



Sustainable Jersey for Schools Certification Report

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

Highland High School (Camden) was certified on August 15, 2019 with 165 points. Listed below is information regarding Highland High School (Camden)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

Contact Information

The designated Sustainable Jersey for Schools contact for Highland High School (Camden) is:

Actions Implemented

Each approved action and supporting documentation for which Highland High School (Camden) was approved for in 2019 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.

Energy Efficiency

Energy Efficiency for School Facilities

40 Points

🥉 Bronze Priority 🥈 Silver Priority School District

Program Summary: BHPUSD has actively been reducing their carbon footprint for a number of years. The District has had each school energy audited in 2011. Each audit is attached. 100% of the ESIP was implemented by the District, which includes new high efficiency boilers & pumps at 2 of the 3 schools and lighting upgrades in all the schools. Furthermore the facilities department is constantly working to make our schools more energy efficient with new LED lighting and retrofits, controlled setback HVAC temperatures when the schools are unoccupied and occupancy sensors throughout the District. Two of the schools have achieved EPA Energy Star Certification multiple times. Attached is the suggested Sustainable Jersey Energy Spreadsheet tool using approach #1 with information from our Energy Star Portfolio Manager. We are proud to show a weighted EUI of -20.75%.

PDF: [HIGHLAND ENERGY AUDIT](#)

PDF: [TIMBER CREEK ENERGY AUDIT](#)

Green Cleaning

Green Cleaning Supplies

10 Points

School District

Program Summary: The District believes that everyone should do their part to make our world a safer & healthier place. In an effort to insure our community we take these environmental issues seriously. The District has adopted a Green Purchasing policy in 2016 implementing a plan to purchase 100% certified green cleaning products to replace all of our existing products. These products are used exclusively in all areas of the building that are or can be occupied by students, staff, facility, support staff and any members of the community. In addition, the facilities department has been active in eliminating the use of grade 4 floor care products such as stripping agents and waxes for well over 7 years. This has been accomplished with a diamond cutting process that resulted in the need for only clean water to be used on the floors at all times. The facilities department routinely performs IAQ testing including having outside sources provide IAQ testing in our buildings. The results, to date have always been very good. It is our goal to improve the air quality of our buildings to reduce pollution and allergens that can cause health issues. All three of the Districts high schools have achieved NJ Green Ribbon status at this point and we are proud of that accomplishment.

PDF: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

Green Cleaning Equipment

10 Points

School District

Program Summary: For the past 5 years the District has been committed to purchasing green cleaning equipment. We have a number of HEPA vacuums cleaners that are US Green Builders Council Certified and Carpet and Rug Institute seals of approval, orbital floor machines that meet GS-42 standards, No-touch cleaning systems that also have HEPA filtration, floor scrubbers that have ISSA Innovation awards. It is the belief of the District that these machines will help reduce incidence of asthma attacks caused by dust & allergens and improve the general indoor air quality in the schools. In addition, we also believe this gives our facility employees a sense of accomplishment in contributing towards our green goals and reducing our carbon footprint. Parents and visitors can also feel comfortable when entering our buildings knowing that we are taking steps to make everyone breathe cleaner air.

PDF: [GREEN CLEANING EQUIPMENT DOCUMENTATION](#)

PDF: [GREEN CLEANING EQUIPMENT DOCUMENTATION](#)

Green Purchasing

Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

Program Summary: The School District adopted a Policy for Green Purchasing and a Sustainability Policy on March 17, 2016 at the Board of Education meeting. On that same day, we held a District Green Team Meeting where the Policy was reviewed by students, teachers, administrators, supervisors and facilities directors, so that they had a clear expectation for purchasing protocols. Policies can be found on our website at: <http://www.bhprsd.org/Page/2430>

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

Learning Environment

All Arts Disciplines Offered

10 Points

District

Program Summary: The Black Horse Pike Regional School District offers music, theater, and visual and performing arts courses to students at all three high schools. In addition to the curricular courses offered, all schools have a Marching/Pep band, Choir, Chorale (acapella group), Indoor Percussion/Marching Band, Jazz Band, and Dance Team. These groups perform at annual concerts, dance showcases, in interscholastic competitions and at local community events. Some events include parades, board of education meetings and senior citizen centers. The directors from these groups regularly articulate with the directors from the sending middle school districts to organize side by side concerts.

