



Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of Holland Brook Elementary School (Hunterdon), a Sustainable Jersey for Schools bronze certified applicant.

Holland Brook Elementary School (Hunterdon) was certified on August 08, 2018 with 310 points. Listed below is information regarding Holland Brook Elementary School (Hunterdon)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

Contact Information

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Actions Implemented

Each approved action and supporting documentation for which Holland Brook Elementary School (Hunterdon) was approved for in 2018 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

Professional Development for Sustainability

5 Points

🏅 Bronze Priority 🏅 Silver Priority School District

Program Summary: In Readington Schools our focus for the past two years on Professional

Development for Sustainability has been how to bring the district's solar array project into the classrooms. Sessions were presented on various solar energy projects that could easily be incorporated into the classrooms, demonstrations of solar energy kits located in each school, and overviews of the solar project from the facilities perspective and from the solar owner, Ameresco, were given.

PDF: [FALL 2017 TEACHER ACADEMY COURSE DESCRIPTION](#)

PDF: [TEACHER ACADEMY ATTENDANCE SHEETS](#)

IMAGE: [SPRING 2018 TEACHER ACADEMY COURSE DESCRIPTION](#)

IMAGE: [SUMMER 2016 TEACHER ACADEMY COURSE DESCRIPTION](#)

District Sustainability Policy

10 Points

District

Program Summary: The Readington School District Green Committee drafted a comprehensive Sustainability Policy that was adopted by the Readington Board of Education on July 25, 2017 and revised February 6, 2018. The policy includes guidelines for professional development for sustainability, green purchasing, classroom chemical storage and disposal, green cleaning, disposal of electronic waste, long range facilities planning for facilities, waste reduction, and promoting physical activity. The policy was communicated to the school community at the Board of Education meetings and posted on the district's website. Since this policy is new to the district, the Green Committee is working to establish ways to measure progress on the areas indicated in the policy. This is a great step forward in formalizing sustainability goals in the district.

PDF: [DISTRICT SUSTAINABILITY POLICY](#)

IMAGE: [READINGTON SCHOOLS WEBSITE SCREENSHOT](#)

Green Enhancement of District Strategic Plans

10 Points

District

Program Summary: District parents, students, staff, and community members came together to participate in our district's Strategic Planning Retreat in June 2016. Through rich dialogue and smart thinking on a variety of topics, several common themes developed. The district identified four vital areas for focused growth. This plan will be used to guide actions over the course of several school years. Following approval by the Board of Education on October 18, 2016, this plan will inform the professional goals of our district faculty who will develop action plans in their respective areas. Our strategic planning process looked at: 1) Where are we now? 2) Where do we want to be in 3-5 years? 3) How are we going to get there? Readington Township held a Community Intake session in February 2016, conducted a survey of the school community in May 2016, in preparation for a Strategic Planning Retreat in June 2016. One of the four focus areas, "School Environment" deals specifically with sustainability. The goal under that area reads "Promote a healthy and caring school environment for students and staff members." Specifically, the goal aims to continue the focus on sustainability and environmentally friendly practices in all areas of school operation. This guides the efforts of the district, the Green Committee, and the Energy Efficiency Program in moving forward. The Strategic Plan was communicated to all staff and parents through Genesis e-mail blasts, and is posted prominently on the district's website.

PDF: [READINGTON SCHOOLS DISTRICT STRATEGIC PLAN 2016-2020](#)

Climate Mitigation & Renewable Energy

School Carbon Footprint

10 Points

 Bronze Priority School District

Program Summary: Holland Brook School's carbon footprint was calculated using January to December 2016 as the baseline year. The Sustainable Jersey Carbon Footprint spreadsheet was used to do the calculations and is attached. The facility uses natural gas and electricity as its utilities. Vehicle mileage and fuel numbers were provided by the district's Transportation Department, and facility energy usage numbers were provided by the Energy Efficiency Coordinator. The school's carbon footprint was initially calculated to be 1543 metric tons of CO2 equivalent in 2014 and has now been recalculated to be 1194.5 metric tons of CO2 equivalent for 2016. Each school in the district continues to use a behavior based energy efficiency program and ongoing energy tracking. Additionally, the bus routes for the school district have been consolidated from a three tier system in 2014 to a two tier system in 2016. The resulting 23% reduction in our school's carbon footprint is amazing! We can really see the impact our actions have on our carbon footprint and the environment.

