

PDF: [MENUS AND NEWSLETTERS](#)

PDF: [MENUS AND NEWSLETTERS](#)

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 cafeteria's 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 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 11/25/24- The active policy can be found on our website using the links below. 7660 - CONSERVATION, SUSTAINABILITY, AND GREEN INITIATIVES: <https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7660&id=b50ce4ebbb5f451db593dc1acdca7f47> 7461 - DISTRICT SUSTAINABILITY POLICY: <https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7461&id=b50ce4ebbb5f451db593dc1acdca7f47>

PDF: [EMAIL TO ENTIRE DISTRICT STAFF](#)

PDF: [GREEN PURCHASING POLICY](#)

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

Access to Healthy Water in Schools

20 Points

School

Program Summary: In 2025, Long Branch Public Schools (LBPS) continued implementing its Lead Water Testing Plan in compliance with NJDOE regulations (N.J.A.C. 6A:26-12.4). We updated water outlet and filter inventories, reviewed plumbing layouts, and conducted detailed assessments in all school buildings. Before testing, families, staff, and students were notified through official letters. In April, comprehensive water testing was conducted across all district schools with support from a certified external agency. Some results showed lead levels above the state's allowable limit. Within 24 hours, affected schools were notified, and impacted outlets were labeled as unsafe for drinking. Most elevated levels were linked to low-use fixtures or improper flushing prior to testing. LBPS will retest all affected outlets to ensure compliance and accuracy. A Project Manager oversees documentation, and trained Project Officers were present during sampling. If retesting confirms elevated lead levels, corrective actions will include: Replacing or removing affected fixtures Installing certified lead-removal filters Inspecting and replacing plumbing components if needed Providing alternative safe drinking water Continuing regular water quality monitoring

PDF: [CATRAMBONE WATER TESTING](#)

PDF: [HEALTHY WATER ACCESS POLICY](#)

PDF: [LETTER TO FAMILIES](#)

WORD: [WATER TESTING PLAN](#)

PDF: [IMPORTANCE OF WATER PICTURES](#)

Anti-Idling Education & Enforcement

10 Points

School District

Program Summary: As part of our districtwide sustainability efforts, Long Branch Public Schools has implemented strict anti-idling regulations across all nine schools and the District Office. These measures are part of our broader Sustainability Policy and are designed to reduce emissions, protect student and community health, and promote environmental responsibility. Our Anti-Idling Policy was formally adopted in 2022, with an official resolution included in the May 2022 Board of Education meeting minutes. The policy has been posted on the district website and widely shared with all district families and staff to ensure awareness and compliance. Anti-idling educational materials are publicly accessible on the main district webpage here: <https://www.longbranch.k12.nj.us/lbps>. There you will find a PDF informational sheet about idling and its effects. To further promote awareness, the district has installed ten "No Idling Zone" signs at the entrances of each school building. In addition, in-district school buses are regularly monitored for idling and fuel consumption. Our bus drivers receive regular training focused on reducing idling time and improving fuel efficiency, and the newest, most efficient buses are prioritized for use on the longest routes. These ongoing efforts reflect our commitment to both student wellness and environmental sustainability, and we continue to evaluate and expand our practices in alignment with local and state clean air initiatives.

PDF: [LBPS IDLING POLICY - 2025.PDF](#)

WORD: [LBPS SCHOOL BUS DRIVER TRAINING PACKET-ZONAR SOFTWARE2025.DOCX](#)

PDF: [IDLE TIME FOR BUSES-2025.PDF](#)

IMAGE: [EXAMPLE OF SIGNS OUTSIDE OF BUILDINGS-2025.JPG](#)

PDF: [LETTER -BUSES ASSIGNED TO SHORTER ROUTES- 2025.PDF](#)

