



## Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of Cherry Hill High-West High School (Camden), a Sustainable Jersey for Schools bronze certified applicant.

Cherry Hill High-West High School (Camden) was certified on September 22, 2015 with 250 points. Listed below is information regarding Cherry Hill High-West High School (Camden)'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 Cherry Hill High-West High School (Camden) is:

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### Actions Implemented

Each approved action and supporting documentation for which Cherry Hill High-West High School (Camden) was approved for in 2015 appears below. Note: Standards for the actions below may have changed and the documentation listed may no longer satisfy requirements for that action. Additionally, points associated with actions prior to 2013 certifications may not be accurate.

#### Board Leadership & Planning

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##### Professional Development for Sustainability

20 Points

🏅 Bronze Priority 🏅 Silver Priority School District

**Program Summary:** On November 27, 2012, the Cherry Hill Board of Education passed the

Resolution to Educate for Sustainability, which joined the Cherry Hill Public Schools, Cherry Hill Township and the grassroots community group, Sustainable Cherry Hill, to provide multidimensional efforts -- service, curricular, instructional, as well as practices related to buildings and grounds, operations and maintenance, among others -- committed to building sustainable communities. One of the initial vehicles for supporting this important community commitment is through professional development within the district. In the past year, the Cherry Hill Schools have provided our faculty and administration with opportunities to grow in the area of sustainability education, with targeted professional development opportunities selected to give focus to our ongoing efforts in increasing and improving our school community. To begin our work, district supervisors of curriculum, who supervised Language Arts, Humanities and Science, attended the five day Cloud Institute Summer Design Studio in 2014, working with Jaimie Cloud and her team to learn how to embed sustainability education into Cherry Hill's curriculum and programs. Further collaboration with the Cloud Institute was explored by having Jaimie Cloud work with district humanities and science teachers. Our curriculum teams examined our current curricula and developed an alignment matrix of where existing units and sustainability education enduring understanding intersected, to provide a foundation for future work. A group of teachers selected from each building's Green Team were chosen to participate in the United States Green Building Council's Green Classroom Professional Certificate program, with the goal that these teachers would turnkey their knowledge on sustainable learning spaces with their colleagues, creating a more sustainable school environment. In addition, for the first time this year, two of our district green team members created a "flex option" EFS professional development two part series. As required to receive the maximum 20 points for this action, greater than twenty individuals, representing a broad range of diversity within the district, participated in these professional development offerings. Attached: +Green Classroom Professional Certification Participants +Green Classroom Professional Certification Syllabus +Cloud Institute Summer Design Institute Flyer +CHPS EFS Flex Option Proposal +CHPS EFS Flex Option Participants +Signed EFS BOE Resolution

**EXCEL: [GREEN CLASSROOM PROFESSIONAL CERTIFICATION DOCUMENTATION](#)**

**WORD: [2014 FLEX OPTION EFS PROPOSAL](#)**

**PDF: [GREEN CLASSROOM PROFESSIONAL SYLLABUS](#)**

**PDF: [CLOUD INSTITUTE SUMMER DESIGN STUDIO FLYER \(EXAMPLE\)](#)**

**PDF: [SIGNED EFS BOE RESOLUTION](#)**

**PDF: [EFS FLEX OPTION PARTICIPANTS](#)**

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## **Green Enhancement of District Strategic Plans**

**10 Points**

District

**Program Summary:** The Cherry Hill Public Schools Sustainability Plan began in 2012 as the enthusiastic effort of 37 individuals from the District and the Cherry Hill Community. On November 27, 2012, the Cherry Hill Board of Education passed the Resolution to Educate for Sustainability, which joined the Cherry Hill Public Schools, Cherry Hill Township and the grassroots community group, Sustainable Cherry Hill, to provide multidimensional efforts -- service, curricular, instructional, as well as practices related to buildings and grounds, operations and maintenance, among others -- committed to building sustainable communities. In May 2014, the Cherry Hill Public Schools presented its Sustainability Plan, separate from the District Strategic Plan, to guide our sustainability efforts for the next 3 years. The plan is currently posted on the District web site. The plan is revenue-neutral and reflects the Cherry Hill Public Schools' Mission Statement and Board Goals. The Cherry Hill Public Schools Sustainability Plan's vision: "Schools reflect and are a part of the larger community that they serve. They help to sustain and perpetuate that community by creating a culture of learning that extends beyond the student. Our responsibility is to change course and leave behind educational practices rooted in an