PDF: [ALL ARTS DISCIPLINES OFFERED DOCUMENTATION](#)

PDF: [ALL ARTS DISCIPLINES OFFERED DOCUMENTATION](#)

Student Participation in the Arts

10 Points

District

Program Summary: The Black Horse Pike Regional School District is dedicated to providing every student the opportunity to engage in arts education. The Music Department offers instrumental and vocal instruction. The Music department develops the student's interests by exposing them to the fundamentals of music, developing the students' skill set and performance techniques. These skills are then demonstrated through our showcases of: concert performances, involvement in performance competitions, and performances at community events. The Art

Department provides our students with the means, materials and methods to create visual works to foster creativity, critical thinking, self-discipline, problem-solving, and self-confidence. Students gain awareness and appreciation for multiple forms of visual and cultural expression throughout history to present day. The students explore and use the Elements and Principles of Design to develop a personal aesthetic and engage in self-discovery. The Art Department believes that education in the visual arts provides unique opportunities to explore and communicate ways of knowing, doing, and being that empower students to be successful in their academic, professional, and personal life. The Physical Education Department believes that a sound program in Health and Physical Education is vital to every child's education and helps improve the overall health and well-being of all children. Dance education provides students with an opportunity to learn and understand dance elements, function as part of a team, recognize the value in dancing with an ensemble, and establish a sense of critical thinking and problem solving.

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

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

School Culture and Climate

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: Freshman Seminar is a full-year, district-wide mandated course that links the NJ SELCompetencies & Sub-competencies with the Enduring Understanding for Sustainability, Responsible Local/Global Citizenship. The course addresses the essential academic, social, and emotional skills students require to engage in reasonable decision-making practices to ensure their own opportunity for success in high school and beyond. Students were exposed to eight units of curriculum: Welcome to High School, Academic Preparation, Belief in Self, Healthy Interpersonal Relationships, Personal Goal Setting & Managing Stress, Responsible Digital Citizenship, Your Future - Your Choice, and Owning Your Education. Emphasis was placed on establishing a sense of belonging. Activities familiarized students with personnel, resources, the rotating schedule, the school community, and all of its offerings. Students interacted with six themes of the "Learning to breathe" curriculum (body, reflection, emotion, attention, tenderness, healthy habits and empowerment) to help increase calmness, balance, inner strength, and reduce stress. Focus was placed on enhancing self-esteem and self-worth. Students explored their own learning styles and developed supportive time-management skills based on their own personality types and multiple intelligences. They explored attitude, empathy, and respect. They identified personal boundaries and explored concepts of mutual respect, trust, honesty, and support. They reflected on positive role models and the negative effects of stereotyping. They learned how to report and prevent harassment, intimidation, and bullying (in person or cyberbullying) and the negative impact such actions have on all parties involved. Students explored the signs of domestic violence and learned how to avoid and/or report such signs to trusted adults to protect self or others. Students analyzed responsible digital citizenship in a global community by exploring credible digital media and examining the benefits and potential risks of sharing information online socially in order to manage their positive digital footprint and help provide a safer learning environment for all stakeholders. The curriculum includes a unit on "Belief in Self". A summative assessment required students to reflect on what they had learned and how they can share in the transmission of knowledge to their peers both locally and globally over the Internet through the use of an interactive online public forum, Padlet. Students were required to put themselves in the role of an Internet blogger who is providing tips for teens to believe in

themselves and put them on a path to academic success. Each post (10 required) included a “tip” and one of the following: links, videos, pics, selfies, audio, Gifs, links to Google docs or slides that provided additional information to online readers. Specific topics included Resilience, Building Your Positive Character Traits, Personality Traits “How Well Do You Know You?”, The Seven Habits of Highly Successful Teens, Motivation and Success (TED Talks), Goals, Resolution, and Plans (30 Day Challenge and SMART Goals), Managing Conflicts in a Positive Way, and Self-Esteem and Self-Worth. This assignment required students to think critically about how they can empower themselves and others to support positive mental health habits. Another unit involved local law enforcement and instruction with regard to domestic violence and social media. Law enforcement officers from Gloucester Township provide direct instruction on both of these topics. They cover the definitions warning signs, legalities, and consequences as well as the students’ responsibility on how to report such abuse with regard to protecting self or others. These topics are designed to improve our local community and build healthy relationships between students and law enforcement. Students were assessed on specific topics by their teachers following the presentations. The attached PDF is an example of the student's graded rubric for the Freshman Seminar course in Black Horse Pike Regional School District, with a Padlet link to the student's work – Unit 3 Believing in Yourself! My Tips for Believing Yourself and Academic Success! First, the student rated their own worth as a reflective self-evaluation on how they met the requirements for each unit, then the teacher rated the student on the same elements after reviewing the published assignment. The rubric required the following: • For each topic, a written tip as well as a written posting on the Padlet site (up to 8 Points per topic) • Creative, properly submitted (up to 10 points) • Effective use of class time, comment (up to 10 points) On pages 3-4 of this document is a general rubric that teachers use for a variety of projects in the course and which was used for the Domestic Violence project mentioned above.

PDF: [SOCIAL EMOTIONAL LEARNING INTEGRATED UNIT DOCUMENTATION](#)

PDF: [STANDARDS](#)

PDF: [INSTRUCTION - SELF ADVOCACY - COLLABORATIVE LESSON](#)

PDF: [BALANCE, WELLNESS, INNER STRENGTH LESSON PLAN](#)

PDF: [CHARACTER TRAITS - ROLE MODELS - SELF-WORTH LESSON PLAN](#)

PDF: [STUDENT WORK SAMPLE WITH RUBRIC](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: The Green Teams for Black Horse Pike Regional School District were established in 2013. The goal of the team was to reduce the carbon footprint of the district and increase the districts sustainability. We are the first district in New Jersey to have all schools as DOE Green Ribbon Schools. As the annual report indicates, The Green Teams from each school have been working hard to become Green. They have also been working hard to educate the district on being Green. Each school created commercials that were shown to all students and they did presentations in our Freshman Seminar classes related to the main focus of the year which was improving our composting efforts.

PDF: [SUPERINTENDENT LETTER](#)

PDF: [TRITON PRINCIPAL LETTER](#)

PDF: [HIGHLAND PRINCIPAL LETTER](#)

Community Education & Outreach

10 Points

 Bronze Priority  Silver Priority School

Program Summary: As part of the community outreach, our Green Team participates every year in Gloucester Township Day. This year, the event took place on June 1, 2019. Highland High School has a booth that is student run. The students answer questions about sustainability, share information about things the community can do for sustainability, share what the school is doing to lower its carbon footprint, and run a trivia game where visitors to the booth win prizes for correct answers (seed bombs, reusable water bottles, and seedlings grown in the school's greenhouse). Over the past 3 years, it has been one of the busiest booths. Highland's Green Team also has a presence at Back to School Night which was held on September 27, 2018. The school has clubs represented so that parents and guardians to see what the school has to offer. During that time, the adviser and sometimes the students, talk to parents about the Green Team. They discuss the goals and accomplishments of the club. They also share resources for both parents and students. The team does not make a flyer because they like to practice what they preach and save paper when necessary. They direct parents to our website the Green Team page (Link below) <https://www.bhprsd.org/domain/431> The web page has information about how to compost and recycle, the recycling requirements for Camden County and any Green Policies we have.

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

Student and Staff Wellness

Staff Wellness Program

10 Points

School District

Program Summary: District Wellness Program for 2018-2019 We began a District Wellness Program in January 2015. Since then we have applied for and have obtained the Wellness Grant through the Southern New Jersey Regional Employee Benefits Fund. The Wellness Grant Program entitles employees to a series of resources for a calendar year. The District has one Wellness Champion that organizes and implements activities for all staff. Each school has established a Wellness Committee that organizes monthly wellness activities, challenges and programs for their building. The Wellness Champion along with the District Wellness Committee has organized Biggest Loser Contests, comprehensive biometric screening and quarterly newsletters. The Wellness Champion also works with the supervisory staff to provide a Day of Wellness each February to all staff. During the Day of Wellness, staff members choose from a variety of workshops that focus on physical fitness, healthy eating, stress management and relaxation. There are also incentives staff members can receive from participating in building and district sponsored events. 2019 Challenges and Activities • January 2019 the Biggest Loser Competition was launched in each school building and Central office and will run until April 18, 2019. • Each school building offers monthly wellness activities and snacks for their staff to promote lifelong

fitness, healthy eating and overall wellness. • There is a BHP Family Wellness Night planned for May 2019. Triton • Wellness Wednesday lunch is offered each month. The lunch includes a healthy option for both staff and students. • Monthly healthy food tasting or snack is also offered to staff. Water, fruit, cheese sticks, and goldfish were offered as a snack. Chocolate was placed in mailboxes for stress-relief and a faculty breakfast was offered and include substitutions such as egg whites. • Staff or outside providers hosted an activity once a month. Activities included Stress Relief, Gut Health, Pickleball, Emotional Wellness, Lacto-fermentation demo, meditation, chair massage, mindfulness yoga, and a toning Class. • Monthly Wellness Committee Meetings. • Mindfulness for the students every Wednesday after Common Time. Highland • Wellness Interest Survey distributed to staff and completed to plan building activities. • Monthly healthy food tasting or snack is also offered to staff. Snacks and tastings include the following: protein cookies and protein shakes; breakfast protein bar, apple and water; salads for lunch; an apple, an orange and nut packs. • Staff or outside providers hosted an activity once a month. Activities included CrossFit, stretching for hips, cooking class- egg muffins, simple stretching, walking the hallways, Jazzercise, coloring mandalas, ornament making, pinch pot making, drawing a rose, essential oil demonstration, CPR Certification Class and an Arbonne Demonstration. • Mindful Mondays every Monday that was started in April • Monthly Wellness Committee Meetings and collection of teacher resources for mindfulness Timber Creek Regional High School • Wellness Wednesday lunch is offered each month. The lunch includes a healthy option for both staff and students. • Monthly healthy food tasting or snack is also offered to staff. Grape, cheese stick, crackers and water; hummus, vegetables and water. • Staff or outside providers hosted an activity once a month. Activities included yoga, Whole 30 cooking class, Couch to 5K-staff and Monthly Mindfulness session. • Wellness Wednesday includes healthy tips for the month on eating, physical activity, stress reduction and trivia questions for a prize. • 8 Week Holiday Shape up Challenge prior to winter break which also included a Facebook support page and infused healthy eating workshops for participants. • A monthly newsletter goes out to all staff. • Weight Watchers at work program. • Mindfulness for students during Charger Time. In addition to the challenges and the Biggest Loser Contest, employees have been receiving information on upcoming events sponsored by our District or non-profit organizations. For instance, the Richard's River Run is being held in April and all proceeds support the Go for the Goal fund. The Aim High 5K hosted by Timber Creek which supports the AIM high Scholarship Fund. All Principals will be bringing a team to the 2019 Goliathon Challenge.

PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

Waste Reduction & Recycling

Document Recycling Rates

10 Points

School

Program Summary: Highland High School has committed itself to become a greener school which includes a comprehensive recycling program. Classrooms have separate recycling container. There are recycling containers in the hallways and in the cafeteria. The cafeteria and kitchen also contain composting containers. The district uses Republic Services of NJ for trash and recycle pick up and Organic Diversion for Food Waste (Compost). After obtaining numbers from both companies, Highland's waste is 40% landfill, 53% recycle, and 7% compost. This school year our numbers have improved greatly because it was a student led initiative. During a District Green Team meeting that included our superintendent, students expressed their concern that we were not recycling and composting to our potential. The superintendent agreed to financially

support the Green Team's efforts. Highland did an audit of all classroom to make sure that they had separate trash cans for recycling and trash. If cans were missing, they were purchased. The students pointed out that our athletic facilities were missing recycling containers. They were purchased and placed by the fields. Signs were created and sent to staff to label their trash cans to eliminate confusion.

PDF: [BLACK HORSE PIKE WASTE DATA LETTER](#)

Food Waste Recycling or Composting

15 Points

School

Program Summary: Highland partners with Organic Diversion for off site composting of food waste. Implementation of this program was a three part process that included training, education and practice. The program has been in place for about 5 years. Education started with the school Green Team who presented the benefits of composting to the staff and students. Organic Diversion meet with the staff and faculty including maintenance and cafeteria workers to explain what can be composted and strategies to make it effective in the school. To put the process into practice, we utilize our own custom made mobile carts that make it easy for students and staff to make the correct choices when discarding waste. The school purchased compostable trays to help with contamination in the compost can. The kitchen in the cafeteria is also responsible for composting their food waste. Organic Diversion picks up compost on a monthly basis. More if needed. The science department has also purchased composters that are used by the horticulture class. They have partnered with the foods class in collecting organic material for the composter. Highland has also created a commercial (<https://drive.google.com/file/d/0ByshgW4mbhEgM1NuTF96Y1g4STg/view>) as a reminder on how to compost. This commercial was featured in morning announcements and the TVs in the LMC. It also ran on Channel 19 which is the schools community channel. The hope is to educate the staff and students of the practice so that they may begin it at home. Community outreach for our composting can be found on our website <http://www.bhprsd.org/Page/1743>

PDF: [BLACK HORSE PIKE COMPOST FLYER](#)

PDF: [BLACK HORSE PIKE ORGANIC DIVERSION COLLECTION DATA](#)