



Sustainable Jersey for Schools Certification Report

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

Whitehouse Elementary School (Hunterdon) was certified on August 08, 2018 with 510 points. Listed below is information regarding Whitehouse Elementary School (Hunterdon)'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 Whitehouse Elementary School (Hunterdon) is:

Name:	ANN DEROSA
Title/Position:	PRINCIPAL / SCHOOL
Address:	P.O. BOX 157 WHITEHOUSE STATION, NJ 08889
Phone:	908-534-4747

Actions Implemented

Each approved action and supporting documentation for which Whitehouse 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: Whitehouse 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 as 736.3 metric tons of CO2 equivalent in 2014 and has now been recalculated as 582.8 metric tons of CO2 equivalent in 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 21% 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: [WHITEHOUSE SCHOOL CARBON FOOTPRINT 2016](#)

Diversity & Equity

Accessible Communications

10 Points

School District

Program Summary: Accessible communications involves examining our demographics and parent population to determine how to best reach all groups and promote social equity. Based on information submitted to the state in the Fall of 2017, by the school principal and Board of Education personnel for the New Jersey State Report Card, the Whitehouse School Community Profile Data was compiled (attached). Whitehouse School is situated in an affluent community. It is a high-performing school that services about 300 students, about 85% which are Caucasian. In recent years, there has been an increase in Hispanic students and the school currently serves 10 children who identify English as their second language. In light of the green movement and our status as an award-winning green school, we now predominantly utilize electronic communication measures. We send out weekly notification email blasts, create electronic monthly newsletters, and send most handouts electronically. Office staff personnel work with the school principal, counselor, nurse, and other relevant staff members like the ESL and Spanish teachers to identify families that do not have computer access or need messages sent in another language. This year,

we also instituted a Parent Communications Survey, adapting questions from the National PTA: The Power of Partnerships Family Survey. We administered it at the same time that we collect data for our Character Education Survey. We then analyzed the data to identify noteworthy findings, our strengths, and areas of growth, as perceived by parents. All Fall 2017 & Spring 2018 findings were compared and shared at a Faculty Meeting.

PDF: [ACCESSIBLE COMMUNICATIONS DOCUMENTATION](#)

PDF: [ACCESSIBLE COMMUNICATIONS DOCUMENTATION](#)

PDF: [ACCESSIBLE COMMUNICATIONS DOCUMENTATION](#)

PDF: [ACCESSIBLE COMMUNICATIONS DOCUMENTATION](#)

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. 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. Awareness campaigns are chosen by the student clubs. At Whitehouse School the Student Voice Club members are also the SEE squad. All third graders are allowed to sign up during recess. We have approximately 10-15 students each day. The SEE Squad wears badges to identify themselves throughout the building. Students monitor the empty classrooms to ensure they are energy efficient. Students leave WOW stickers when a classroom has turned off all equipment in the room. Students leave OOPS stickers when equipment is left on. See attached energy tracking chart. The students keep track of each classroom's progress throughout the year. See attached data. The classroom with the most WOWS throughout the year win a trophy.

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

PDF: [BEHAVIOR-BASED CONSERVATION PROGRAMS - NEW DOCUMENTATION](#)

PDF: [BEHAVIOR-BASED CONSERVATION PROGRAMS - NEW DOCUMENTATION](#)

Energy Tracking & Management

20 Points

School District

Program Summary: Whitehouse School has earned an ENERGY STAR Score of 85. The ENERGY STAR score is a 1-100 assessment of a building's energy efficiency as compared with similar buildings nationwide, adjusting for climate and business activity. 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.

WORD: [BUILDING INTERVIEW FORM 2018](#)

IMAGE: [ENERGY RESULTS WEBSITE SCREENSHOT](#)

PDF: [WHS ENERGY DATA 2017](#)

PDF: [SEP REPORT](#)

Food & Nutrition

Healthy Food Choices Beyond the Cafeteria

10 Points

School District

Program Summary: Whitehouse School uses Maschio's a local food provider located in Chester, NJ. Maschio's desires to promote and reinforce good nutrition in schools by providing meal choices that meet the new meal patterns. Our school garden's "Seeds to Salad" program promotes healthy eating among our students. The Rutgers Master Gardeners provide lesson on nutrition throughout our science units. They also provide an afterschool cooking class. (see email attached to green team schedule). The students use items from the school garden to create a meal. See the Green Team agenda attached. Our district included promoting health choices in our district strategic plan (2016-2020) (see attachment) Whitehouse School celebrated School Wellness Week (June 4-8 2018). Students received a colorful sticker promoting proper nutritional choices in the cafeteria. Our culminating activity was Field Day, June 8th. This day allowed all grade levels to incorporate physical activity into their day. Students were given a lunchroom survey in 2017. Students were given the chance to make healthy lunch and snack suggestions. Results of the survey are attached in School Newsletter. Our school is a member of Team Nutrition, an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. (see attached email) During our last sustainable certification, our school created a new Wellness Policy to incorporate providing healthy choices to our students and staff. (see attachment). Additional Blurbs from parent outreach materials (Whitehouse School Important Things to Know opening welcome letter on p. 2 three paragraphs from bottom and the WHS Parent Handbook on p.2 second paragraph about birthday treats and p. 12 about snacks) underscore our promotion efforts with healthy food

choices.

PDF: [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA DOCUMENTATION](#)

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WORD: [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA DOCUMENTATION](#)

PDF: [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA DOCUMENTATION](#)

Promote Locally Grown Foods

10 Points

School District

Program Summary: Whitehouse School uses Maschio's Food Services located in Chester, NJ. Healthy meals grow healthy kids! That is the philosophy Maschio's is dedicated to incorporating into their school meal programs. "Mac" Maschio has helped us spread the news about the importance proper nutrition has in developing healthy children with healthy minds. They are constantly researching and procuring healthier, acceptable snacks for a la carte programs. Maschio's has worked in conjunction with our district to develop our nutrition component in our Wellness Policies working closely with the School Wellness Committee. Maschio's Food Services is pleased to provide students with fresh, locally grown produce through its Farm to School Program and BUY FRESH, BUY LOCAL Chapter of Northwest Jersey. This program supplies our school district with locally grown foods from area farms which practice sustainable agricultural techniques in order to preserve and enhance the local ecosystem. The farm fresh seasonal foods are incorporated into the school lunch menu when available and are advertised as such so the students may realize this benefit. You will see our newsletters, menus and posters attached to this submission. Maschio's served locally grown produce during the week of September 25th-29th to celebrate farm to school week. See attached Menu. Our school also planted their own garden. The garden provided a cross curricular experience for all of our students. See School Garden Action for more information. In June, our garden harvest was a school-wide project. See attached Slideshow explaining the "Grab and Go" Garden harvest. Attached you will find a lunch menu highlighting our Farm Fresh Meals along with the seasonal guidelines our cafeteria uses to purchase local foods throughout the school year. Attached to this document, you will find several menus, flyers, purchase orders and newsletters detailing our locally grown foods program.