industrial past that produced economic gain in exchange for ecological loss. We are committed to forging a new paradigm based on an ethos of social, economic and ecological sustainability and regeneration. Educating people to better understand themselves in an ecological context and to be ever aware of their relationship to the world and its environment is key to this work. Our plans and actions should reflect and perpetuate the new paradigm of sustainability—which runs like a thread through all that we do." has three goals: 1. Create a shared understanding and commitment toward contributing to sustainability through teaching, learning and our actions. 2. Create green and healthy spaces within and outside our schools. 3. Use our natural resources responsibly to reduce environmental impact and costs. Details for the implementation of these goals are included in the Sustainability Plan. Since its inception, multiple components of the plan have been put into place, including our new high school elective class, Sustainable Design 1: An Introduction to Sustainability and Design Fundamentals. Active Green Teams are now mandatory in all nineteen schools, complementing the established, multi-stakeholder district team. All energy and water data for the past two years has been inputted into EPA Energy Star Portfolio Manager, enabling our business office to begin to analyze our resource use and the impact of recent building efficiency upgrades resulting from comprehensive energy audits of all buildings. With the assistance of the Public Works department, several schools are undergoing trash audits. A water filtration refill stations has been installed one of our schools and has cut the use of one-time-use water bottles by the thousands, with a second school in process for two units. Other schools have installed native pollinator gardens, outdoor classrooms, meadows and trails to connect our students to the outdoors for learning. Our teachers and other staff have taken US Green Building Council's Green Classroom Professional Classroom Certification, attended Cloud Institute curriculum design and other teacher-led sustainability professional development. The district continues to be a vital partner in the Sustainable Cherry Hill Earth Festival, and so much more. Our gains in all areas of the plan have been exciting, and were documented in a BOE update on May 26, 2015. We look forward to continued momentum through 2017, using the Sustainable Jersey for Schools framework to complement our original plan. Attached: (may not be uploaded in this order) +Signed EFS Resolution 2012 +CHPS Sustainability Plan & Goals 2014 +CHPS Presentation to BOE re: Sustainability Plan 2014 + Superintendent's Letter about Sustainability Plan 2014 + CHPS Presentation to BOE re: Update to Sustainability Plan 2015 + Cherry Hill Sun Article on Update to Sustainability Plan 2015

**PDF: [SUSTAINABILITY UPDATE TO BOE JUNE 2015](#)**

**PDF: [CHERRY HILL SUN ARTICLE ON BOARD UPDATE](#)**

**PDF: [CHPS SUSTAINABILITY PLAN/GOALS 2014](#)**

**PDF: [SUSTAINABILITY UPDATE TO BOE MAY 2014](#)**

**PDF: [SUPERINTENDENT'S LETTER 2014](#)**

**PDF: [SIGNED EFS RESOLUTION 2012](#)**

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## **School District Foundation**

**10 Points**

School District

**Program Summary:** The Cherry Hill Education Foundation (CHEF) was founded in 2007 as a response to the national challenge to keep our young people well equipped and productive in an increasingly competitive, complex and changing world. In partnership with the community, CHEF raises and distributes funds to support innovative programs for the students of the Cherry Hill Public Schools. Over the years, CHEF has funded a variety of requests by teachers from elementary, middle and high schools with the goal of moving sustainability initiatives forward within the district. Examples of these grants include: purchasing composters, tower aeroponic growing systems, grow labs, garden supplies and seedlings, reusable baskets to replace styrofoam lunch trays, and supporting funding of "Mt. Misery", the district's signature environmental education residency program for all middle schoolers. The foundation has been a

strong public supporter of the district's sustainability efforts and has expressed an interest in playing that role into the future. Many of the CHEF projects have been leveraged for other funding, such as Recyclebank Green Schools grants.