EXCEL: [HBS CARBON FOOTPRINT SPREADSHEET](#)

Onsite Renewable Generation System - Solar

30 Points

School

Program Summary: The Readington Township Board of Education undertook an onsite solar generation project at three of the district's four schools beginning in 2015. The installation was completed in January 2018 and came online in February 2018. The solar project is a Power Purchase Agreement with Ameresco and includes 292 kilowatt ground and roof arrays at Readington Middle School, 642 kilowatt ground arrays at Holland Brook School and a 136 kilowatt roof array at Three Bridges School. These solar installations are expected to offset 30% of the electricity usage at Readington Middle School, 64% of the electricity usage at Holland Brook School, and 28% of the electricity usage at Three Bridges School based on usage from 2014-15. Because this utility data is more than 2.5 years old, data from 2016-17 has been included as an attachment but was not used in the offset calculation provided by the energy consultant, Gabel Associates. During the 2017-18 school year while construction was occurring and the solar panels were coming online, the district's Energy Efficiency Coordinator provided ongoing opportunities for the staff and students to be involved and knowledgeable about the project. She offered overviews of the solar project installation to Readington Middle School sixth and seventh grade students, used solar science kits with 5th grade students to illustrate energy from the sun, and brought in Ameresco to provide solar education sessions to all district students in grades two through eight. Additionally, she offered multiple sessions on incorporating solar topics into the classrooms to the teachers and brought Ameresco in to present a session open to parents about

what the solar displays are and how to use them in their classrooms. Finally, there was a solar project ribbon cutting and dedication ceremony open to parents and the community where Board of Education members, students, and Facilities Department employees spoke about the impact the solar installation has on the district (see Community Outreach section).

PDF: [SOLAR LETTER OF CERTIFICATION](#)

PDF: [ESTIMATED SOLAR PRODUCTION](#)

PDF: [HBS UTILITY DATA BASIS FOR OFFSET](#)

EXCEL: [HBS ELECTRICITY DATA 2016](#)

Energy Efficiency

Behavior-Based Energy Conservation Programs

10 Points

School

Program Summary: At Readington Schools, we have been using a behavior based approach to energy conservation since 2012. Our behavior based energy program was started by the district's Energy Efficiency Coordinator and designed by the Class 5 Schools for Energy Efficiency Program, and after five years the program became so ingrained in each school's culture and daily routine that it has been taken over and run by staff and students at each school during the 2017-18 school year. Each school has a student club that monitors its school's progress with turning off lights and shutting down electronics. At Holland Brook School the 5th grade Student Leadership Club monitors the buildings. The Energy Efficiency Coordinator supplements the student's actions with email reminders to staff about turning off and shutting down before any breaks from school. She is a resource that the student monitoring teams can use to help with training on ways to save energy and implementing any ideas the students have, but the day to day awareness and energy monitoring occurs with the school based student teams. The student teams fill out monitoring forms that are then reviewed to see where reminders are needed and which classrooms are doing well. At Holland Brook School, students created an online energy monitoring report that was shared with the Energy Efficiency Coordinator to keep track of how the classrooms were performing. Awareness campaigns are chosen by the student clubs. Holland Brook School's Student Leadership Club chose to design a green bulletin board which is currently in progress and will be seen by next year's students.