PDF: [PROMOTE LOCALLY GROWN FOODS DOCUMENTATION](#)

PDF: [PROMOTE LOCALLY GROWN FOODS DOCUMENTATION](#)

PDF: [PROMOTE LOCALLY GROWN FOODS DOCUMENTATION](#)

POWERPOINT: [PROMOTE LOCALLY GROWN FOODS DOCUMENTATION](#)

PDF: [PROMOTE LOCALLY GROWN FOODS DOCUMENTATION](#)

WORD: [PROMOTE LOCALLY GROWN FOODS DOCUMENTATION](#)

School Gardens

10 Points

School

Program Summary: Our gardening program is an amazing collaboration of volunteers from Rutgers Master Gardener Program, educators from Whitehouse School, parents and students. Rutgers Master Gardeners are trained volunteers who assist Rutgers New Jersey Agricultural

Experiment Station (NJAES) Cooperative Extension in its mission to deliver horticulture programs and information to the general public. The Green team helps to come up with the goals and activities for the seeds to salad program. (see document below) It provides our students with hands-on experience in the garden and helps them gain an appreciation for their environment. See page 11 in the Master Gardeners newsletter for more information regarding this gardening program. We begin the planting season by meeting with Master Gardeners to plan lessons for our soils, seed to plant and insect science units. After reviewing our grade's science curriculum, we identified specific learning goals and designed inquiry-based lessons to teach these concepts. Throughout the planting season, students benefited from lessons that connected science curriculum standards with their experiences in the garden. Whitehouse School has a garden that includes 8 raised beds. One of the garden's beds is home to our strawberry patch which has been coming back strong for the past 8 seasons. Another bed is filled with flowers which are planted and cared for by our kindergarten students. The remaining 6 beds contain our spring vegetable garden which is cared for by students in grade 1-3. First grade students celebrate Planting Day in early April when they plant a variety of vegetable seeds and bulbs (onions, radishes, beets, swiss chard, split peas and various types of lettuce and spinach). See the attached invoice that includes the seed order. Throughout the gardening season, second and third grade students maintain the beds by weeding and watering the plants. During this time they compare plant structures, observe growth and make predictions relating to growth. Finally, third grade students harvest the vegetables in mid-June and prepare an enormous salad. The next day the entire school samples the salad at our Salad Day celebration. Each grade level participates in lessons relating to the garden throughout the planting season. Volunteers from the Rutgers Master Gardener Program join classes at different grade levels to teach lessons associated with our gardening project. Please, see attached sample lesson listed along with other vital information to our school garden below.

PDF: [SCHOOL GARDENS DOCUMENTATION](#)

WORD: [SCHOOL GARDENS DOCUMENTATION](#)

WORD: [SCHOOL GARDENS DOCUMENTATION](#)

WORD: [SCHOOL GARDENS DOCUMENTATION](#)

WORD: [SCHOOL GARDENS DOCUMENTATION](#)

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](#)

Recycled Paper Purchase

10 Points

School District

Program Summary: Recycled Paper Purchase After analyzing our 2017-2018 paper order, we determined: • 117 cases were purchased (See 2 attached purchase orders.) 117 cases of paper are being analyzed. • 67 cases were colored paper (This represents full order for 2017-2018 school year. No additional colored paper orders have been placed for our school since this order.) The colored paper is 30% recycled (See attached colored paper packaging.) • 50 cases were plain white paper ordered for the 2017-2018 school year. The white paper is FSC Certified, which does not mean that it is necessarily recycled* *FSC Certified paper does NOT have anything to do with the paper being recycled, but that it was derived from trees from a well-managed forest. <https://prismagraphic.wordpress.com/2010/03/11/what-does-fsc-certified-paper-mean/> In summary, as an elementary school: 67 cases qualified as recycled paper out of a total of 117 cases, therefore, 57% of our paper order was colored paper, which means 57% of our paper order has been 30% recycled paper. We will continue with this practice (See attached memo to office staff members who place the purchase orders.)

IMAGE: [RECYCLED PAPER PURCHASE DOCUMENTATION](#)

IMAGE: [RECYCLED PAPER PURCHASE DOCUMENTATION](#)

IMAGE: [RECYCLED PAPER PURCHASE DOCUMENTATION](#)

IMAGE: [RECYCLED PAPER PURCHASE DOCUMENTATION](#)

IMAGE: [RECYCLED PAPER PURCHASE DOCUMENTATION](#)

Healthy School Environments

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

15 Points

 Bronze Priority  Silver Priority School

Program Summary: During the 2017-18 school year, the Whitehouse School's 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 feels they are a part of the process of creating a healthy environment for our students and staff. As a result of this team effort, there are generally very few IAQ issues in our classrooms. Our school nurse, Maureen Sjonell, who is also part of the IAQ team attended the designated person training during this school year.

POWERPOINT: [STAFF TRAINING PRESENTATION](#)

PDF: [IAQ FACT SHEET](#)

WORD: [IAQ ACTION PLAN](#)

PDF: [SCHOOL MAP](#)

PDF: [IAQ CHECKLISTS](#)

PDF: [INDOOR AIR QUALITY REVIEW DOCUMENTATION](#)

Access to Healthy Water in Schools

20 Points

School

Program Summary: The goal of the Whitehouse 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 city water supply. The water is supplied by New Jersey American Water and water comes from the Raritan System of wells, aquifers, and local water suppliers. Treatment and testing for contaminants by American Water ensure that our water supply is safe for use by our staff, students and the community. The Green Team evaluated and completed the drinking water needs assessment 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. Whitehouse School has two water bottle refilling stations. As per 2016 NJDOE mandate, all water outlets were tested for lead and fixtures with elevated lead level were replaced and retested before being put back in service. In the spirit of ongoing improvement, Whitehouse School distributed a "Splish Splash" document that analyzed its strengths, areas for improvement and future plans. See attached Furthermore, students conducted a water audit in June 2018 to identify potential areas of growth for Fall 2018. Sample attached

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

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

IMAGE: [ACCESS TO HEALTHY WATER IN SCHOOLS DOCUMENTATION](#)

WORD: [WATER ACCESS ACTION PLAN](#)

WORD: [WATER ASSESSMENT CHECKLIST](#)

PDF: [ACCESS TO HEALTHY WATER IN SCHOOLS DOCUMENTATION](#)

Classroom Cleanup Protocol & Practices

10 Points

School District

Program Summary: School environments are healthier when they are kept clean and well maintained. Maintaining a healthy classroom also shows the students the importance of cleanliness in their daily lives. This school year was especially challenging with the flu epidemic. The nurse gave an additional training at a faculty meeting with the Asthma training. The training occurred during our clean air week in March. See attached classroom protocol packet, faculty meeting sign in sheet (staff trained) and agenda. This packet is also given to teachers in their Welcome Back folder in the beginning of the year. The nurse also gave specific instructions to our custodial staff to complete additional cleaning in problem areas throughout the school. (see scanned email.) Our school has a classroom clean-up list followed by all teachers in the building. See attachment. Many teachers use the attached classroom checklist to help involve the students in the process. Teachers were given instructions at the faculty classroom cleaning training. See attached agenda.