PDF: [CHEF LETTER OF SUSTAINABILITY FUNDING](#)

## Energy Efficiency

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### Energy Audit

20 Points

 Bronze Priority  Silver Priority School

**Program Summary:** The district contracted with Concord Engineering to conduct a level 2 ASHRAE audit for this school. The completed audit report or report summary is attached. Additional 10 Points: The district approved Concord Engineering to conduct a level 2 ASHRAE audit for each of its 19 schools. They were completed in 2 waves, with the first wave completed in October 2010 and the second wave completed in October 2011. (Note: Tony O'Donnell from Sustainable Jersey gave special permission for BOTH years to count towards this action even though the 2010 audits were past the 3.5 year limit). We have attached a copy of the executive summary report for the 2011 audits. This report and the 2010 audits that are summarized individually under the heading "Cherry Hill Schools" can be found at: <http://www.njcleanenergy.com/commercial-industrial/programs/local-government-energy-audit/completed-reports>

PDF: [WEST ENERGY AUDIT](#)

PDF: [EXECUTIVE SUMMARY ENERGY AUDITS 2011](#)

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### Building Efficiency Measures

10 Points

 Bronze Priority  Silver Priority School

**Program Summary:** The district approved Concord Engineering to conduct energy audits for each of its 19 schools. They were completed in 2 waves, with the first wave completed in October 2010 and the second wave completed in October 2011. From the audits the district choose several efficiency measures to implement. The main measures implemented were high efficiency boilers, lighting controls and lighting upgrades. A full listing of the measures and budgeted costs are memorialized on the attached resolutions. The total budgeted costs for all measures was \$8.9m. These projects were chiefly funded with \$2m in construction grants from the NJ School Development Authority and a low interest lease purchase loan. Additionally, the district used the NJCEP Direct Install Program to install the lighting controls and light upgrades and received additional funds through Smart Start Rebates for the high efficiency boilers. The installation of the majority of the equipment was substantially complete by October 2014. Only minor lighting upgrades remain to be installed. The completed audits is attached, as well as two BOE resolutions describing the approved projects recommended in the audits. EUI calculations can be located on the districts Energy Star Portfolio manager account. User name: Cherryhillschools Password: Cherryhillschools1. The approximate energy savings from these upgrades across the district is estimated to be 15-20%. The estimated savings for West High School is approximately 12%. See

attached EUI Calculator for details.

PDF: [WEST ENERGY AUDIT](#)

PDF: [BOE RESOLUTION 1- ENERGY PROJECTS](#)

PDF: [BOE RESOLUTION 2- ENERGY PROJECTS](#)

EXCEL: [EUI CALCULATOR](#)

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## Energy Tracking & Management

20 Points

School District

**Program Summary:** The district has tracked energy (electric, gas and water) usage and costs on detailed excel spreadsheets for the past 7 years. The past 2 years of information has been uploaded in Energy Star. The entire 19 school building inventory has been loaded into Energy Star Portfolio Manager along with square footage information. Moving forward the historical spreadsheet data base is updated monthly and imported into Energy Star. An export of the building information entered into Energy Star Portfolio Manager has been attached. Attached is the energy usage for the entire district for the past 7 years. Cost information for the past 2 years can be located in the district's Energy Star Portfolio Manager account. Username: Cherryhillschool Password:Cherryhillschool1 For the additional 10 points: District benchmarking information can be located online in Energy Star Portfolio Manager account. Username: Cherryhillschool Password:Cherryhillschool1 The district's excel spreadsheet database is updated monthly and it's Energy Star Portfolio Manager account is updated quarterly. The source information are the monthly utility bills. This work is primarily completed by Theresa Freeman, Accounts Payable Manager and supported by Paul Todd Assistant Business Administrator. The account has been shared with Tony O'Donnell from Sustainable Jersey. Update from 7/19/15 reviewers feedback: See attached Energy Star Portfolio Manager Statement of Energy Performance Report for year ending May 31, 2014.