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

Classroom Chemical Purchase, Storage & Disposal Policy

15 Points

School District

Program Summary: The Long Branch Public Schools Board of Education acknowledges that some employees in laboratory settings may be exposed to hazardous chemicals. In compliance with federal OSHA regulations, the Board implements a Chemical Hygiene Plan designed to protect employees from potential health hazards. This plan, aligned with District Policy 7420 - Hygienic Management, includes identifying hazardous chemicals, controlling exposure levels, and ensuring proper safety measures are in place. The plan covers several key components: standard operating procedures for handling chemicals, criteria for reducing exposure, and maintaining functional protective equipment such as fume hoods. It also includes provisions for employee training and information, as well as a requirement for prior approval from the District Manager for certain laboratory activities. Additionally, the plan provides for medical consultation, assigns responsibility for its implementation, and ensures extra protection for employees working with particularly hazardous substances. This comprehensive approach, guided by the District's Hygienic Management Policy, aims to safeguard employee health and maintain a safe working environment in the laboratories. Here is a link to the training for the science department: <https://docs.google.com/document/d/1RPfdihtRUN2b72RI7JFCJm0Qtj23ut6xh9oyXJdXMCA/edit?usp=sharing> The Google Form Sign in for the Professional Learning Community in which our science teachers were trained is attached. At the training the staff was given access to the Flinn Scientific website, where they made an account. Through this website teachers were able to access chemical safety and chemical handling training videos for them and their students as needed. They were also provided a document that had quick links added for their convenience to chemical usage and storage. In April, the supervisor and principal of each building did a walkthrough to ensure that chemicals were locked securely and stored properly and safely. In addition, they also ensured that all chemicals were labeled properly whether acidic or not.

PDF: [7420 - HYGIENIC MANAGEMENT \(M\).PDF](#)

PDF: [SUBMISSION FORM .PDF](#)

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](#)

Innovation Projects

Innovative Project #2

10 Points

School District

Program Summary: At the GLC School, we encourage all teachers to empower their students to act as role models for their peers, and step into the teacher role when appropriate. We have undertaken an initiative called "Students Teaching Students" at the GLC School, in which teachers are encouraged to plan lessons which enable their students to act as a teacher in front of their peers and younger school-mates. Fifth-grade teacher Mrs. Marx has initiated a "Worm Project" in her classroom, and has graciously invited teachers in all grade levels at GLC to visit her classroom, and receive a lesson about worms, with her fifth grade students teaching this lesson. We are focusing on sustainability lessons for this initiative, to teach children of all ages about important issues concerning our environment. We are also including SEL lessons in this initiative, because wellness for all students and staff is a priority at the GLC School. Guidance counselor Mr. King has visited classrooms with students from the 4th and 5th grades, to teach a SEL lesson, and asks the older students to help present the lesson and provide Spanish or Portuguese translation when needed. The concept of students teaching students in one that can be promoted in all schools, not only in the Long Branch Public School district, but in all schools nationwide! We have created a hashtag [#LBPSstudentsteachingstudents](#) to promote public awareness of the value of this project. With a focus on sustainability, we are promoting public awareness about the importance of teaching topics that affect our school, community, or nation, and our planet. See attached instagram post celebrating our "Students Teaching Students" and spreading the word on social media. Our pictures were also shared on Class Dojo with all of the students' families, with a message to ask their child about this experience! Teachers and staff alike were very

excited to see our students teaching other students, and plan on continuing and expanding this next school year.

PDF: [WORM POP-UP INVITATION EMAIL](#)

PDF: [WORM FARM STUDENTS TEACHING LESSON PLAN](#)

PDF: [STUDENTS TEACHING STUDENTS-OTHER CLASSES](#)

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 th 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/1xsk8uAPW9gD_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](#)

Curriculum Mapping

30 Points

School District

Program Summary: Long Branch Public Schools uses a board approved, aligned curriculum with the New Jersey state standards. The elementary curriculum map allows for teachers to have a more detailed understanding and scope of how the EfS standards are properly utilized within our sequence of topics. The curriculum map serves as a resource to the teachers that are introducing new units and will eventually be a way for the teachers to properly incorporate the additional learning standards into their instruction. The EfS standards within the map are directly correlated with specific activities and lessons that the students are being taught, as noted in the section labeled "EfS Linked to Unit Activities." The addition of the EfS standards allows teachers to dive deeper into their own understanding, as well as the understanding of the students. With the incorporation of the EfS standards, and having them directly linked to specific activities, sustainability is integrated into the science curriculum, promotes critical thinking and problem solving, promotes civic responsibility and engagements, and encourages long term thinking. All of these serve as additional skills that our students need in order to be successful both inside and outside of the classroom. The use of the curriculum map will also give teachers a look at the sequence between grade levels, allowing for a smoother transition between content and a more rigorous approach to our curriculum. Overall, the curriculum map will serve as a helpful and vital tool when teachers are discussing and planning.