IMAGE: [CLASSROOM CLEANUP PROTOCOL & PRACTICES DOCUMENTATION](#)

POWERPOINT: [CLASSROOM CLEANUP PROTOCOL & PRACTICES DOCUMENTATION](#)

PDF: [CLASSROOM CLEANUP PROTOCOL & PRACTICES DOCUMENTATION](#)

PDF: [CLASSROOM CLEANUP PROTOCOL & PRACTICES DOCUMENTATION](#)

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Anti-Idling Education & Enforcement

10 Points

School District

Program Summary: The emissions created by idling vehicles can have a direct effect on the health of adults and children who inhale the often-invisible exhaust. Increases in asthma, allergies, heart and lung disease, and cancer have all been linked to idling, and breathing exhaust fumes can damage brain cells and may contribute to autism. Children are particularly vulnerable because they breathe 50 percent more air per pound of body weight than adults. Idling vehicles contribute to air pollution and emit air toxins, which are pollutants known or suspected to cause cancer or other serious health effects. A great deal of idling occurs at schools, where buses & cars line up to drop off and pick up children. Whitehouse School participated in the following activities to promote Anti-Idling throughout the school year: students conducted a General Idling Observation form for both our school buses and parent drop off line in the morning. This audit was completed during clean air week (March 19th-March 23rd) (see attached audit), students designed No-Idling Zone signs (see samples attached to lesson plan). No-Idling Pledges will be sent home at Back to School night for parents to sign and return See attached Anti-Idling Policy. Refer to page 5 in the Green Scene for more information on idling.

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

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

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

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

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

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

Outdoor Air Quality Awareness Program

10 Points

School District

Program Summary: Outdoor Air Quality Awareness Program The Outdoor Air Quality Awareness Program was implemented during our school's Green Week. Green week took place April 16th - 20th 2018. On Tuesday, April 17th, our school will celebrate our outdoor air quality awareness program. All parents have been notified program launch through our weekly genesis blast. Our third grade student voice (student leadership club) created a video explaining our Green Week activities. This video will be posted on the main page of the Whitehouse School's website. Another video will be attached a week later explaining the Outdoor Air Quality Program and the importance to our school and our communities health. The monthly school newsletter also explained Green Week and our new Outdoor Air Quality Program. The school community can find the local outdoor air quality posted on the main page of our school's website through a free AirNow widget. The school's flag program poster is displayed at the front entry of our school and the outdoor air quality arrow is moved daily to indicate any air quality concerns. Each day your school raises a flag that corresponds to how clean or polluted the air is. Faculty is notified through email if the air quality is below yellow through the AirNow Flag Program On Green and Yellow flag days, the student's recess and P.E. will take place outdoors. Faculty is encouraged to keep an eye on very sensitive students on the yellow days. On orange (unhealthy days for sensitive groups) and red days (unhealthy), staff members will encourage students to take breaks when necessary

and follow the proper protocol for students with Asthma. On purple days (very unhealthy), Recess and P.E. will take place indoors. Videos Created by Student Voice Regarding Outdoor Air Quality Program - see link below <https://vimeo.com/126398113> Attached to this document, you will find a copy of the school's newsletter informing the parents of our new Outdoor Air Quality Program along with several snapshots and emails from the school's website.

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

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

IMAGE: [OUTDOOR AIR QUALITY AWARENESS PROGRAM DOCUMENTATION](#)

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](#)

Innovative Project #2

10 Points

School District

Program Summary: Each year, Whitehouse School completes a school-wide integrated thematic unit. This year's topic was very conducive to our study of energy, environment, and the simpler life. Each grade level read and examined a different book written by Laura Ingalls Wilder in the Little House on the Prairie series. The WHS Green Team approached much of the content that we read through a "then-now" lens as we discovered some of the differences between our current lifestyle versus daily living during the pioneer time period. We decorated the halls, completed projects, watched episodes of the television show, engaged students in an interactive workshop highlighting pioneer life and hired a professional theatre troupe that performed an autobiographical account of Laura Ingalls Wilder's life. Finally, we hosted a district Board of Education meeting so that the board members could hear students and teachers describe our innovative project and then tour the building to see our work. Please see the attached documentation that includes the principal's front page newsletter article with an update on the topic in March 2015, a "Then/Now" sample handout analysis of one of the books, a script from our school presentation at the Board meeting, the parent letter sent to the students who were presenting at this meeting on behalf of our school, tour guide signs that the children held up to direct the board members on the tour, and sample pictures of one out of several hallways. For more information, a video showcasing this project is still posted on the Whitehouse website, which can be accessed on an upper tab from our district website: www.readington.k12.nj.us

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

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

iSTEAM Planning & Implementation

15 Points

School District

Program Summary: Makerspaces provide hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in science, engineering and tinkering. Our school created a Makerspace for all grade levels to use at their convenience. Classes are encouraged to visit the Maker Space during the SEL period (Social and Emotional Learning). Our lead teachers involved with the MakerSpace are Arlene Schlosser, Kindergarten Teacher, Lori Yukniewicz, our G&T plus Enrichment Teacher and Valerie Zanardi, our Librarian. During the 2016-2017 school year, our school wide PDP(Professional Development Plan) focused on incorporating STEAM lessons into our Social and Emotional Learning (SEL). Lori Yukniewicz and Valerie Zanardi organized and designed a Boxing Day based on our Makerspace. This event allowed the community to observe the students five point engineering design in action. See attached Flyer, press release and use this link for a video. <https://animoto.com/play/YcMGU5w3t7WoWoPg26X9iw> Lori Yukniewicz created and implemented a Makers Day Event for the entire school. This year, students and staff are reading Otherwise Known As Sheila the Great by Judy Blume On March 9, the Enrichment Teacher challenged each grade level to use the engineering design process to plan and build structures to help Sheila solve a different problem. In the novel, Sheila spends the summer trying to overcome her fears as she learns to swim. Each lesson was completed in the classroom on Makers Day based on our STEAM lessons. See attached sample Power Point for one grade level and video link. <https://vimeo.com/211680904> See our school's website for the video and description. <https://www.readington.k12.nj.us/Page/2576> Based on feedback from SJS, please see attached minutes/plan (dated April 10) and minutes/plan (dated June 12) with Enduring Understandings.

WORD: [ISTEAM PLANNING & IMPLEMENTATION DOCUMENTATION](#)

POWERPOINT: [ISTEAM PLANNING & IMPLEMENTATION DOCUMENTATION](#)

PDF: [ISTEAM PLANNING & IMPLEMENTATION DOCUMENTATION](#)

WORD: [ISTEAM PLANNING & IMPLEMENTATION DOCUMENTATION](#)

PDF: [ISTEAM PLANNING & IMPLEMENTATION DOCUMENTATION](#)

PDF: [ISTEAM PLANNING & IMPLEMENTATION DOCUMENTATION](#)

iSTEAM Collaborative Units of Study

10 Points

School

Program Summary: By engaging students around the subjects of Science, Technology, Engineering, Arts and Math, STEAM aims to spark an interest and lifelong love of the arts and

sciences in children from an early age. This STEAM unit focus on the five step engineering process along with incorporating the inner workings of a bowling alley. Unit Objectives: Students will research the origins of the game of bowling and graph personal experiences. Students will gather materials and furnishings and plan areas for bowling lanes, pin setting and ball returns. Students will prepare areas for service, waiting, calculating scores, and viewing scores. This unit concludes with the class visiting a real life bowling alley on a field trip. See attached unit with photos. Lori Yukniewicz created and implemented a Makers Day Event for the entire school. This year, students and staff are reading Otherwise Known As Sheila the Great by Judy Blume On March 9, the Enrichment Teacher challenged each grade level to use the engineering design process to plan and build structures to help Sheila solve a different problem. Each lesson was completed in the classroom on Makers Day based on our STEAM lessons. See attached sample Power Point for one grade level in the ISTEAM implementation and planning section.

<https://vimeo.com/211680904> See our school's website for the video and description.