EXCEL: [ENERGY MONITORING REPORT](#)

PDF: [STUDENT LEADERSHIP CLUB REPORT](#)

PDF: [ENERGY MONITORING STUDENT FORMS](#)

IMAGE: [TURN OFF AND SHUT DOWN REMINDER](#)

Energy Tracking & Management

20 Points

School District

Program Summary: The Readington School District's energy conservation program began in 2011-12 and is ongoing in 2018. The district employs an Energy Efficiency Coordinator who

regularly monitors and reports energy usage data to the school community. The school is applying for 20 points for this action for benchmarking and ongoing tracking. In 2018 we updated our building interview forms documenting the inventory of each facility. Electricity and natural gas usage data are entered into our EnergyManager energy tracking software and flow into Energy Star's Portfolio Manager. Each quarter results are shared with the school community in an e-mail results report. The results are also reviewed with the district's Green Team at their meetings and published on the Energy Efficiency section of the district's website. The district finished its fifth year of the Energy Efficiency Program in June 2017 still comparing its performance to the established baseline year of 2011-12. We have a yearly goal to reduce our annual energy usage by 10% compared to the baseline year, and we met that goal in Year 3 (2014-15) of the program. In Year 4 (2015-16), we had a reduction of 11%, and in Year 5 (2016-17) we achieved an 18% reduction. The estimate of avoided cost based on the usage savings over the five years of the program is \$421,000.

PDF: [HBS ENERGY DATA 2017](#)

WORD: [BUILDING INTERVIEW FORM](#)

PDF: [YEAR 5 RESULTS ANNOUNCEMENT](#)

IMAGE: [ENERGY RESULTS WEBSITE SCREENSHOT](#)

PDF: [HBS_SEP REPORT 2018](#)

Green Cleaning

Green Cleaning Policy & Plan

10 Points

School District

Program Summary: A proactive plan started by the district's green committee (now the District Green Team) several years ago, replaced several harmful cleaning chemicals being used to clean the buildings. Now an all-purpose peroxide based cleaner that provides 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. This year for the Sustainable Schools Program, 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 info will also be available on the schools' website. The district had a solid and effective cleaning plan in place, but it has been refined, and by continually improving cleanliness, the health of occupants, and further lowering costs will continue to have a positive impact for students, staff, and the community who use our buildings. The plan is reviewed and adjusted annually to keep up with current cleaning practices and technologies.

WORD: [GREEN CLEANING POLICY & PLAN DOCUMENTATION](#)

PDF: [GREEN CLEANING POLICY & PLAN DOCUMENTATION](#)

PDF: [GREEN CLEANING POLICY & PLAN DOCUMENTATION](#)

PDF: [GREEN CLEANING POLICY & PLAN DOCUMENTATION](#)

Green Cleaning Equipment

10 Points

School District

Program Summary: Green cleaning equipment is just part of the district 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. Older equipment that is still being used is sent out for refurbishment to maintain standards and efficiency

PDF: [GREEN CLEANING EQUIPMENT DOCUMENTATION](#)

Green Purchasing

Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

Program Summary: The Readington Green Committee worked to draft a comprehensive Sustainability Policy which was adopted by the Readington Board of Education on July 25, 2017. It was revised after that time to include additional sections, one of which is the Green Purchasing Policy (page 3 of the document attached). The Green Purchasing Policy section lays out guidelines for the selection of products that are environmentally friendly and targets, at least initially, green cleaning supplies green cleaning equipment, recycled paper, and energy efficient appliances.

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

IMAGE: [SCREENSHOT](#)

Healthy School Environments

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

15 Points

 Bronze Priority  Silver Priority School

Program Summary: The Holland Brook School IAQ team used the Tool for Schools Checklists

and procedures to inspect the building to get an overall perspective on conditions related to IAQ. The team took the findings along with having staff fill out the classroom checklist and developed a plan to address issues and educate parents and the community. The district IAQ designated person related these findings along with presenting an IAQ awareness training session. Along with a reporting process for concerns and annual awareness training, the staff feel they will be a part of the process of creating a healthy environment for our students and staff.