EXCEL: [MY PORTFOLIO](#)

EXCEL: [ELECTRIC](#)

EXCEL: [GAS](#)

IMAGE: [EMAIL FROM BUSINESS ADMINISTRATOR](#)

PDF: [STATEMENT OF ENERGY PERFORMANCE](#)

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## Food & Nutrition

### School Gardens

10 Points

School

**Program Summary:** The Cherry Hill West Community Garden began in 2013 and has continued to attract students from all grade levels. The garden was spearheaded by then senior Eytan Gitler, and with the help of Rutgers Master Gardeners Susan G and Carol Blauvelt, we began the design plans for the garden in December 2012 (see designs). The two 20' x 4' beds were constructed out of 180 cinderblocks donated from Quad Construction in Cherry Hill, while the chicken wire fence

that surround the garden was donated by The Home Depot of Cherry Hill. The area surrounding the beds were covered with woodchips and the beds were filled with compost supplied by Cherry Hill Public Works Department. Planting began in May of 2013, and continued until November. Members of the Cherry Hill West Garden Club rotated picking, weeding, and watering duties throughout the summer. After 3 years the club is still going strong. As of June 1st, the club has donated over 200 lbs of tomatoes, squash, leafy greens, and radishes to the Cherry Hill Food Pantry on Chapel Avenue in Cherry Hill, New Jersey.

**PDF:** [SCHOOL GARDENS DOCUMENTATION](#)

## Green Purchasing

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### Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

**Program Summary:** The Cherry Hill Public Schools Board of Education is supportive of a Green Purchasing or Environmentally Preferable Purchasing Policy (EPP) for our district. The Policy/Legislation Committee of the BOE met on 6/2/15 to discuss the policy. They were presented with the NJ ASBO EPP by our purchasing department and business administrator for consideration. The committee, upon examining the policy, determined that the bulk of the policy in question, appeared to more "procedural" in nature and recommended truncating it to it's EPP "principles". This recommendation was presented to the full board at the BOE meeting on 6/9/15 during its monthly work session and was adopted formally on July 28, 2015. The policy was circulated to the Superintendent's Council on July 29, 2015 (made up of district administrative leaders). Further education about this policy will be ongoing during the 2015-16 school year. The policy has been posted to our District web site at <http://www.chclc.org/our-district/policies-and-procedures>. Attached are: 1. The approved policy from 7/28 BOE meeting 2. The agenda page from the 6/9 BOE work session 3. The agenda from the 6/2 BOE Policy/Leg committee meeting 4. A copy of the 7/29 email to Superintendent's Council with new EPP for circulation.

**IMAGE:** [AGENDA PAGE FROM 6/9 BOE MEETING](#)

**IMAGE:** [AGENDA FROM 6/2 BOE POLICY COMMITTEE MEETING](#)

**PDF:** [GREEN PURCHASING POLICY DOCUMENTATION](#)

**PDF:** [GREEN PURCHASING POLICY DOCUMENTATION](#)

## Healthy School Environments

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### Anti-Idling Education & Enforcement

10 Points

School District

**Program Summary:** The Cherry Hill Public Schools' No Idling efforts were first implemented in

2009, with the No Idling Resolution (attached) adopted by the Board of Education at the March 24, 2009 Action Meeting. The resolution was spearheaded by children within the District: a Girl Scout troop from Bret Harte Elementary School. The students presented their "no idling" work that year at the first-ever Earth Day Festival, sponsored by Sustainable Cherry Hill and the Cherry Hill Schools at Carusi Middle School. Since then, the District's "no idling" efforts have seen continued growth. This year, students at our Alternative High School made "No Idling" signs for local businesses to display in the storefront windows. Students at the Barclay Early Childhood Center learned a "jingle" song about no idling, and distributed "No Idling" reminder key tags to parents. At the Earth Festival on April 25, 2015, both the Alternative High School and Woodcrest Elementary School presented displays about the importance of No Idling. In addition to district no-idling initiatives, the bus company contracted by the district provides training to all school bus drivers on the importance of reducing idling. Future No Idling campaign plans are ongoing. These include the District Green Team student members writing a District-wide No Idling "jingle," which our high school students will teach to our younger students as part of a community-wide and eventually regional (with the help of media coverage) awareness campaign.