<https://www.readington.k12.nj.us/Page/2576> Our Makerspace is an entire school's year worth of lesson plans and activities for classes to visit during their SEL (social and emotional learning) periods. Teachers are able to blend current units of study including our Character Education and Book Theme into the Makerspace. Our school wants to encourage students to take STEAM beyond the classroom. Each month, our entire third grade listens to a community member, parent or staff speak about their STEAM experience. We have sustained this program for the last three years. See attached schedule.

WORD: ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION

IMAGE: ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION

WORD: ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION

IMAGE: ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION

IMAGE: ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION

IMAGE: ISTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION

iSTEAM Professional Development Plan

5 Points

School District

Program Summary: Our staff is divided into seven PLC (Professional Learning Community) groups. Groups meet to share expertise and work collaboratively to improve instruction and the academic performance of students. Groups are comprised of teachers who do not typically work together. Teachers provide professional development to each other. Our whole school focused on iSTEAM as a Professional Development Plan goal in 2016-2017. Each teacher received eight hours of training throughout the year on iSTEAM. Each PLC had to create and share an iSTEAM lesson or activity (see attached presentation schedule). A sample iSTEAM lesson is attached. All teachers read the novel, Winnie the Pooh, to their classes. (A committee chooses an annual thematic unit based on children's literature.) In December, a PLC group planned an initial kick-off lesson for the entire K-3 school. Students and staff engaged in a school-wide classroom door-decorating assignment. This lesson utilized "The Engineering Design Process" while constructing the design of the door. (see attached lesson plan, etc.) More rigorous discussions and lessons then ensued in classrooms throughout the year. Also, during Faculty Meetings, staff is trained on new equipment added to our MakerSpace/Tinker Lab. We also offer district courses in the Fall and Spring with various selections related to iSTEAM and maker concepts (see attached catalogues). Finally, an integral part of professional development involved our partnership with Mickelson ExxonMobil Teachers Academy (MEMTA) and its coordinated training with the National Science Teachers Association (NSTA). Our principal served as the district leader and was trained in the summer with middle school teachers. It resulted in a professional partnership in the district between our elementary school's leadership team and middle school teachers. Teams visited each building and generated findings based on walkthroughs during science and mathematics periods (See

attachments from NSTA, MEMTA plan, & RMS Walkthrough protocol & results).

PDF: [ISTEAM PROFESSIONAL DEVELOPMENT PLAN DOCUMENTATION](#)

PDF: [ISTEAM PROFESSIONAL DEVELOPMENT PLAN DOCUMENTATION](#)

WORD: [ISTEAM PROFESSIONAL DEVELOPMENT PLAN DOCUMENTATION](#)

PDF: [ISTEAM PROFESSIONAL DEVELOPMENT PLAN DOCUMENTATION](#)

PDF: [ISTEAM PROFESSIONAL DEVELOPMENT PLAN DOCUMENTATION](#)

PDF: [ISTEAM PROFESSIONAL DEVELOPMENT PLAN 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](#)

School Culture and Climate

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: Whitehouse School was officially named a 2017 National School of Character through character.org and its self-assessment and evaluation framework based on the Eleven Principles of Effective Character Education. Whitehouse School's journey began in 2005. We started working in PLC groups with a climate-centric focus. Our school embraces SEL in many ways. The schedule has two daily time slots for soft skills. Each day begins with our core values chant. We deliver weekly kindness notes to buckets that hang at each door. Our Reflection Ramp is used to discuss better choices. We involve parents in quantitative SEL homework, utilize journaling, engage in thematic units, and hold monthly Town Hall mindfulness meetings, linking academics to service projects. We also have a cross-grade level advisory program that we call, Family Conferences. (See attached Newsletter and Faculty Agendas to support both our climate and culture initiatives.) We believe in evidence-based SEL practices as we analyze survey results, as well as our National review feedback to inform our decisions. (See attached Interview Question tool and SJS Culture & Climate Reflection for discussion and amplification of results). We measure our culture and climate through a series of surveys. These surveys are given to staff, students, and parents. (See attached document with sample parent survey and student survey results.) We also conducted a recent Program Inventory (see attached) to examine our initiatives and we will be reviewing them for efficiencies in the Fall 2018. All preliminary results were reviewed and discussed with staff and the representative group serving on our Character Education Committee in June 2018. Based on SJS feedback, we have added an Inventory and a SEL Survey Reflection to the documentation.

PDF: [CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

PDF: [CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

PDF: [CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

PDF: [CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

PDF: [CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

PDF: [CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

Inclusive Environments Where All Can Thrive

10 Points

School

Program Summary: Whitehouse School embraces a school community that provides inclusive environments that give each identified group of students attainable goals.(please see attached table.) These inclusive environments are identified by different professional staff including teachers, guidance counselors, child study team members, speech therapists and parents. Whitehouse school has the following inclusive groups: family conferences (character education), banana splits (children of divorce or separation), social skills groups (regular education and special education students), Let's be Friends (Friendship groups),Speech groups, ESL groups, Intervention Services, Gifted and Talented, Enrichment, Honors Math, Student Voice, Clubs and Behavioral Interventions. (Please refer to the attached document for each group's plan, outcomes and results.) Whitehouse School embraces a holistic approach relative to character education. The mission of Whitehouse School is to provide children with a nurturing environment where they feel safe and accepted (Morning Meetings, daily affirmations related to monthly bucket-filler character theme, Family Conferences). Our school community encourages respect (monthly Town Hall Meetings, R-E-S-P-E-C-T core value acronym mantra chant, daily affirmations related to monthly character theme, Morning Meetings) and builds independence (SEL Reflection Journal entries, mindfulness & yoga training, Kelso's conflict resolution choices), while fostering academic (high test scores, NJ Title I Reward School \$29,000 incentive for sustained high academics) and

personal growth (service learning, Reflection Ramp) and creating a love for learning. The behavioral code outlines our school's expectations as we teach students to show respect for Rules, Everyone, School, Property, Community, and Teamwork. We have used our acronym as the basis for our present-day school chant, which is posted in all classrooms. We recite it together each morning and at our monthly Town Hall meetings. In both the 2016 Spring and Fall student survey, 99% of students indicated that they understand that Whitehouse School expects RESPECT!

WORD: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION](#)

PDF: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION](#)

PDF: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION](#)

PDF: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION](#)

PDF: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION](#)

School Grounds

Green Infrastructure Installation

10 Points

School

Program Summary: Our Rain barrel captures water from a roof drain and holds it for later use in our gardens and our indoor plants. Collecting roof runoff in our rain barrel reduces the amount of water that flows from our property. Our rain barrel is positioned near our school garden. Teachers continue to work with students utilizing the rain barrel as a tool. (see attached lesson plan) Some of the key points they have addressed while discussing its purpose have included the recycling or re-purposing of storm water to benefit the plants in our garden, the potential to prevent erosion in specific locations based on the barrel's physical placement, and the importance of reinforcing lifelong earth-friendly habits. They predict, measure, and use the water collected in the barrel. Whitehouse School has several school garden for the use of the students and staff. The garden is maintained by students, teachers and parents with the expert knowledge of the Rutgers Master Gardeners. We have a sensory garden along with an indoor garden providing the students with a bio diverse environment. Students focus on observing local trees and native birds. The rain barrels have been shared with the community through the school magazine each school year. You will find our latest May newsletter attached.(Page 8) The roof near our rain garden is approximately 1100 square feet. Our school used the attached chart to calculate the rain collected to be redistributed into the garden. We collected approximately 605 gallons from Jan. 2017-Jan. 2018. According to the US Climate data, Flemington, NJ (the closet town to Whitehouse, NJ), received approximately 50 inches of rain for the year. Our school also uses a retention basin manage storm water runoff to prevent flooding and downstream erosion, and see attached Green Scene Newsletter with Photos of Rain Barrel.(page 8) We also share our sustainable photos on our school website. See attachment and screen shot of school website.