PDF: [SUSTAINABILITY CURRICULUM MAPPING.PDF](#)

PDF: [CURRICULUM MAP 2025 UPDATED](#)

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 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: This project plan will outline the specific plan of action for a pollinator garden at the George L. Catrambone school in Long Branch, NJ. This biodiversity project will be run through a collaboration of administrators, teachers, various grade level students, and the community. The primary goal of the garden will be to increase the indigenous flora and fauna on our school grounds, and in turn in our local community. This garden will have a specific focus on Monarch Butterflies, and incorporating native NJ plants to give the declining species a safe place to lay eggs and fuel up for their migration to the Sierra Madre Mountains of Mexico. We will be supplying the six first grade classrooms at GLC with live caterpillars to butterfly cups, to enable the students to witness the metamorphosis of caterpillars to butterflies. Lesson plans will accompany the caterpillar metamorphosis phase of this action, as will lessons relating to pollinators, Monarch butterflies, bees, and more. This plan will be modified as needed to ensure a successful pollinator garden is established, and that it can be maintained for years to come. The pollinator garden was installed in the GLC School courtyard garden on May 2025. It includes 4 echinacea plants, and 2 sunflower plants which were grown from seed by Ms. Gannon's first grade students. Photos are attached. Caterpillars which metamorphized into butterflies were released next to the pollinator garden in late May.

PDF: [POLLINATOR GARDEN PROJECT PLAN](#)

PDF: [GLC SUPPLY REQUEST FORM MARCH 2025](#)

PDF: [LESSON PLANS](#)

PDF: [INSTALLATION OF POLLINATOR GARDEN](#)

Student & Community Outreach

Green Team

15 Points

 Bronze Required School District

Program Summary: The Long Branch Public School District's Green Team is dedicated to promoting environmental and digital education while fostering a culture of environmental stewardship across all schools in the district. Each school is represented on the team, ensuring that sustainability efforts are inclusive and widespread throughout the district. Over the past several years, the Green Team has spearheaded numerous sustainable practices and initiatives, including environmental awareness campaigns, site clean-ups, energy-saving and recycling programs, green cleaning practices, food and nutrition education, school gardens, and more. These efforts not only help reduce the district's environmental footprint but also educate students and staff about the importance of sustainability. The district's Office of Sustainability plays a vital role in leading these efforts, providing guidance and support to the Green Team as well as overseeing sustainability initiatives across all schools. The office ensures that the team remains focused on impactful projects and works closely with local municipalities and experts to bring in high-quality professional development opportunities. For example, the Green Team has benefitted from the insights of experts like Dr. Joseph Soporoski and partnerships with local municipalities to continue enhancing their programs. With representatives from all nine schools in the district, including members from the District Office, the Green Team is committed to cultivating a sustainable and environmentally conscious community within Long Branch Public Schools. More information can be found on the district's Office of Sustainability Website: <https://sites.google.com/longbranch.k12.nj.us/sustainability/home-page> In Sept 2024 - the Board recognized the work of the Green team under "3. SUPERINTENDENT'S REPORT".

PDF: [LBSEA LETTER.PDF](#)

PDF: [OFFICE OF SUSTAINABILITY 2024-2025 MEETING AGENDAS .PDF](#)

PDF: [OFFICE OF SUSTAINABILITY 2024-2025 REPORT \(1\).PDF](#)

IMAGE: [SOCIAL MEDIA-AWARDS2024.PNG](#)

PDF: [GREEN TEAM LETTER- J. SICKLER MAY 2025.PDF](#)

PDF: [REGULAR MEETING, SEPTEMBER 2024-09-25-2024.PDF](#)

Enrichment Programs through Partnership

10 Points

School

Program Summary: The George L. Catrambone Elementary School continued to host the STEAM Enrichment Program for students in grades 1-5. Students and families signed 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 as evident in the photos. 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 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 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> In addition the school worked with leaders from Girl Scouts of America to bring scouting bimonthly to GLC.

PDF: [ENRICHMENT PROGRAMS](#)

PDF: [LETTER FROM PRINCIPAL](#)

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 and Green Fair Committee returned to our Green Fair experience to highlight our sustainability efforts and partnerships. On Tuesday April 22, 2025, LBPS hosted the Green Fair for the staff and students at the Long Branch High School. In addition to highlighting a sustainability partner, each of our 9 schools contributed to the fair by creating short videos and projects 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 day was enjoyed by all and part of an annual earth day event for the district.

PDF: [ORGANIZATION AND SHARED MATERIALS AND FLYERS](#)

PDF: [THANK YOU FROM OUR SUSTAINABILITY OFFICER](#)

PDF: [QUALITATIVE ASSESSMENT](#)

PDF: [PUBLICITY AND PHOTOS](#)

"Green" Your Green Fair or School Event

10 Points

School

Program Summary: On Tuesday December 17 2024, the George L. Catrambone School participated in our Annual Holiday Concert. The exhibition displayed and showcased songs, dances and instrumental pieces from students from K-2nd grade in the GLC school. The theme "Holiday Traditions from Around the World" 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. At the start of the presentation, the presentation was narrated by students in native languages of our students explaining the purpose of having a green event and how it connected to our efforts at school. In addition it was explained in the program parents viewed digitally. Short Video of Event: https://drive.google.com/file/d/1406guRjC7RhQg44N_Y4GH0dX78arVDd/view?usp=sharing

PDF: [PERMISSION SLIPS TO FAMILIES](#)

PDF: [PROGRAM SHARED DIGITALLY THROUGH QR CODE ON PRESENTATION](#)

PDF: [PHOTOS FROM THE CONCERT](#)

PDF: [PRESENTATION SHARED WITH FAMILIES AT THE START OF THE EVENT](#)

Student Learning

Education for Sustainability Integrated Unit

40 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- Designs Inspired by Nature: In this module, students learn that offspring are like, but not exactly like, their parents. They observe photographs of parents and offspring to look for similarities and differences. Offspring need their parents for survival. The offspring communicate their needs in different ways. Students develop an understanding that animals communicate for various reasons. 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: In this module, students explore, collect, and classify data related to three factors that affect weather: precipitation, temperature, and wind. They contrast weather and climate, relying on the three factors in their descriptions. Students explore different types of weather hazards, including those in their region. They design a solution that reduces the impact of a flood. Fourth Grade: Earth's Relationships 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. Additional student work samples can be found here:
https://drive.google.com/drive/folders/1NQRHQcUKWIR_DZP9mH9R-deMZR5PHnAZ?usp=sharing

PDF: [LETTER OF SUPPORT](#)

PDF: [DESIGNS INSPIRED BY NATURE](#)

PDF: [LIVING THINGS DIVERSITY OF LIFE](#)

PDF: [WEATHER FACTORS AND HAZARDS](#)

PDF: [EARTH RELATIONSHIPS AND NATURAL DISASTERS](#)

PDF: [ECOSYSTEMS FLOW OF MATTER AND ENERGY](#)

Education for Sustainability Kindergarten

5 Points

School

Program Summary: This lesson was taught in a kindergarten self-contained special education classroom. focused on sorting garbage into compost, recycle and trash. We watched videos about sorting trash into different bins-one for recyclables, one for compostable items, and another for trash, meaning it cannot be recycled or composted. We discussed what can be composted (anything we eat/food), what can be recycled (paper, boxes, cans, plastic), and what cannot be recycled nor composted. We made a chart of things we would put in each category. Students sorted photos of various garbage types into the proper bin, using a teacher made manipulative. Finally students sorted actual garbage from their lunch, in the cafeteria, into the proper bins. either compost, recycle, or trash. The teacher looked to see if students were able to do this independently or with assistance.

PDF: [KINDERGARTEN SCORED RUBRICS](#)

PDF: [KINDERGARTEN RECYCLING LESSON AND AND PHOTOS](#)

PDF: [EFS QUESTIONNAIRE 2025](#)

Education for Sustainability 1st Grade

5 Points

School

Program Summary: Ms. Gannon's first grade class has been learning about ways we can help keep planet Earth healthy. The students in

Ms. Gannon's class have been picking up litter every day during outdoor recess, as well as when litter is spotted inside our school building. The following lesson is an extension of previous conversations about why it is important to help keep our planet healthy. The concept of sustainability was introduced and defined, and the children gave examples of ways we can help our environment. The term "reduce, reuse, recycle" was also introduced and explained. Short YouTube videos were shown to explain these concepts. A video showing a playground built from old tires was also shared, and was used to introduce the enduring understanding that a healthy and sustainable future is possible, we are all in this together, and we are all responsible.

PDF: [FIRST GRADE SUSTAINABILITY LESSON SLIDES](#)

PDF: [LESSON PLAN AND STANDARDS](#)

PDF: [SCORED RUBRICS](#)

PDF: [STUDENT WORK SAMPLES](#)

PDF: [EFS LESSON PLAN](#)

Education for Sustainability 2nd Grade

5 Points

School

Program Summary: Ms. Sboorea's second grade class has been learning about ways we can help keep planet Earth healthy. The concept of sustainability was introduced and defined, and the children gave examples of ways we can help our environment. The term "reduce, reuse, recycle" was also introduced and explained. Short YouTube videos were shown to explain these concepts. A video showing a playground built from old tires was also shared, and was used to introduce the enduring understanding that a healthy and sustainable future is possible, we are all in this together, and we are all responsible.

PDF: [SCIENCE LESSON PLAN WITH STANDARDS](#)

PDF: [EFS LESSON PLAN](#)

PDF: [STUDENT PHOTOS AND WORK SAMPLES-JANUARY 2025](#)

PDF: [RUBRICS-SBOREA](#)

PDF: [SUSTAINABILITY SLIDES PRESENTATION](#)

Education for Sustainability 3rd Grade

5 Points

School

Program Summary: Through lessons on Pollution and littering and the problems they cause 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.

PDF: [GRADE 3 LESSON PLAN TEMPLATE .DOCX.PDF](#)

Education for Sustainability Grades 4-12 Arts

5 Points

School

Program Summary: Again 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 LESSON WITH ATTACHEMENTS](#)

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 2025, our students explored many green career paths that help to solve global problems. They met with an expert in the field of Wildlife Conservation and Biologist 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 AND TECHNICAL EDUCATION LESSON](#)

Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

Program Summary: In this interdisciplinary lesson, 5th-grade students investigate the fictional outbreak of "Smogzilla Syndrome," a respiratory illness caused by air pollution linked to climate change. The lesson integrates science, health, and English Language Arts (ELA) as students explore how air pollution affects health and the environment, focusing on the tri-state area. The lesson begins with students analyzing reports and case studies of individuals affected by the syndrome, identifying symptoms, and researching the causes of air pollution. They work in groups to gather information, synthesize findings, and present their conclusions in written investigative reports. Students use data on local air quality, read informational texts, and connect their findings to the broader topic of climate change and health impacts. The research and writing tasks support students' skills in reading comprehension, critical thinking, and informative writing, aligned with Common Core standards in reading and writing. The lesson promotes active learning by having students apply their new knowledge in a hands-on investigation, fostering teamwork and communication. They also engage in discussions about solutions to air pollution and its impact on public health, helping to develop their problem-solving abilities. By focusing on local issues, the lesson makes the science of air pollution and climate change tangible and relevant to students' lives, encouraging them to become informed, responsible citizens. The lesson connects environmental science with health, literacy, and writing skills, helping students recognize the intersection of these critical topics and their role in addressing global challenges.

PDF: [ELA LESSON DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Health

5 Points

School

Program Summary: The George L Catrambone School continues to find 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 about sustainability and ways they can lead sustainable lifestyles.

PDF: [GLC HEALTH LESSON](#)

Education for Sustainability Grades 4-12 Math

5 Points

School

Program Summary: Through use of subject to climate's Multiplying Plastics Lesson, Students will use multiplication skills to understand the problem of single-use plastics. Students will learn how disposable plastics impact climate change. Students will write letters to encourage others to reduce the use of plastic in their family, school, and community. The following standards were addressed Common Core Mathematics Standards (CCSS.MATH) ? CCSS.MATH.CONTENT.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Supporting Standards Common Core English Language Arts Standards (CCSS.ELA) ? CCSS.ELA-LITERACY.W.4-5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