**PDF: [ANTI-IDLING EDUCATION & ENFORCEMENT DOCUMENTATION](#)**

**PDF: [NO IDLING RESOLUTION](#)**

**IMAGE: [WOODCREST SCHOOL ANTI-IDLING DISPLAY](#)**

**IMAGE: [BARCLAY SCHOOL ANTI-IDLING DISPLAY](#)**

**IMAGE: [SUPERINTENDENT ANTI-IDLING SIGN](#)**

**IMAGE: [ANTI-IDLING TWITTER](#)**

## Innovation Projects

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### Innovative Project #1

10 Points

School District

**Program Summary:** Since the 1960s, all sixth graders in Cherry Hill public schools have had the opportunity to experience one of the most memorable and educational programs during their schooling careers: The Cherry Hill Environmental Education Resident program at Mt. Misery, a preserved site located in the heart of the Pinelands. Affectionately referred to as simply "Mt. Misery," this program provides a once-in-a-lifetime experience that results in the following benefits to children: • Going Beyond the Textbook: Education of South Jersey's Pinelands, an ecosystem that is unique to the world, with hands-on practice of scientific learning and social studies. • Group Collaboration: Opportunity to learn to live democratically with other students and with adults through experiences in outdoor living. • Personal Growth: Development of stronger and more lasting friendships by creating interpersonal bonds amongst all students. Mt. Misery entails four days and three nights of staying in the Pinelands. An essential element of this program is that ALL students have the opportunity to take part. It is a rare chance for students to bond and meet others while gaining an educational experience of a lifetime. Indeed, students who have participated in the Mt. Misery program during the more than 40 years of its existence remember it fondly as one of their best educational and personal experiences. Lori Braunstein, graduate of Cherry Hill High School East Class of 1981 and founder of the grassroots community organization, Sustainable Cherry Hill, is quoted, "My experience at Mt. Misery over 30 years ago sparked my imagination and opened my eyes to the wonders of the natural world. I've committed myself to its preservation as a result of that intensive, residential experience. As a suburban teenager, I would not have had that opportunity to otherwise immerse myself in that type of environmental education." Attached: +Brochure from Cherry Hill Education Foundation to support

funding for program +Mt. Misery Orientation PPT for Partents +Mt. Misery Handbook +Mt. Misery Letter to Parents +Mt. Misery Contract

PDF: [CHEF MT MISERY BROCHURE](#)

POWERPOINT: [MT. MISERY ORIENTATION FOR PARENTS](#)

PDF: [MT. MISERY HANDBOOK](#)

PDF: [MT. MISERY PARENT LETTER](#)

PDF: [MT. MISERY CONTRACT](#)

## Learning Environment

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### Student Participation in the Arts

10 Points

District

**Program Summary:** In Cherry Hill Public Schools, we are dedicated to giving every student the opportunity to engage in arts education at all levels. We believe that integrating the arts into our educational program produces students that are well-rounded and have multiple opportunities to explore their passions and interests outside the traditional structure of the academic program. At the elementary level, our schools are staffed by a New Jersey-certified art teacher and music teacher, who offer classes as part of our Encore course offerings. Students attend classes in music and art weekly, and these teachers align their lessons and activities with classroom curriculum. In the middle school, art and music classes continue to be a part of the exploratory course cycle. Students are also provided with extracurricular activities such as band to explore their growing aptitudes and interests. By the time students reach high school, they are afforded a full slate of elective experiences to choose from. At this level, visual arts offerings expand from traditional fine art courses to digital media and photography, and music classes expand to include chorus and various styles of music. At Cherry Hill East, 25.5% of students are enrolled in music courses, while 33.8% of students are enrolled in visual arts course. At Cherry Hill West, 23.2% of students are enrolled in music courses, while 32.9% of students are enrolled in visual arts course. Our commitment to educating students in the arts has been realized in the quality of student that we are producing in the Cherry Hill Public Schools, and the wide range of achievements they have realized both in school and after graduation.