WORD: [GREEN INFRASTRUCTURE INSTALLATION DOCUMENTATION](#)

PDF: [GREEN INFRASTRUCTURE INSTALLATION DOCUMENTATION](#)

WORD: [GREEN INFRASTRUCTURE INSTALLATION DOCUMENTATION](#)

PDF: [GREEN INFRASTRUCTURE INSTALLATION DOCUMENTATION](#)

WORD: [GREEN INFRASTRUCTURE INSTALLATION 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

 Bronze Priority  Silver Priority School

Program Summary: Whitehouse School encourages STEAM by inviting the community to celebrate Boxing Day this year on January 9th. Our cafetorium was turned into a giant Makerspace. Students were encouraged to share their engineering skills used in the classroom and Makerspace with their family. See video link: <https://animoto.com/play/YcMGU5w3t7WoWoPg26X9iw> To reach out and include families and the public in the Readington School District's 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.

WORD: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)

IMAGE: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)

PDF: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)

IMAGE: [SOLAR INVITE](#)

Green Fair

10 Points

School

Program Summary: Green Fair - Green Science Fair Documentation: Our Green Science Fair was held on February 26th, 2018. The impact of our Green Science Fair was measurable, and influential. In the past, we have had to use every single garbage can in the cafeteria, as well as extra bags to hold trash. The cafeteria where the event was held was littered with empty plastic water bottles, and food wrappers. This year, due to our efforts, we were able to reduce waste astoundingly. One half of one trash bin was filled, and the Recycle Bin was $\frac{3}{4}$ of the way filled. We also built awareness. Students were encouraged to choose projects that educated others about the importance of conservation, sustainability and preservation. We held the event on the same night as our book fair. This not only saved in energy usage, but it also drew in more of the community to view the projects. Overall, the event was very well received and the changes made toward sustainability were commented by all. The goal of the Green Science Fair is to give all students the opportunity to experience the fun and excitement of scientific exploration. This year we placed special emphasis on "greening" our event through initiatives to encourage sustainable practices and build awareness for the environment. Students who completed 3 or more of our "Green Initiatives" received a "Green Recognition Prize". Here are the Green Initiatives: Washed fruit or veggies were shared reusable bowls and served as snacks. This replaced our usual offerings of prepackaged snacks such as chips and cookies. A recycled table cloth replaced the typical plastic one that was used in previous years. Reusable containers were used for projects. This cut down on waste of the disposable ones that were typically used. Maschios, our food vendor, provided the snacks and recyclable utensils. This evening opportunity allowed the food service vendor to talk to the community about their efforts to sustain our environment. People were encouraged to walk or carpool to the Science Fair. We even had a girl scout troop do a project and stay after their meeting for the science fair. Over 80 children brought a reusable water bottle to drink out of for the event. I put out 20 paper cups for drinking, but only 9 were used at the event. This replaced the usual 2 cases of water (24 bottles per case) and 4 cases (12 per case) of juice boxes that have been served in the past. Children were encouraged to make their backboard from recycled cardboard boxes (or use the back of a previous project board). They also used laptops instead of a backboard. We encouraged parents to charge the laptop at home, and did not provide power sources for the computers. This encouraged parents to only turn the computers on when necessary, and not just plug in and waste electricity when no one was viewing the presentation. Children used recycled materials for their experiment or display. Children were encouraged to do a project that is focused on preservation or conservation. They were also encouraged to work with a sibling or friend so that they could get all the learning from $\frac{1}{2}$ the materials used per child. The projects were outstanding! We had projects about global warming, endangered species, soil pollution, water quality, growing plants sustainably, and dozens more. The children were SO excited to share all that they learned. Electronic signage, low lighting, online/email registration and event information were all used to minimize resource consumption for the event. See video link for photos of our "Green" Science Fair. <https://animoto.com/play/vU00a1TUpeaDLcHhCQ5Y1w> Our school partnered with the H.S.A. (Home School Association) to provide a mini-grant for the Green Science Fair. The Mini Grant provided ribbons to all student participants. (see attached mini grant application.)

PDF: [GREEN FAIR DOCUMENTATION](#)

WORD: [GREEN FAIR DOCUMENTATION](#)

WORD: [GREEN FAIR DOCUMENTATION](#)

PDF: [GREEN FAIR DOCUMENTATION](#)

IMAGE: [GREEN FAIR DOCUMENTATION](#)

"Green" Your Green Fair or School Event

10 Points

School

Program Summary: Green Science Fair (under "Greening Your Event") Documentation: The impact of our Green Science Fair was measurable, and influential. In the past, we have had to use every single garbage can in the cafeteria, as well as extra bags to hold trash. The cafeteria where the event was held was littered with empty plastic water bottles, and food wrappers. This year, due to our efforts, we were able to reduce waste astoundingly. One half of one trash bin was filled, and the Recycle Bin was $\frac{3}{4}$ of the way filled. We also built awareness. Students were encouraged to choose projects that educated others about the importance of conservation, sustainability and preservation. We held the event on the same night as our book fair. This not only save in energy usage, but it also drew in more of the community to view the projects. Overall, the event was very well received and the changes made toward sustainability were commented by all. The goal of the Green Science Fair is to give all students the opportunity to experience the fun and excitement of scientific exploration. This year we placed special emphasis on "greening" our event through initiatives to encourage sustainable practices and build awareness for the environment. Students who completed 3 or more of our "Green Initiatives" received a "Green Recognition Prize". Here are the Green Initiatives: Washed fruit or veggies were shared reusable bowls and served as snacks. This replaced our usual offerings of prepackaged snacks such as chips and cookies. A recycled table cloth replaced the typical plastic one that was used in previous years. Reusable containers were used for projects. This cut down on waste of the disposable ones that were typically used. People were encouraged to walk or carpool to the Science Fair. We even had a girl scout troop do a project and stay after their meeting for the science fair. Over 80 children brought a reusable water bottle to drink out of for the event. I put out 20 paper cups for drinking, but only 9 were used at the event. This replaced the usual 2 cases of water (24 bottles per case) and 4 cases (12 per case) of juice boxes that have been served in the past. Children were encouraged to make their backboard from recycled cardboard boxes (or use the back of a previous project board). They also used laptops instead of a backboard. We encouraged parents to charge the laptop at home, and did not provide power sources for the computers. This encouraged parents to only turn the computers on when necessary, and not just plug in and waste electricity when no one was view the presentation. Children used recycled materials for their experiment or display. Children were encouraged to do a project that is focused on preservation or conservation. They were also encouraged to work with a sibling or friend so that they could get all the learning from $\frac{1}{2}$ the materials used per child. The projects were outstanding! We had projects about global warming, endangered species, soil pollution, water quality, growing plants sustainably, and dozens more. The children were SO excited to share all that they learned. Electronic signage, low lighting, online/email registration and event information were all used to minimize resource consumption for the event. See this video link for photos from our : "Green" Science Fair.<https://animoto.com/play/vU00a1TUpeaDLcHhCQ5Y1w> See attached documents on the Green Science Fair.