POWERPOINT: [STAFF TRAINING PRESENTATION](#)

PDF: [IAQ FACT SHEET](#)

WORD: [IAQ ACTION PLAN](#)

PDF: [HBS SCHOOL MAP](#)

PDF: [IAQ CHECKLISTS](#)

Access to Healthy Water in Schools

20 Points

School

Program Summary: A goal of Holland Brook School is to ensure that clean and healthy drinking water is available to all students during the school day and to promote water as the primary hydration option. This school is connected to a private well on the property and is regulated under the Safe Drinking Water Act and required by the NJDEP to complete regular water testing for all regulated contaminants, including lead and copper. In 2016, the NJDOE mandated that all schools in NJ conduct lead testing of drinking water outlets to access and remediate if high lead levels were discovered. HBS was part of a district-wide test. All drinking water outlets in the school passed testing. Information on the water testing and results was shared with parents via letter and is posted on the Facilities section of the district's website. Holland Brook School's students promoted their new water bottle filling station to each other by example. Student Leaders took photos using the water bottle filling station and shared them with their classmates to spread the word. The Green Team evaluated and completed the drinking water needs assessment for this school year to determine the school's strengths and discover areas of improvement. A plan has been developed to address some needs and how to further promote the healthy benefits of water following the CDC's program Increasing Access to Drinking Water in Schools.

WORD: [WATER ASSESSMENT CHECKLIST](#)

WORD: [WATER ACCESS ACTION PLAN](#)

PDF: [TEST RESULTS 6/2017](#)

IMAGE: [WATER PROMOTION PHOTO](#)

PDF: [PARENT LETTERS-LEAD TEST OF 6/2017](#)

IMAGE: [FACILITIES WATER RESULTS SCREENSHOT](#)

Reporting Process for Indoor Air Quality Concerns *Retires 10/31/23*

10 Points

School

Program Summary: The process for reporting IAQ concerns was presented at a staff faculty meeting as part of an IAQ awareness training session. The "designated person" for the district presented a power-point with basic info on the importance of IAQ, sources of contaminants, basic control strategies, and how to report concerns and the steps taken to resolve issues. Forms were developed for concerns, and follow up. All concerns and outcomes will be logged and filed as an

ongoing IAQ record of the school building and compliance with PEOSH standards. Information and the reporting process will be made available in the facilities section of the school website for staff and the community to view and report issues. As a result of the awareness training and the facilities department proactive approach to building maintenance, there have been minimal reports of IAQ issues for this building to date.

PDF: [REPORTING PROCESS FOR INDOOR AIR QUALITY CONCERNS DOCUMENTATION](#)

PDF: [REPORTING PROCESS FOR INDOOR AIR QUALITY CONCERNS DOCUMENTATION](#)

PDF: [REPORTING PROCESS FOR INDOOR AIR QUALITY CONCERNS DOCUMENTATION](#)

PDF: [REPORTING PROCESS FOR INDOOR AIR QUALITY CONCERNS DOCUMENTATION](#)

POWERPOINT: [REPORTING PROCESS FOR INDOOR AIR QUALITY CONCERNS DOCUMENTATION](#)