PDF: [STUDENT PARTICIPATION IN THE ARTS DOCUMENTATION - LETTER FROM SUPT AFFIRMING ARTS CLASSES](#)

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### Curriculum Mapping

20 Points

School District

**Program Summary:** Cherry Hill Public Schools the Rubicon Atlas platform for curriculum mapping to support curriculum development across all levels and content areas. Engaging in mapping as a core component of our work has provided both the developers and implementers of new curricula with the vertical and horizontal integration necessary to effectively reach our students. Development of curricula within this framework has allowed for sharing of best practices among buildings, a difficult task in a school district as large as Cherry Hill, and has provided



teachers with an online space to share common assessments and develop new and engaging lessons. With the development of quality curriculum maps, our district has been able to adapt to the ever-changing requirements of new academic standards and mandates. In addition, our work in curriculum development and mapping has provided great support to teachers to implement standards-based report cards in the elementary levels. Our curriculum maps are also open to public view, providing transparency of our work to community stakeholders. As we move forward with implementation of new and exciting curricula and programs, curriculum mapping provides us a strong foundation on which to build and evolve our educational programs. Attached is a curriculum map for 4th grade math, which was revised during the 2014-15 school year.

**PDF: [4TH GRADE CURRICULUM MAP \(REVISED IN 2014-15\)](#)**

## Student & Community Outreach

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### Green Team

**10 Points**

 Bronze Required   School   District

**Program Summary:** A Green Team was first formed at Cherry Hill HS West in June of 2013 with the school district's involvement in the New Jersey Sustainable Schools Project, then managed by ERIC. West's Green Team continued as one of twelve school districts participating in New Jersey Sustainable Schools Project, now managed by the New Jersey School Boards Association. Today, West's Green Team is comprised of twelve faculty and staff and three students. The three students and one faculty member also serve on the district's Green Team, and participated in the creation of the Cherry Hill Public School's Sustainability Plan.

**PDF: [GREEN TEAM DOCUMENTATION](#)**

**PDF: [GREEN TEAM DOCUMENTATION](#)**

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### Green Fair

**10 Points**

School

**Program Summary:** The Sustainable Cherry Hill Earth Festival is a highly collaborative project produced in partnership by Sustainable Cherry Hill (SCH), Cherry Hill Public Schools (CHPS) and Cherry Hill Township (CHT). The festival just completed its 6th successful year on 4/25/15 with all 19 schools participating with educational displays and/or as volunteers. Thousands from the South Jersey community attended to learn and engage around sustainable living. Festival planning begins each year in early November with a joint meeting of representatives from SCH, CHPS and CHT. The planning team meets monthly until the festival date with responsibilities divided up among partners between meetings. Following the event, the team re-groups for a debrief meeting to evaluate the festival's successes and areas for improvement. It has always been a priority for all partners that the festival adhere to its sustainability principles by setting goals such as: working towards a zero-waste and carbon-neutral event, supporting local economies, encouraging healthy lifestyles, and educating the community about sustainable living. Each year the team pushes itself a bit further towards these goals as we learn from our experiences the year prior and receive feedback from vendors, attendees and others. Each year, the Cherry Hill Schools show off