WORD: 'GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION

POWERPOINT: 'GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION

PDF: 'GREEN' YOUR GREEN FAIR OR SCHOOL EVENT DOCUMENTATION

Green Challenges

10 Points

School

Program Summary: Whitehouse Schools utilized the CLASS 5's Schools for Energy Efficiency ® (SEE) program which is a national award-winning, program that helps K-12 schools save energy and money by changing behavior throughout a district. Savings are immediate and sustainable through their unique approach, which incorporates strategies for increasing operational efficiency as well as educating and engaging staff and students. We have sustained this program for the last 5 years. Our See Squad consisted of 3rd grade students. All 3rd grade students were allowed to participate during their recess time. See Squad met once a week on Fridays with a lead teacher. Our Green Challenge was for the entire year starting in October and had the goal of reducing electricity usage by 10%. During recess time, the students and teachers were responsible for turning off lights and other electronic equipment (computers and smartboards) along with closing doors to conserve energy when not in the room. Our goal was to help teachers maintain a routine when leaving the classroom that would occur throughout the day not just during lunch and recess time. The majority of students adopted a class job for the specific purpose of conserving energy. The See Squad wore name badges to identify themselves as they walked around the building looking for empty classrooms. Students placed WOW stickers on classrooms with all equipment off and doors closed. Students placed OOPS stickers on classrooms that left some equipment on. Students tracked the data on the attached tracking sheet. Each month a classroom winner was announced on the morning announcements and the class was awarded the light bulb trophy for energy efficiency excellence. In June, we will announce the year long winner deserving of the light bulb trophy. Attached, you will find the year long data created and maintained by our third grade Student Voice. Our program instilled the importance of energy efficiency during school hours but also encourage students to educate their family members at home. Attached you will find the poster that we hung around the school to remind each student to help our school save on energy costs. Below, you will find a video link created by See Squad to notify the teachers of their Green Challenge. <https://vimeo.com/130111447> A results poster showing the energy reduction was posted in the school and gave energy results by quarter. So far this school year, Whitehouse School has reduced its electricity usage by 15%, exceeding our 10% goal! WHS continued our Green Challenges by applying to become a Green Ribbon School. See attached presentation. WHS was awarded the Green Ribbon in 2017. See attached press release.

IMAGE: [GREEN CHALLENGES DOCUMENTATION](#)

IMAGE: [GREEN CHALLENGES DOCUMENTATION](#)

WORD: [GREEN CHALLENGES DOCUMENTATION](#)

POWERPOINT: [GREEN CHALLENGES DOCUMENTATION](#)

WORD: [GREEN CHALLENGES DOCUMENTATION](#)

Civic & Stewardship Volunteer Initiatives

10 Points

School

Program Summary: Through our SEL(social and emotional learning) journey, our school has increased our service projects. Each month, our school integrates our monthly character trait to a school wide service project. We have sustained this program for two years. Our service project for September was to become responsible citizens of our Earth! We partnered with the Raritan Headwaters Association to clean-up the woods surrounding the South Branch Raritan River. See this video link for photos from the River Clean-up. <https://vimeo.com/239152158> The service project for our October friendliness character trait focused on the affirmation: We support and respect each other. We hosted a community garage sale on Saturday, October 21st. Table and space rental fees went to victims of the recent hurricane disasters that have impacted our

country. See attached flyer and press release. In November, our school focused on being mindful of the members of our community. We celebrated Fire Prevention Week with a visit from our local fire department. See video link for fire prevention assembly photos .<https://vimeo.com/239152158> Whitehouse School's monthly service project for December was Patience for Patients. Whitehouse School staff delivered the snowman paintings to the Hunterdon Medical Center, Robert Wood Johnson University Hospital Somerset, and Children's Hospital of Philadelphia (CHOP). See this website for a press release. Scroll down on the bottom .<https://www.readington.k12.nj.us/Page/1> In January, Whitehouse School Families had an opportunity to spread fairness (our monthly character trait) globally. We will be donated gently used "sport wear" to a Guatemalan community that lies about 100 miles from the capital, Guatemala City. Our February Character trait was "caring". Our staff held our annual Valentine's Day Party and cookie swap to show we care for our local police force. See video link and attached invitation.

<https://vimeo.com/255803298> Students also participated in a service project for February based on caring: Caring for Our Capital: Touching Hearts in Trenton. Whitehouse School hosted a Food Drive for the Trenton Area Soup Kitchen (TASK). see snapshot of notification to parents and community. In April, our monthly trait is grit. We finish what we start. Our students and staff will be participating in a recess walk-a-thon. Money will be raised and donated to a local charity. In May, our theme was loyalty. Our service learning project will be a Math-A-Thon to support wounded Warriors and spread patriotism in honor of Memorial Day. Third grade student voice chose to use Terracycle as one of their school wide service project. Student Voice is the school's student leadership club open to all third graders. Whitehouse School had over 250 families participate and donate items to our cause. Whitehouse School launched our Personal Care and Beauty Brigade during Green Week: April 20th - 24th.

WORD: [CIVIC & STEWARDSHIP VOLUNTEER INITIATIVES DOCUMENTATION](#)

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

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

WORD: [CIVIC & STEWARDSHIP VOLUNTEER INITIATIVES DOCUMENTATION](#)

WORD: [CIVIC & STEWARDSHIP VOLUNTEER INITIATIVES DOCUMENTATION](#)

Enrichment Programs through Partnership

10 Points

School

Program Summary: Whitehouse School spent a great deal of time creating and implementing enrichment for all grade levels. The Home School Association (a parent organization) enriched our students this year with Mini-Courses. Parent and Community Volunteers taught a variety of mini courses that will span two Fridays during the school year. This is a free even open to all students and grade levels. The event took place on April 13th and April 20th this year. Please see attached course list and volunteer form. Our partnership with the Master Rutgers Gardeners has spanned over a decade. This program enhances our Foss Science Kits along with helping to maintain our school garden. The Rutgers Master Gardeners provide additional enrichment activities in our school science labs. Please see attached Rutgers Newsletter showcasing our school's Seed to Salad Program. We are also attaching a sample schedule from April which includes the extension activities. The Rutgers Master Gardeners also received an Excellence Award based on our partnership. Our physical education teacher enhanced our character education with an acclaimed Jump Rope program designed by 5 Time World Rope Jumping Champion, Rene Bibaud. Ropeworks is a unique company with a special focus on youth motivation and fitness. Participants learn developmentally appropriate jump rope skills in a motivating and encouraging atmosphere. Personal, best effort, patience, practice and goal setting are the key character education pieces of our program that guide our teaching strategies and classroom management. Our extensive experience in the sport and art of jumping rope provides students with expert instruction and optimal learning. Please see attached contract along with information on the Ropeworks program.

View this vimeo video link to see the enrichment program in action. <https://vimeo.com/265777330>

IMAGE: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

WORD: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

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PDF: [ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION](#)

Student Learning

Education for Sustainability Kindergarten

10 Points

School

Program Summary: Description of Implementation Education for Sustainability Kindergarten
The kindergarten teachers will cover the lessons within the unit over the course of the year. Beginning in the fall, all students will be introduced to the lessons about pumpkins. During these investigations, learners will investigate the stages of growth from seed to plant. Learning will also take place on a field trip to the local pumpkin patch where students will witness, first hand, the stages of growth. Local farmers will also share the importance of the physical changes as it relates to the overall environment. During the winter months, teachers will use snack time as an opportunity to teach about physical changes in fresh fruits and vegetables. Students will learn to inquire about ripeness and will also experience the value of a “mini” compost within the classroom. Students will observe decomposition of a banana peel and understand the personal responsibility we all have in order to make a difference in the garbage we generate. Finally, students will spend the spring months planting flowers and again investigating the life cycle. Observing and caring for worms while gaining a new understanding and appreciation for the role they play in our lives. Students will add both the sprouts and the worms to the school garden beds as a way to contribute to the school wide project. Students will show their new understanding of the physical changes in the natural system by drawing/writing about what they now know about the changes that occur. Student work will be scored on a three point rubric. Attached to this document, you will find the lesson plan, required questionnaire and several photos.

IMAGE: [EDUCATION FOR SUSTAINABILITY KINDERGARTEN DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY KINDERGARTEN DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY KINDERGARTEN DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY KINDERGARTEN DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY KINDERGARTEN DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY KINDERGARTEN DOCUMENTATION](#)

Education for Sustainability 1st Grade

10 Points

School

Program Summary: First Grade- Sustainability Description of Implementation Students will gain

an understanding that upcycling is the creative process of turning trash into something that people want to keep instead of throwing it into the garbage. Additionally, students will gain an understanding of different items that can be upcycled, as opposed to things that cannot. Students will learn that by working together, they can learn how to live well within the means of nature by reducing the amount of trash that ends up in landfills. This unit will impact our school community in various ways. Students will have the opportunity to upcycle items within the classroom and also at home with their families. Students will complete the unit having learned about the importance of upcycling and its positive long term effects on our environment, our school, and community as a whole. Attached to this document, you will find the lesson plan and questionnaire.

WORD: [EDUCATION FOR SUSTAINABILITY 1ST GRADE DOCUMENTATION](#)

WORD: [EDUCATION FOR SUSTAINABILITY 1ST GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 1ST GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 1ST GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 1ST GRADE DOCUMENTATION](#)

Education for Sustainability 2nd Grade

10 Points

School

Program Summary: Second Grade - Sustainability Description of Implementation Students will gain an understanding about the matter that makes up soil and the role that soil plays in allowing plants to grow. Additionally, students will gain an understanding about how adding compost can enrich soil and yield improved plant growth. Students will learn about the scientific process by creating a hypothesis, making observations, conducting experiments and making a conclusion. This unit will impact our school community in various ways. Students will have the opportunity to work together to maintain a garden. Students will complete the unit having learned about the importance of maintaining good, enriched soil and its effect on plant growth, and will be encouraged to share their knowledge with the community to keep soil clean and effectively make and use compost. Students will develop a shared sense of pride in their garden and in the healthy vegetables they grow. Attached to this document, you will find the lesson plan and required questionnaire.

IMAGE: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

WORD: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

Education for Sustainability 3rd Grade

10 Points

School

Program Summary: The third grade students are increasing their environmental awareness and becoming cognizant of their stewardship role in protecting our Earth by replenishing renewable resources. The students begin the year with the study of rocks and minerals. The difference between renewable and nonrenewable resources is embedded in this unit of study. The students then take that knowledge and apply it to the environment of our country. A focus on the different

U.S. landforms and its resources in conjunction with the effect that each landform has on our environment is also part of this unit. During Earth/Arbor Day the students focus on ways that they can contribute to conserving our environment while learning the value and importance of trees. The culminating activity is the distribution of seedlings provided by the NJ State Division of Parks and Forestry for the students to plant at home. This reinforces the understanding of how the students can fulfill their stewardship role by replenishing our renewable resources. Attached to this document, you will find the lesson plans and required questionnaire. You will also find photos, student work and Arbor Day presentation from last year. We will update this for our next round of feedback.

WORD: EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION

WORD: EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION

WORD: EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION

WORD: EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION

POWERPOINT: EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION

Student and Staff Wellness

Programs to Promote Physical Activity

10 Points

School

Program Summary: Description of Implementation The Physical Education Program at Whitehouse Elementary School in Whitehouse Station, NJ has increased the amount of time devoted to physical activity and movement following the belief that additional opportunities were needed throughout the day for students to be physically active. A comprehensive school physical activity program was initiated and has been sustained by the School Wellness Council. The group was created to develop goals for students and staff. It was felt that there was a need to add to the two 47-minute Physical Education classes held during each school week. By having daily activity, students are more alert and ready to learn academically. Committed to a high level of physical activity, school scheduling is reworked to maintain that students do not miss any PE classes when there are school schedule changes. After discussion that physical activity is an essential tool for preventing a rise in childhood obesity and its corresponding health conditions, Whitehouse School implemented a daily 30-minute recess for all grade levels. The staff development/training for recess is directed by the Physical Education Department to ensure that the recess physical activity program provides opportunities for all students to participate. Some of the activities and games are four square, soccer, wall ball, long and short jump rope skills, jump rope challenges, and hula hooping. We add paw print mile walking path. Students are encouraged to walk during recess. Students can keep track of their distance by using the paw prints painted on our sidewalk. See attached picture. Safety concerns and issues are addressed during the training and throughout the school year. The level of student participation has been extensive as all students participate in activities they enjoy. The Physical Education department at Whitehouse School sponsors various physical activity during the school day to provide opportunities for students to promote the concept that activity can be FUN! Some of these activities include: Speed Stacking - Speed Stacking is a fitness based sport that kids from all backgrounds and abilities can do. For the athlete and non-athlete alike, regardless if we are instructing third graders or kindergartners, sport stacking is a great enhancement for our fitness routine. The third graders participate in a Speed-Stacking competition each year. This competition encourages students to participate in good sportsmanship. See attached photos, March Newsletter (physical education section) and CPT agenda with practice schedule and competition date. Field Day - Our field day is the conclusion of

our Wellness Week Celebration in June. Students are encouraged to participate in a variety of outdoor activities. Some of examples of activities are a hula hoop competition and jump rope challenge. Afterschool programs were also put into place, as most children spend a majority of their time outside of the home. In a quest to meet the recommended sixty minutes of daily physical activity, Whitehouse School hosts the following afterschool program: Girls on the Run - Girls on the Run is a non-profit program that works to encourage pre-teen girls to develop self-respect and healthy lifestyles through dynamic, interactive lessons and running games, culminating in a celebratory 5k run. See attached document with Girls on the Run Schedule. These clubs are in addition to a traditional after-school program that is held on school property. Students involved in this program spend much of their time doing physical activity until 6:00pm. Students at Whitehouse School are very involved outside of school in Youth Sports which are run by various organizations such as Little League and the Readington Soccer Club.

IMAGE: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION](#)

PDF: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION](#)

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

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

IMAGE: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION](#)

IMAGE: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION](#)

Staff Wellness Program

10 Points

School District

Program Summary: The physical and mental health of school employees is integral to promoting and protecting the health of students and ensuring their academic success. Our school has developed an informal plan to improve our staff wellness. (see attached plan) A group of staff members at Whitehouse School organized a Biggest Loser Health Challenge during the 2014-2015 school year. Our nurse has sustained this program and continues to offer it during the holiday months. The goal of this program was to support positive health behaviors in the work environment and to improve work place excellence and job satisfaction. Participating staff members met weekly to exercise inside and outside of the school, share healthy recipes, share literature regarding health and wellness, and provide support for one another. The school nurse played a vital role in record keeping of each participant progress towards reaching a weight goal. A result of our health and weight loss program was an increase in staff morale and energy level. Participants also reported a decrease in body fat and weight loss. As a school we recognize that there were numerous benefits to having a school wide wellness program offered each year. In a broader sense, we embrace and try to promote healthy habits by offering a flu clinic (see attached copy of email from the school nurse) and through flexible spending opportunities and other promotions offered through our health benefits program (see attached example from Blue Cross -NJWELL...cash back for biometric screening, health questionnaires, etc., which was our insurer until this summer...our new insurance company, AmeriHealth also offers similar incentives for good living and preventative care). The nurse also teaches lessons to students and staff about healthy living habits (see her attached poster on beverage sugar contents for one example.) We also offer an array of Teacher Academy classes for staff members that promote healthy habits. (see attached teacher academy programs - page 1: mindfulness, page 5: painting a masterpiece, page 5: paleo protocol, page 8: understanding eating disorders, page 9: healthy u, page 10: kickboxing, yoga and zumba. This is a sample of one of our all staff curriculum day. We have 3-4 curriculum days per year with similar course offerings. Our school also offers a morning walking club for the early risers. Teachers complete a mile walk throughout the school before the student's arrival. We also have several teachers and a teacher's aide wearing Fit bits throughout the school year. These staff members regularly communicate their progress and encourage other staff members to participate at faculty meetings. Our main goal with this program is to remind

teachers to staff active throughout the day. Many staff members had indicated the need for positive ways to cope with stress brought on from their daily responsibilities. Our school is National School of Character winner, our students focus on mindfulness throughout the year. Our school's mindfulness coach developed an after-school yoga program that meets twice a month for teachers (see attached email.) Our school lunch coordinator also provides a healthy soup of the day along with several nutritious programs throughout the year. (see attached sample email.) We have also attached our staff wellness plan. The nurse also teaches lessons to students and staff. See school wellness documents for one of her lesson plan visuals (sugar and drink content).

PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

POWERPOINT: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

WORD: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

WORD: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

IMAGE: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

Student Safety

School Travel Plan for Walking and Biking

10 Points

School

Program Summary: By giving kids active and safe routes to schools, walk- and bike-to-school programs create a fun and fitness-promoting part of students' daily school day routine. A walk or bike to school program is great for schools to promote active transportation for trips of less than one mile. If students live in a close proximity to school, they are encouraged to walk or bike to school. A parent/guardian is required to accompany the child. Our school provides a crossing guard near the entrance of our school to assist our walkers. Our parent drop-off area is a loop. This allows parents to drop off quickly and continue their day. See attached photo. At least three teachers are located in the parent-drop off loop to help keep the traffic flowing. A police officer is located at the drop off location to insure that parents are following the correct traffic pattern. see attached photo. See attached map of walking routes to school. See attached student walking plan and walking assessment.

PDF: [WALKING ROUTE SITE AND NEIGHBORHOOD MAPS](#)

PDF: [WHS CROSSWALK PHOTOS](#)

WORD: [SCHOOL TRAVEL PLAN FOR WALKING AND BIKING DOCUMENTATION](#)

PDF: [SCHOOL TRAVEL PLAN FOR WALKING AND BIKING DOCUMENTATION](#)

Waste Reduction & Recycling

Food Waste Recycling or Composting

15 Points

Program Summary: Whitehouse School's food waste recycling program collects food from the cafeteria, teachers room and other materials brought in from staff and students. It is an on-site composting/recycling program. There are large plastic bins for recycling paper and plastics and bins in the cafeteria that collect food waste. Once collected the students combine the food waste from the cafeteria, teachers room and science labs into our lasagna type outdoor bins and our small garden tumblers. We use our own produce soil in the gardens we grow here at the school. Composting is our first step in our Seeds-to-Salad program. At Whitehouse School, students we are learning about food waste management during the lessons given by our partners from the Rutger Master Gardeners. With the help of these teachers, the building principal and our own teachers, the students launched a food waste recycling program in the fall of 2015. We are currently sustaining this program. Students presented some key information about composting and the do's and don'ts during lunch periods to educate the other students in the building. Once students understood why and how to compost, the students participated in daily composting during their lunch periods. Whitehouse School has a Compost Corner where the compost is collected. It is weighed weekly by our 3rd grade compost committee and documented before they add the waste into our compost collection. The program had started with using 2 small garden tumblers, but our school continued to increase our composting efforts and after an audit was performed we found out that we needed more space to continue to collect the waste. Whitehouse School currently has 2 tumblers and 3 larger rectangular lasagna style bins made out of wood pallets. This is working great, as the students are learning how to make different composting recipes so that additional food waste materials could be added on a regular basis. Students collect materials from the teachers room, leaves from the classroom teacher collections, the science labs and then add the right combination of carbon to nitrogen. See attached Waste Audit. See Our Green Scene Newsletter sharing our composting efforts to the community. This video link also shows you are compost being used in our garden. <https://vimeo.com/239152158>

PDF: [FOOD WASTE MANAGEMENT DOCUMENTATION](#)

IMAGE: [FOOD WASTE MANAGEMENT DOCUMENTATION](#)

IMAGE: [FOOD WASTE MANAGEMENT DOCUMENTATION](#)

IMAGE: [FOOD WASTE MANAGEMENT DOCUMENTATION](#)

WORD: [FOOD WASTE MANAGEMENT DOCUMENTATION](#)

Recycling Non-Mandated Materials

10 Points

School

Program Summary: At WHS, our HSA (Home School Association) recycles all used ink cartridges and toners. Our HSA uses CFK (Cartridges for Kids®) to recycle our used ink cartridges. CFK is a recycling program that pays schools and non-profit organizations CA\$H for: cell phones, laser & inkjet cartridges, laptops, iPods® and tablets/eReaders/notebooks. Attached, you will find a picture of our ink cartridge collection container and an example of a recyclable ink cartridge. In addition, you will see the posted advertisement and acceptable item flyers that instruct donors on how to help and where to find the collection container. During Green Week (April 23-April 27 2018), we made recycling non-mandated materials a priority. See attached flyer celebrating Earth Day. Please see attached screenshot of website with additional advertisement. Due to our increased promotional materials during Green Week this year, we doubled our collections of ink cartridges. We also increased our supply this year in other ways, Officer Bob Morelli, Readington Township Police (since retired), collected ink cartridges from our local municipal building. See attached collection amount. The numbers for 2015 are an estimate because we didn't formally keep track until the following school year. Part 2 Terracycle Whitehouse utilized the program Terracycle for our own Materials Reuse program Whitehouse School launched our Personal Care

and Beauty Brigade during Green Week: April 23rd - 27th 2018. Our monthly school newsletter also explained the Terracycle process and collection. . Student Voice (3rd grade student leadership club) keeps track of the collections each week on a word document created by the students. The student voice supervisor will send the collections when necessary to Terracycle. See attached scan of points earned from Terracycle. Please see our May Green Scene Newsletter from 2018. (page 6 & 9) This newsletter is posted on the website and send out in a weekly genesis.

IMAGE: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)

PDF: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)

WORD: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)

IMAGE: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)

EXCEL: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)

PDF: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)