PDF: [SCORED RUBRIC](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: Students have learned about climate change, food systems, and the many ways in which food systems contribute to climate change through the production of greenhouse gases. This lesson introduces the concept of a person's carbon footprint based on the foods that someone eats. Students will learn what a carbon footprint is and engage with an online carbon footprint calculator. Students will gain experience using the online calculator to estimate the carbon footprint of the animal-based, plant-forward, and plant-based eating

patterns. The following Standards were addressed. -3-5-ETS1-2: Generate and compare multiple solutions to a problem based on how well each is likely to meet criteria and constraints of the problem. Science and Engineering Practices • Developing and using models • Use a model to describe a phenomenon • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. Cross Cutting Concepts • Cause and effect • Systems and system models Disciplinary Core Ideas ESS3.C: Human Impacts on Earth Systems. ESS3.D: Global Climate Change.

PDF: [LESSON PLAN WITH ATTACHMENTS](#)

PDF: [SCORED RUBRIC](#)

Education for Sustainability Grades 4-12 Social Studies

5 Points

School

Program Summary: The lesson plan focuses on educating 5th-grade students about water quality, availability, and sustainability, integrating environmental and social studies concepts. Through inquiry-based, experiential, and place-based learning, students explore the importance of clean water, the challenges of water pollution, and conservation strategies. The lesson begins with reading The Water Princess to highlight global water access disparities and includes direct instruction on water quality, pollution types, and sustainability practices. Students engage in group discussions, analyze real-world water issues, and create water conservation posters to reinforce learning. Assessments include participation, poster evaluation, and an exit slip. Reflection notes indicate students were surprised by the global water crisis, suggesting future activities like researching water access solutions and conducting local water quality tests. The lesson concludes with a reflection on the importance of water sustainability and individual responsibility in conservation efforts. Future extensions may include researching water aid initiatives and conducting local water quality testing.

PDF: [SOCIAL STUDIES WATER LESSON](#)

Education for Sustainability Grades 4-12 Technology

5 Points

School

Program Summary: Through this lesson Students learned the importance of using renewable energy resources as it compares to people in different countries and socioeconomic areas around the world. They were able to explain how technology has influenced energy use and how technology accessibility can provide equity for all. In addition students will build a prototype for a wind turbine. Focus was targeted to the following Global Awareness and Equity in Renewable Energy Understanding the Role of Technology in Climate Action Building Prototypes and Problem-Solving Exploring Technology's Broader Impact In addition the following standards were addressed and assessed. Computer Science and Design Thinking 8.1.5.DA.4 Organize and present climate change data visually to highlight relationships or support a claim. 8.2.5.EC.1 Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects. 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.4 Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints). 8.2.5.ITH.4 Describe a technology/tool that has made the way people live easier or has led to a new business or career.

PDF: [TECHNOLOGY LESSON](#)

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. The current policy can be found on the below links Health and Physical Ed: <https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2422&id=b50ce4ebbb5f451db593dc1acdca7f47> Sustainability: <https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7461&id=b50ce4ebbb5f451db593dc1acdca7f47> Nutrition: <https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=8505&id=b50ce4ebbb5f451db593dc1acdca7f47>

WORD: [POLICIES TO PROMOTE PHYSICAL ACTIVITY](#)

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, our 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 build 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 have implemented in order to get the students moving included fluency and fitness, Brain Breaks, and Yoga. Our after school program, Steam, offers yoga class and a physical education class, in addition to several other offerings. In addition to physical education class for every grade level, all students attend a health class taught by a physical education teacher, once a week. An example of a health class is included in our documentation. Health class includes topics such as hygiene, healthy eating, and the importance of exercising regularly. They are explained further in our documentation. Additionally, GLC School shares fliers with parents, to inform them of community sports programs-sign up information, such as the city little league and soccer program. Teachers at GLC know that movement is a key ingredient for the successful learning of our students.

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

PDF: [LETTER OF PARTICIPATION 2024-25](#)

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

IMAGE: [WELLNESS COACH HIRE INFORMATION](#)

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 than 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](#)

Pedestrian and Bicycle Safety and Promotion Initiatives

10 Points

School

Program Summary: George L Catrambone School again partnered with EZ Ride and Lisa Lee to offer several programs to the students regarding Bicycle and Pedestrian Safety to our students remotely this year. During the spring both the Pedestrian Safety and Bicycle Safety Courses were provided to our students virtual through a google classroom link where students could interact with the presenters and learn more about both pedestrian and bicycle safety. Sessions were grades 3-4, grades 1-2, and Kindergarten. The program included • Safety Rules for Pedestrians and Bicyclists • Contests to Reinforce concepts taught • Virtually Interactive safety drills We also held a Bike and Pedestrian Safety Poster Contest for all students to participate. The George Catrambone School was built in 2012. The NJSDA built a beautiful building, but this school is 100% transported, unlike our other schools where some students are transported, and some are walk. When the school opened, we felt we had safety issues in the front of the school during dismissal. Our concerns included students picked up by parents, could walk between large buses picking up students thereby getting hurt. So for an entire year, our bus riders walked 100 yards in all types of weather to load buses away from the front so parents could safely pick up children. During that year, the Board of Education invested over 500K dollars to build a second parking lot in the back, which serves as a second drop off and pick up area. So today, students driven by parents are dropped off and picked up in the back, while our 14 buses safely pick up students in the front of the building. Safety for our students is a number one priority here at GLC

PDF: [BEST PRACTICES](#)

PDF: [PEDESTRIAN AND BIKE SAFETY DOCUMENTATION](#)

PDF: [SHARED PAPERWORK WITH FAMILIES](#)

PDF: [POSTERS](#)

PDF: [POSTERS](#)

Waste Reduction & Recycling

Waste Audit

10 Points

 Bronze Priority  Silver Priority School

Program Summary: In a school of approximately 700 students we produce a large amount of waste each day in our lunch room. During the first week of December a food audit was conducted over 3 days in our cafeteria by the entire building. Students collected food waste, sorted it and calculated the results of the volume of waste we produce daily. They noted that during the food audit we are producing much more waste than a typical day in the lunchroom. They are working to rectify that and reduce the amount of food waste produced daily. All collected food was put in the composter purchased through the SJS grant. It continues to provide nutrient rich additive for our school gardens. In the future students will audit the additional waste in classrooms around the building.

PDF: [SCHOOL WASTE AUDIT FORM \(1\).PDF](#)

PDF: [GLC WASTE AUDIT QUESTIONS.PDF](#)

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: At George L. Catrambone Elementary School, students in grades K-5 actively participate in a food waste recycling program using the Eco-Vim 250 food dehydrator/composter in the lunchroom. This innovative system processes food scraps into nutrient-rich compost, significantly reducing landfill waste and teaching students the importance of sustainability. Through daily participation, students develop eco-conscious habits, learning firsthand how their actions contribute to a healthier environment. The compost produced is used in our school gardens, creating a full-circle learning experience that reinforces environmental stewardship and responsible waste management.

PDF: [FOOD WASTE COMPOSTING](#)

Materials Reuse

10 Points

School

Program Summary: Again this year students and staff at GLC collected gently used 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 in addition to keeping old uniforms that no longer fit out of the landfills. Third grade students and teachers maintained the community Kidz Kloset 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 8 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: [KIDZ KLOSET INVENTORY](#)

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

PDF: [KIDZ KLOSET PHOTO](#)

PDF: [LETTER OF PARTICIPATION](#)

PDF: [LETTER SHARED WITH FAMILIES IN BEGINNING OF THE YEAR](#)

Recycling Non-Mandated Materials

20 Points

School

Program Summary: In 2024-2025 GLC continues to collect broken crayons, markers, ink cartridges, and juice pouches to help our Earth. Throughout this school year, these recycled items have been collected by students at home as well as dropped off by families and students. The crayons are collected for the Crayon Initiative for children in hospitals around the US. The markers are collected for the program at Terracycle. They also accept pens, pencils. Ink Cartridges are sent to Lexmark company to be reused. Students are always looking for new ways to prevent more trash going to the landfills. Juice Pouches are collected for the honest program through Terracycle. We diverted so much from going to the landfills and students have so much fun sorting the recycled items.

PDF: [DOCUMENTATION SUBMISSION FORM](#)

IMAGE: [LETTER OF PARTICIPATION](#)

PDF: [EMAIL TO STAFF AND PROMOTION OF THE INK PROGRAM](#)