their sustainability initiatives to one another and the public under two large tents in a prominent area of the festival grounds. In addition to having the opportunity to see the sustainability projects happening in other schools for the first time all year by visiting their peer's displays on festival day, the teachers, students and administrators become inspired by the many "green" features of the festival. Students may have talked with the solar vendor whose panels energized the stage that the school chorus perform on or tasted the kale smoothie from the food vendor and wondered if it would sell back in their school cafeteria. Or maybe the green team is considering a pollinator garden and consulted with the SCH Garden Task Force about native plants or the art teacher stopped to talk with the local crafter about her up cycled jewelry to get new ideas for working with her students. Students, teachers, administrators and parents also have the opportunity to educate the public about the sustainability projects happening at their schools or about green issues in general. In addition, they interact with one another, sharing ideas, best practices and even coming up with possible collaborative projects across the district, as they spend the day together at the festival. The potential connections and impacts of the Cherry Hill schools participating in the planning and implementation of the Earth Festival are endless and continue way beyond the end of the festival itself. Wildflower West Cherry Hill High School West's Environmental Club converted about 4,000 SF of turf grass on their campus into a wildflower meadow and no-mow zone. This was done to reduce maintenance costs and related air pollution and CO2 emissions, in addition to increasing biodiversity, providing wildlife habitat and food, and improving visual interest and beauty of the campus. The project took began in the fall of 2014 with the removal of the existing vegetation and was completed in April 2015. Students who worked on the project shared their experience and knowledge at the Cherry Hill Earth Festival. The student's presentation included graphics that documented the process, anticipated results, and included a pictorial plant list. Students offered information and addressed questions from people who visited the Environmental Club table.

**EXCEL:** [VENDOR AND SCHOOLS LIST](#)

**PDF:** [CHPS WEEKLY DR REUSCHE EARTH FESTIVAL](#)

**PDF:** [CHERRY HILL SUN ARTICLE EARTH FESTIVAL](#)

**IMAGE:** [WEST FESTIVAL DISPLAY](#)

**WORD:** [GREEN FAIR QUALITATIVE ASSESSMENT](#)

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## "Green" Your Green Fair or School Event

10 Points

School

**Program Summary:** The Sustainable Cherry Hill Earth Festival is a highly collaborative project produced in partnership by Sustainable Cherry Hill (SCH), Cherry Hill Public Schools (CHPS) and Cherry Hill Township (CHT). The festival just completed its 6th successful year on 4/25/15 with all 19 schools participating with educational displays and/or as volunteers. Thousands from the South Jersey community attended to learn and engage around sustainable living. Festival planning begins each year in early November with a joint meeting of representatives from SCH, CHPS and CHT. The planning team meets monthly until the festival date with responsibilities divided up among partners between meetings. Following the event, the team re-groups for a debrief meeting to evaluate the festival's successes and areas for improvement. It has always been a priority for all partners that the festival adhere to its sustainability principles by setting goals such as: working towards a zero-waste and carbon-neutral event, supporting local economies, encouraging healthy lifestyles, and educating the community about sustainable living. Each year the team pushes itself a bit further towards these goals as we learn from our experiences the year prior and receive feedback from vendors, attendees and others. Each year, the "greening" of the Earth Festival provides an example of what is possible for the school community. In addition to having the opportunity to see the sustainability projects happening in other schools for the first time all year by visiting their peer's displays on festival day, the teachers, students and administrators

become inspired by the many “green” features of the festival. Students may have talked with the solar vendor whose panels energized the stage that the school chorus perform on or tasted the kale smoothie from the food vendor and wondered if it would sell back in their school cafeteria. Or maybe the green team is considering a pollinator garden and consulted with the SCH Garden Task Force about native plants or the art teacher stopped to talk with the local crafter about her upcycled jewelry to get new ideas for working with her students. The potential connections and impacts of the Cherry Hill schools participating in the planning and implementation of the “greening” of the Earth Festival are endless and continue way beyond the end of the festival itself.