Innovation Projects

Innovative Project #1

10 Points

School District

Program Summary: The Readington Public School District employs an innovative approach to resource conservation with its Energy Efficiency Program. Since 2012, the district has partnered with Class 5 Energy's Schools for Energy Efficiency (SEE) program to improve facility operations and modify behavior of staff and students resulting in reduced energy usage. An Energy Efficiency Coordinator (EEC) is employed to implement the strategies of the SEE program in the schools. Ongoing communication about program goals, activities, energy results, and energy saving tips is provided using an Energy Efficiency section of the district's website. With guidance from the SEE program, the district's Green Committee crafted a comprehensive Energy Conservation Policy adopted in 2013 to outline expectations for use of lighting, heating, and cooling as well as shut down requirements for electronic devices. The goals of the Energy Efficiency Program include reduction in energy use, recognition of achievements, and engagement of staff and students. The Energy Efficiency Coordinator regularly monitors and reports energy usage data to the school community. In the first two years of the program, the district achieved a 13% reduction in electricity usage and a 2% reduction in natural gas usage for an overall reduction of 7% in energy usage. This has resulted in almost \$127,000 in avoided energy costs to the district. Several of the district's schools have been recognized for their achievements stemming from the energy program including Three Bridges School earning the National Green Ribbon School award from the U.S. Department of Education in 2014 and Readington Middle School earning a silver award in 2015 through the National Wildlife Federation's Eco Schools program. The Energy Efficiency Program includes education programs and activities for the school community as well as outreach to the local Readington community. Students have participated in poster contests and energy assemblies, one of which introduced an Energy Hog character. The Energy Efficiency Coordinator regularly goes into classrooms to educate staff and students about energy use in school with energy fact game shows as well as a Watts Up activity which uses a watt meter to illustrate how much electricity devices use over time. Middle School students can participate in an Energy Club which monitors classrooms to ensure lights and electronics are turned off at the end of the day as well as investigates renewable energy sources. In addition, the school district has participated in Readington Community Day sharing displays about energy conservation and green efforts.

WORD: [HUNTERDON DEMOCRAT WATTS UP ARTICLE](#)

IMAGE: [READINGTON COMMUNITY DAY DISPLAY](#)

IMAGE: [RMS ENERGY CLUB WEBSITE](#)

IMAGE: [ENERGY HOG ARTICLE](#)

PDF: [READINGTON ENERGY POLICY](#)

IMAGE: [ENERGY EFFICIENCY WEBSITE](#)

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

iSTEAM Collaborative Units of Study

40 Points

School

Program Summary: The HBS iSTEAM PLC is a dedicated group of teachers, principal, and supervisor who share the vision of making education more meaningful for children through the development of cross curricular units of study that infuse STEAM content throughout. With a brand new Gifted and Talented program, Science program, and Makerspace program being implemented in the school this year, it was agreed that those were obvious places to start in our development of collaborative iSTEAM units. The GT unit was developed to extend the basics of weather, climate, natural hazards, plate tectonics, and system interactions and to encourage the children to consider how we as humans contribute to natural disasters and what we can do to minimize their impact. Several of the new science units already incorporated many sustainability concepts and 4th and 5th grade teachers worked collaboratively to infuse technology, engineering, art, and mathematical elements into the units. Makerspace naturally lends itself to STEAM activities so to enhance the cross curricular nature, one of the units was developed with a literature element. While we are still rolling out the newly developed units, those completed so far have been very successful in terms of both student engagement and mastery of the target concepts.

WORD: [ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION](#)

WORD: [ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION](#)

WORD: [ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION](#)

WORD: [ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION](#)

Learning Environment

Student Participation in the Arts

10 Points

District

Program Summary: Readington Township School District is committed to academically supporting district-wide participation in the arts at its four school locations. Whitehouse School, Three Bridges School, Holland Brook School, and Readington Middle School accomplish this by assuring that every elementary student is enrolled in music and visual arts classes and 94% of the middle school student population is enrolled in music or visual arts classes. Enrolled students are required to demonstrate competency in at least one arts discipline during the previous school

year. The attached letter from Interim Superintendent Dr. DeFabiis attests to the district's support for the arts.

PDF: [STUDENT PARTICIPATION IN THE ARTS DOCUMENTATION](#)

Curriculum Mapping

20 Points

School District

Program Summary: The Science Curriculum Map provides a clear overview of the district's new science curriculum and the sustainable standards that are a natural fits with each of the units. The curriculum map was shared with the teaching staff at faculty and department meetings. Discussions about implementation and resources available were part of the meetings. It is also posted on the district website for easy access by the community.

PDF: [CURRICULUM MAPPING DOCUMENTATION](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: The Readington Township Public School District has a long term commitment to sustainability and has utilized Green Committees over the years to provide stewardship as environmental initiatives have presented themselves. In January 2015, the Green Committee at the district level as well as Green Teams at each of the district's four schools became formalized and began moving forward with leadership for the Sustainable Jersey for Schools program. The district Green Committee served to steer the efforts taking place in the district while the school Green Teams evaluated implementation in their specific schools. Each group included a diverse membership from administration, teachers, nurses, facilities, and the community. Included in the membership are two representatives from the Readington Township Education Association. The attached annual reports from the district and from the school highlight accomplishments to date and look forward to where their efforts will be focused in the coming year.

PDF: [READINGTON DISTRICT GREEN TEAM LETTER](#)

PDF: [READINGTON DISTRICT GREEN TEAM REPORT](#)

PDF: [THREE BRIDGES SCHOOL GREEN TEAM LETTER](#)

PDF: [THREE BRIDGES SCHOOL GREEN TEAM REPORT](#)

Community Education & Outreach

10 Points

Program Summary: In 2018, ground solar arrays were installed at Holland Brook School. Construction was occurring from the start of the school year in September 2017 through January 2018. The school community, parents, and the greater Readington community could see the project as it unfolded. To reach out and include families and the public in our renewable energy initiative, two opportunities were offered. The first was a district wide Solar Dedication Ceremony held on May 9, 2018. Invitations were sent out to the Readington Township Committee, Readington Green Committee, all companies involved with the solar design and installation, the district's Green Committee, all staff, and a Genesis blast was sent out inviting students and their families to attend. Students and their families were part of the ribbon cutting and dedication ceremony. The second opportunity was for education about the solar installations and how they are able to be used in the classrooms. The Energy Efficiency Coordinator, Jodi Bettermann, in partnership with the solar operator, Ameresco, offered a workshop on May 10, 2018 to staff as well as the community called Incorporating Solar into the Classroom. Please see the screenshot of the Genesis blast that was sent home to parents and is available on the district website that details this workshop.

IMAGE: [SOLAR CELEBRATION AND WORKSHOP GENESIS BLAST](#)

PDF: [SOLAR ARTICLES MAY2018](#)

Green Challenges

10 Points

School

Program Summary: Holland Brook School utilized the Schools for Energy Efficiency (SEE) program to bring strategies for energy efficiency and educational activities into the school and motivate the staff and students. Class 5's SEE program is a national, award-winning program that helps K-12 schools save energy and money by changing behavior throughout a district. The Green Challenge goal was to save 10% electricity in our school in a year. The effort was led by the Student Leadership Club which formed SEE Squads, smaller groups of student leaders who monitored classrooms weekly. The students checked each classroom to ensure that teachers were turning off their lights, computers, electronics, faucets, and closing their blinds at the end of the day to help save energy. They filled out a SEE Squad report (sample attached) and left sticky notes as feedback for teachers. The teachers got a note that said "Wow! Thanks for saving energy!" if everything was off, or an "Oooops! Don't forget to shut me off!" Members of the SEE squad noted on the Ooops sticker to ensure that teachers knew where they could improve. The teacher response was very positive, and it became a friendly competition between classrooms! Members of the SEE squad record their findings each week (using dry erase record sheets to save paper), enter into an online spreadsheet, and share with our district energy coordinator. This information was used to identify and implement necessary training in energy conservation. Progress on the electricity savings was posted on the Energy bulletin board for the school community to see and via email with staff. It was also shared with parents and community members through our district website. With the students' help, we saved 23% in electricity usage and 27% in natural gas usage totaling 26% total energy usage savings from July-December 2017. Our savings from January to June will be calculated once those bills are received, but based on the July-December, we are way ahead of our 10% target!

WORD: [GREEN CHALLENGES DOCUMENTATION](#)

WORD: [GREEN CHALLENGES DOCUMENTATION](#)

Student Learning

Education for Sustainability Grades 4-12 Arts

10 Points

School

Program Summary: In our music program this year, both fourth and fifth grade concerts have a focus on sustainability. 5th grade students have been preparing for a performance based on the book "Wangari's Trees of Peace". Through a book study and online video interviews, children learn about human impact on the environment, deforestation in Kenya, the problems that it causes, and how Wangari Maathia led the movement to combat the problem through trees planting. Through song, instrument, and narration, the children will share the important message of "Wangari's Trees of Peace". Fourth grade students will prepare for a performance based on the book "Olivia's Birds" Through a book study, and online videos by the Audubon Society, children learn about birds, their habits, their habitats, and the impact that human accidents such as oil spills can have on them. The songs in this unit reinforce the message that all animals are special and important to our ecosystem, we must work together to protect them, and that even the action of one child can make a difference. Through song, instrument, and narration, the children will share the important message of "Olivia's Birds". Fourth and fifth grade students will share their environmental messages and musical talents when they perform for parents, peers, and the community in April, 2018. In keeping with the sustainability theme, all programs for the concerts are digital to minimize the use of paper and energy in their production, and minimize waste in their disposal. Revision: Rubrics for student self evaluation and teacher evaluation of both performance and sustainability elements uploaded. Link to performance included (hope it works)

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

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Education for Sustainability Grades 4-12 Science

10 Points

School

Program Summary: Students in 4th grade enjoy a unit of study about soils, rocks and landforms. Within this unit, we have infused many topics related to sustainability including respecting all living things, not disturbing the balance of the local ecosystem, and the importance of our reduce, reuse, recycle program. A major component of this unit is the study of water. While in the classroom, our focus is on its impact on the land in terms of weathering, erosion, transportation, and deposition. Students learn through virtual simulations, in addition to hands on experimentation and inquiry based lessons. The concept is then extended as we explore our local river, the South Branch of the Raritan River. During one field trip, the students investigate water levels, water flow, currents, and the impact these have on erosion. On the other visit to the river, the focus is on assessing water quality. The students investigate this through examination of organisms they find in the river. Students learn the importance utilizing keen scientific observational skills, in addition to mathematical skills in the process of data collection and

analysis in reaching scientific conclusions. In addition to determining the level of pollution of the water, they also evaluate the surrounding land and discuss how this contributes to the quality of the water. In a community where the majority of houses are supplied by well water, making this connection between water quality and the surrounding environment helps children realize the importance of protecting the water source in their own backyard and community as a whole.

WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)

WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)

WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)

Student and Staff Wellness

Staff Wellness Program

10 Points

School District

Program Summary: Our district believes in a coordinated school health program that encompasses health education, physical education, health services, nutrition services, counseling services, school safety, health promotion, and community involvement. While this has long been the case for students, the consideration of staff wellness has not always been a focus. Readington schools have made great strides towards embracing health and wellbeing of our staff. In HollandBrook School, our health committee, led by nurse Nancy Kelly, have been instrumental in actively promoting staff health and wellbeing. HBS holds an annual flu clinic to provide staff (and family members) the opportunity to receive flu-shots on site, aiming to increase the number being vaccinated. The committee leader regularly sends out topical health information and resources to encourage staff to be mindful of their health. In February, in addition to wearing red to raise awareness of Women's heart health, staff received education about the importance of regular screenings for weight, BMI, blood pressure, and cholesterol. Multiple resources were shared about maintaining heart health. HBS health committee also encouraged participation in the ADA National Get Fit, Don't Sit day. Educational information was shared about the importance of keeping active including many exercises that could be done while working at a desk. Based on interest, a teacher led exercise class was initiated after school and is well attended on a weekly basis. Indoor walking routes were measured so that staff and students can complete half mile or mile walking laps when the weather limits outdoor activities. District leadership began to incorporate health based professional development options. Classes range from physical fitness classes like yoga and zumba, to mental fitness including mindfulness and meditation, to nutritional guidance for health or weight loss. Based on surveys, the classes have been very well received and more are planned for the future.

PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

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