**WORD: ['GREEN' YOUR GREEN FAIR GOAL AND ACTIONS](#)**

**PDF: [CHERRY HILL SUN ARTICLE EARTH FESTIVAL](#)**

**PDF: [NEWSWORKS ARTICLE EARTH FESTIVAL](#)**

**PDF: [CHPS WEEKLY DR REUSCHE EARTH FESTIVAL](#)**

**PDF: [SCH E-BLAST EARTH FESTIVAL](#)**

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## Green Challenges

10 Points

School

**Program Summary:** Tap the Freshness! On June 1, 2015, we launched a campaign to get folks to stop using bottled water and drink tap water instead, i.e. tap the freshness. We created an informational poster and a “Tap the Freshness” decal. The faculty was notified of the campaign via email and was advised that members of the Green Team and Environmental would be visiting homerooms and the cafeteria to solicit pledges and to discuss the benefits of tap water and why bottled water is an unnecessary expense with a tremendous ecological impact. Each pledge received the “Tap the Freshness” decal for their reusable water bottle. Additionally, we posted an announcement on the schools web page with a link to our poster. We collected 419 signatures.

**PDF: [GREEN CHALLENGES DOCUMENTATION](#)**

## Student Learning

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### Education for Sustainability Grades 4-12 Career and Technical Education

10 Points

School

**Program Summary:** Tap the Freshness: An Advertising Campaign to Promote Tap Water instead of Bottled Water Students assumed the roll of an advertising agency hired by Cherry Hill High School West’s Green Team to promote the use of reusable water bottles and/or water fountains instead of bottled water. The scope of the workl included producing a print ad (poster) to be displayed within the public places of the school. Students started the Tap the Freshness campaign with some education about the use of water bottles and the waste that is culminated just within our school. Many found this process eye opening and it forced them to think about all the waste that is happening in our country, too. They did some research, focusing on the facts of how may water bottles are used in the U.S. and where it’s dumped and/or processed. For their poster

design, they did sketches on paper first to map out their ideas and placement for composition. Then, they used the computer, most using the Adobe Illustrator program for their final designs. NJ Standards 1.1, 1.2, 1.3 & 1.4 were used for this lesson.

**PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 CAREER AND TECHNICAL EDUCATION DOCUMENTATION](#)**

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## Education for Sustainability Grades 4-12 Technology

10 Points

School

**Program Summary:** A Crib of the Grid This comprehensive design project is given to drafting and advanced drafting students and provides an opportunity to research and apply traditional and cutting-edge sustainable technology and techniques to the design of a small house. Additionally, students are asked to question the ethics and sustainability of “the American dream” as well as the marketing and making of suburban sprawl and our industrial/consumer economy. Typical of design projects, this project includes a research phase, design phase, and design communication phase.

**PDF: [EDUCATION FOR SUSTAINABILITY IN THE 4-12 CLASSROOM: TECHNOLOGY DOCUMENTATION](#)**

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## Education for Sustainability Grades 4-12 Arts

10 Points

School

**Program Summary:** School: Cherry Hill High School West Teacher: Sandra R. Sharp Class: Art Workshop - the class meets 4 days per week, with a modified block schedule, amounting to 258 minutes per week. Student population: 31 students in grades 9-12 Instructional strategies: 1. Teacher distributed and reviewed handouts (attached) for the new Up-Cycle-Re-Cycle project, and gave a power point presentation on May 21st, to introduce the project, learning goals, enduring understandings and background information. 2. Examples of Up-cycled projects and trashion created by contemporary artists, as well as student artists were shown and discussed. 3. Students researched the web for ideas, completed and handed in a “project proposal” (attached) and began to collect materials. 4. Students had the option of doing this project at home, if they hadn’t completed their prior project in class. 5. Completed projects were due on June 12, 2015, and handed in with rubrics (See attached file) 6. Photos of a sampling of completed projects (See attached file).

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

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## Education for Sustainability Grades 4-12 Science

10 Points

School

**Program Summary:** New Jersey Raptor Habitat Conservation Project This project required students to demonstrate an understanding of how human activities impact raptor populations in

New Jersey. Students researched the incidence and causes of raptor population decline and then, with an understanding of the issues, propose a solution to the population decline. This project accomplished the objective of students gaining an understanding of the impact development of the built environment has upon not just raptors in the state, but local raptors as well. As suggested by the attached student work, the student demonstrates an understanding of the statewide problem, but proposes a solution to address the problem locally.

**PDF: EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION**