



Sustainable Jersey for Schools Certification Report

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

Ramtown Elementary School (Monmouth) was certified on August 07, 2020 with 435 points. Listed below is information regarding Ramtown Elementary School (Monmouth)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

Contact Information

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Actions Implemented

Each approved action and supporting documentation for which Ramtown Elementary School (Monmouth) was approved for in 2020 appears below. Note: Standards for the actions below may have changed and the documentation listed may no longer satisfy requirements for that action. Additionally, points associated with actions prior to 2013 certifications may not be accurate.

Board Leadership & Planning

District Sustainability Policy

10 Points

🏅 Bronze Priority 🏅 Silver Priority District

Program Summary: On June 12, 2019 the Howell Township Board of Education adopted Policy

7461 "District Sustainability Policy" at the June 12, 2019 Board of Education Meeting in our effort to further become a more sustainable district. We recognize the impact sustainability can have on student academics as well as student and staff health. We also aim to lessen the burden on our planet Earth by implementing more environmentally friendly practices through out our district. In addition to having this Policy on our Public Agenda, we also posted it on our district website and sent an email blast district wide to inform everyone of it's adoption.

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)


PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

PDF: [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

Professional Development for Sustainability

20 Points

 Bronze Priority  Silver Priority School District

Program Summary: Over the last two years we have focused many of our professional learning sessions around sustainability topics. One of our district goals for Howell and school goals for Ramtown is focused around Social Emotional Learning for students and staff. In the following attachments, you will see timesheets, agendas, and documentation from our workshops. In addition, members of our Green Team have participated in Power Save Schools workshop training at NJNG. Our Child Study Team members are incorporated in our training by going out of district to workshops to learn the latest skills to help our students succeed. The impact for our training on sustainability topics to assist with our students mental health and provide them better coping skills. We have also focused on staff wellness because we must not chase the goals, but make sure we are using positive behaviors to make a difference. Our philosophy is that if our staff has high mindfulness, it will transfer to the experiences they are having with their students and ultimately provide a stressless environment.

PDF: [TEACHER SPREADSHEET SUMMARY \(OVER 20 TEACHERS\) PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION](#)

PDF: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION SIGN IN SHEET AND AGENDA 1](#)

PDF: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION SIGN IN SHEET AND AGENDA 2](#)

IMAGE: [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION POWERSAVE AGENDA](#)

Green Enhancement of District Strategic Plans

10 Points

District

Program Summary: In Howell Township Board of Education's 2019-2024 Strategic Plan, we are aiming to enhance sustainability measures to reduce, reuse and recycle across our entire district. We are going to increase recycling and reduce waste, the use of consumable products and food waste. We plan to reduce our carbon footprint through a multitude of measures including reducing the amount of emissions from our transportation department. There will be an expansion of educational opportunities for both students and staff on how to enhance efforts towards environmental protection and preservation. Our 2019-2024 Strategic Plan was presented to the Board and the Public at our June 12, 2019 Board of Education Meeting.

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

IMAGE: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

PDF: [GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION](#)

School Community Asset Mapping

10 Points

School District

Program Summary: Using the example as a starting block, we worked with a third grade class to create a Community Asset map. The idea of our map at an elementary level is to assist new students as they move into our district. During the week that we came back from Winter Break, we had 3 new students begin in our school. It would be great to provide them with this community asset map to become familiar with Ramtown and the communities surrounding our school. We began our lesson by having groups of students brainstorm the important locations around town. Using google Maps "My Maps" we created an interactive map for students that will be located on Schoology. In addition, we have emailed the map out to staff to share with new students as they arrive to the class. This may have been one of our favorite actions of Sustainable Jersey as we were able to empower our students to form a new relationship with new students that may be nervous to walk into a new school at 9 years old. Here is a link to our map: https://drive.google.com/open?id=1tFs1owkeJ_FR5bi9K3owCDVrhu54q3o7&usp=sharing We will also be sharing it on Schoology as attached below and an email to staff.

PDF: [SCHOOL COMMUNITY ASSET MAPPING DOCUMENTATION STUDENT GROUP SHEETS](#)

PDF: [PDF VERSION OF COMMUNITY ASSET MAP](#)

IMAGE: [SCHOOL COMMUNITY ASSET MAPPING EMBEDDED IN SCHOOLGY](#)

IMAGE: [SOCIAL STUDIES LESSON PLAN](#)

School District Foundation

10 Points

School District

Program Summary: The Howell Township Education Foundation (HTEF) was established in 2005. The HTEF works to fund programs that may not be funded by the Howell Township Public School District's budget. This nonprofit group was initially discussed during a Strategic Planning Committee and came to fruition with the support of then Superintendent, Dr. Enid Golden. Flash forward to 2018, the HTEF has funded teacher grants to every school in our school district since 2006. A few samples of HTEF grants that were funded over the years focused on Trout in the Classroom, Next Generation SySTEMS Science, STEM Innovation Stations: Special Needs Life Skills and Career Readiness for the 21st Century, Aquaponics in the Classroom, Weather Stations, School Gardens/Composting, etc.

PDF: [SCHOOL DISTRICT FOUNDATION DOCUMENTATION](#)

Climate Mitigation & Renewable Energy

School Carbon Footprint

10 Points

 Bronze Priority  Silver Priority School District

Program Summary: The Howell Township Board of Education manually tracks its usage of electric and gas utilized in both the schools and for transportation. For the 2017-2018 school year, HTBOE used 10,247.37 MWhs of electric and 709,252 therms of natural gas in the school itself. Buses providing both AM & PM transportation to and from all 12 schools traveled 665,926 miles which equaled the release of .00340 metric tons of N2O and 0.03196 metric tons of CH4. For the 2017-2018 school year, HTBOE's carbon footprint was 9,878 metric tons of CO2e. This number encompasses energy used within all buildings and to run busing routes. This number was calculated by entering all required data into the "Sustainable Jersey Carbon Footprint Spreadsheet."

EXCEL: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

PDF: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

PDF: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

PDF: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

Onsite Renewable Generation System - Solar

5 Points

School

Program Summary: The Howell Township Public Schools have recently installed solar panels at all of the district schools as a part of our ESIP project. All of the systems are currently up and running and following the projections based on the solar value. At each site, we have installed a kiosk (large screen TV) so that the students and teachers can follow the production as well and use it in lessons. Please see that we are using an estimate of displaced utility costs until next year when we have a full 12 months of utility bills to upload.

PDF: [ONSITE RENEWABLE GENERATION SYSTEM - SOLAR DOCUMENTATION](#)

PDF: [ONSITE RENEWABLE GENERATION SYSTEM - SOLAR DOCUMENTATION](#)

Diversity & Equity

Breakfast After the Bell

20 Points

School District

Program Summary: Howell Township School District is proud to participate in the Breakfast After the Bell Program. We realize the importance of students having access to breakfast everyday to ensure they have the energy needed for a successful day. Students are offered breakfast each morning during morning announcements. As shown on the attached menu, we offer a variety of delicious and nutritious selections of breakfast items as well as drink options for

students. Breakfast can be purchased for \$2.00 or a reduced price of \$.30 for applicable students. The students use their School Bucks accounts to purchase breakfast and/or lunch. Additionally, with the increase in food allergies in our schools, any applicable allergies are displayed on the register when a student makes a purchase. As shown on the attached participation sheet, our breakfast participation has steadily increased in most of our schools throughout the school year.

PDF: [BREAKFAST AFTER THE BELL DOCUMENTATION](#)

PDF: [BREAKFAST AFTER THE BELL DOCUMENTATION](#)

PDF: [BREAKFAST AFTER THE BELL DOCUMENTATION](#)

PDF: [BREAKFAST AFTER THE BELL DOCUMENTATION](#)

Energy Efficiency

Energy Efficiency for School Facilities

10 Points

 Bronze Priority  Silver Priority School District

Program Summary: The Howell Township Public School District is currently undergoing a \$16 million ESIP project inclusive of all its district's schools and buildings. In order to identify what needed to be updated, the HTPSD underwent an extensive audit of all 12 schools and 5 satellite buildings. These upgrades include some boilers, HVAC, lighting and Co-Gen.

EXCEL: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES - NEW DOCUMENTATION](#)

PDF: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES - NEW DOCUMENTATION](#)

PDF: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES - NEW DOCUMENTATION](#)

PDF: [ENERGY EFFICIENCY FOR SCHOOL FACILITIES DOCUMENTATION](#)

Behavior-Based Energy Conservation Programs

10 Points

School

Program Summary: Over the last four years Ramtown has had the honor of working with the New Jersey Natural Gas Powersave initiative so form a Green Team throughout the school. Our classes benefit from this knowledge where we explore renewables, sources of energy, green careers and more. The purpose of this initiative is to be aware and make sustainable choices at school and home. We have had assemblies with PowerSave and the Energy Hog in years past and also Energy audits around the school. We have a Winter, Spring, and Summer break shutdown to be mindful of all appliances and computers in the school. Through the program, our students go on patrol walks to catch teachers who may have left their projector on. We have also explored de-lamping within our classrooms based upon reports from our foot light candle meter. The School Community has been more mindful of turning off lights and not leaving projectors on. We hear throughout the halls when classes are called out for being energy hogs! Below you will see our entire Ramtown School audit where we are able to educate our teachers about right lighting for the classroom. For the temperature readings, we are able to discuss these with our head custodian and how we can come up with solutions to have a more energy efficient classroom. The students enjoy using the Foot Light Candle meter to measure the light in the room and also the

temperature radar to take the readings of the interior walls. We were able to use some rooms as a learning point when an outer lying room had two exterior walls. Students decided to note in our Google sheet that the rooms with exterior walls may be using more energy to heat the room.

IMAGE: [GREEN TEAM BENCHMARK](#)

POWERPOINT: [POWERSAVE POWERPOINT SHOWING STRATEGIES DEVELOPED TO PROMOTE BEHAVIOR-BASED ENERGY SAVINGS THROUGHOUT THE SCHOOL](#)

IMAGE: [GREEN TEAM MORNING ANNOUNCEMENT FOR ENERGY SAVINGS PATROL](#)

WORD: [BEHAVIOR-BASED ENERGY CONSERVATION PROGRAMS DOCUMENTATION- TEAM LEADER STATEMENT](#)

PDF: [ENTIRE SCHOOL ENERGY AUDIT- RIGHT LIGHTING AND TEMPERATURE](#)

Energy Tracking & Management

10 Points

School District

Program Summary: Ramtown Elementary School was constructed in 1964 and is 99,899 square feet. The building is open 12 months per year and is open from 7:00AM- 11:00 PM. During 2018-2019 there were 354 students enrolled and 51 staff employed within this school. We would like to apply for the 10 points this section is worth. Attached are spreadsheets indicating the usage and cost of electric and gas at Ramtown Elementary School. Each month as utility bills arrive, the cost and usage are recorded in an excel spreadsheet. This spreadsheet includes every school and building in district but in order to streamline it for this application we created a spreadsheet just for Ramtown. It was found that electric use is higher in the summer months and that gas use is higher in the winter months. SJE/UGI are energy aggregators that are occasionally used to reduce our bill. Please see that we also uploaded utility information to the ENERGY STAR Portfolio Manager and shared it with Sustainable NJ.

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION](#)

PDF: [ENERGY TRACKING & MANAGEMENT DOCUMENTATION](#)

Food & Nutrition

Healthy Food Choices Beyond the Cafeteria

10 Points

School District

Program Summary: At Ramtown, we strive to provide healthy options for students. A concern of ours is allergies and to make sure our students are living a healthy lifestyle. This is discussed at the school level by the principal's letter home in September. It reminds parents that due to allergies, all ingredients must be listed and that if they are interested in purchasing from the school cafeteria we have a list. In addition, they should be mindful of healthy snacks that should be brought in during the school year. The other document we attached comes from one of our teachers that during their back to school letter, she has a section for SNACKS that asks parents to send in healthy snacks for their students. These outreach materials back the healthy eating that

the school shares and aligns with our teachers and parents for a common vision.

PDF: [SEPTEMBER SCHOOL LETTER FOR HEALTHY SNACKS](#)

PDF: [TEACHER LETTER HEALTHY SNACKS](#)

PDF: [FIFTH GRADE HEALTHY TIDBITS](#)

PDF: [KIDS HEART PROGRAM HEALTHY CHALLENGE INFORMATION](#)

School Gardens

10 Points

School

Program Summary: This year we have started with our school garden by introducing our students to a hydroponic garden. This garden is a small Aerogarden Sprout, but we are able to teach the students how this technology works. As we are applying for grants to create an outdoor garden, we figured it would be best to start a hydroponic garden in the winter time. Our students loved it so much that one student wrote their nonfiction report all about the hydroponic system and how it works. Our goal for the hydroponic system is to introduce our students to seed development. We will be housing herbs in this garden as we currently have basil and parsley. In addition we are trying mini tomatoes.

PDF: [STUDENT REPORT HYDROPONIC GARDEN](#)

PDF: [COMMUNITY FARMER PARTNERSHIP DOCUMENTATION \(MATERIAL TO RECRUIT VOLUNTEER\)](#)

PDF: [SCHOOL GARDENS REPORT](#)

IMAGE: [MASTER HERB GARDENER PRESENTATION](#)

Green Cleaning

Green Cleaning Policy & Plan

10 Points

School District

Program Summary: The Howell Township Public School District has implemented it's Green Cleaning Policy as of June 12, 2019. We have committed to reduce harmful chemical exposure to students, staff and the environment. We have already implemented the use of green cleaning supplies that are Green Seal Certified. The district looks forward to implementing additional green practices as it related to the cleanliness and health of our buildings and districts.

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

IMAGE: [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 Supplies

10 Points

School District

Program Summary: Since December 2017, the Howell Township Board of Education has replaced all cleaners that come in contact with students and staff with Green Seal Certified cleaning products. This includes soap, carpet pre-spray as well as other types of cleaners. By making the switch to environmentally friendly cleaning products, we are keeping our students and staff away from dangerous chemicals and keeping our environment free from them as well.

PDF: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

PDF: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

WORD: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

WORD: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

Green Purchasing

Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Our Green Purchasing Policy was implemented on June 12, 2019. The District aims to purchase, while in compliance of purchasing laws the following: green cleaning supplies, green cleaning equipment, recycled paper, energy efficient appliances, and equipment purchases. All district staff were notified of this adoption via email- this includes department heads as well as the purchasing department.

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

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PDF: [GREEN PURCHASING POLICY DOCUMENTATION](#)

Healthy School Environments

Anti-Idling Education & Enforcement

10 Points

School District

Program Summary: Updated 3/12/2020 Anti-Idling Education & Enforcement School Name: Ramtown School Project Description: Ramtown School, in accordance with the NJDEP law, has a “No Idling Zone” sign hanging in the front of the building to notify busses to turn off their engines. Ramtown also has a sign on the side of the building for trucks that drop off food for the cafeteria. Our Student Council members have created posters that they held up and displayed along the bus drop off area to notify busses to turn off their engines as a peaceful protest for a healthy environment. Additionally, bus driver’s signed a No-Idling Pledge Card promising not to idle for more than 3 minutes. An email blast was sent out to all parents including NJDEP documents educating them on the adverse effects that can occur from fine-particle pollution from idling. This email included an online parent pledge to remind them to turn off their engines while waiting to pick-up and/or drop off their children. Lastly, Ramtown School has signed the pledge to be a member of the NJDEP-Stop the Soot campaign. We are part of the No Idling Pledge Signatories List for Monmouth County.

WORD: [ANTI-IDLING SIGN](#)

WORD: [BUS DRIVER & PARENT PLEDGE FORMS](#)

WORD: [NJDEP DOCUMENTATION](#)

WORD: [ANTI-IDLING PROTEST PICTURES](#)

Innovation Projects

Innovative Project #1

10 Points

School District

Program Summary: Plastic straws have been eliminated in the Ramtown School cafeteria and faculty room. After using the website below to begin exploring with students the recent trends to eliminate plastic straws, including the problem it creates with their inability be recycled, to biodegrade, and the space it takes up in landfills and oceans, as a school, we decided to eliminate them as well. Plastic straws began to be phased out in November. At that time, students had to ask for a straw if they wanted one. They were told that when the supply we had ran out, we would no longer be supplying straws in our school cafeteria. By December, straws were completely eliminated in our school cafeteria. Please see below our correspondence with Aramark, our school lunchroom vendor, pertaining to the elimination of straws in our school cafeteria as well as posters used in our faculty room and school cafeteria. Educational Video used with students: <https://www.youtube.com/watch?v=kCwtlzABUpY>

IMAGE: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)

IMAGE: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)

IMAGE: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)

IMAGE: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)

PDF: [FOOD SERVICE STRAWS EMAIL](#)

Innovative Project #2

10 Points

School District

Program Summary: Updated for the 2019-2020 School Year Through New Jersey School Boards Association and the US Army, Ramtown had six teams accepted to the STEM Tank Regional competition. Students researched a problem in the world and came up with solutions to pitch to the "Sharks" (judges) about their innovation. We had a team tackle the ocean pollution problem with the Ocean Auto Vacuum. The team was mentored by Joseph Wittmer from the US Army who suggested to the team to use Peet Moss for sustainability. Four of our teams videos are below. 2018-2019 Ocean Auto Vacuum's video at Regionals- <https://youtu.be/4WBZjLK-1jU> Helping Heroes- Helping kids deal with social situations for social emotional health- <https://youtu.be/hG5HJI0dUm0> Nut Free Near Me- Helping patrons find nut free seating- <https://youtu.be/cnTgUaoXfz8> Perfect Produce- Developing an app using Augmented Reality to let you know how long fruit will be ripe before it goes bad. <https://youtu.be/HIFbjwN3EhE> 2019-2020 RainShade

POWERPOINT: [HELPING HEROES SLIDESHOW](#)

POWERPOINT: [PERFECT PRODUCE SLIDESHOW](#)

POWERPOINT: [OCEAN AUTO VACUUM SLIDESHOW](#)

PDF: [2019-2020 SUBMISSIONS TO REGIONAL --- 4 ENTRIES RAMTOWN](#)

IMAGE: [2019-2020 STEAM TANK ENTRIES](#)

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

iSTEAM Collaborative Units of Study

10 Points

School

Program Summary: The Howell Media curriculum incorporates the New Jersey Student Learning Standards (NJSLS), Next Generation Science Standards, and the American Association of School Librarians Standards (AASL) for the 21st Century Learner. PLC time is allotted weekly for collaborations between special subject teachers and at times, a classroom teacher, with the goal of developing and designing STEAM units that seek to connect relevant, timely topics with Media & classroom curricula. This team's plans are then carried out in collaborations between the media specialist and classroom teachers and their students. These units allow the concepts being taught in the classrooms to be "brought to life" through hands-on learning via the Engineering Design Process, as classes are routinely invited to the Media Center to work on these collaboratively-planned units with their media specialist and classroom teacher.

PDF: [MEDIA CURRICULUM](#)

PDF: [iSTEAM COLLABORATIVE UNITS OF STUDY DOCUMENTATION](#)

POWERPOINT: [STEAM UNIT OF STUDY](#)

PDF: [iSTEAM COLLABORATIVE UNITS: ADDITION BASED ON REVIEWER FEEDBACK](#)

Learning Environment

Curriculum Mapping

15 Points

School District

Program Summary: Howell Township has placed curriculum documents into electronic "maps" that are accessible to all of our teachers and administrators through the school improvement panel. These curriculum maps have created a mechanism to communicate content expectations for all teachers such that our district can gain consistency and coherence across all content areas. Our grades 3-5 curriculum was updated with six of our staff members representing teachers from each grade level, academic support teachers, and district instructional coaches. The committee was led by our mathematics supervisor. This curriculum team met together in the summer to revise and update units to map stay current with our district map. The 3-5 curriculum maps are organized into units with essential questions, enduring understandings, content, and skills. Evidence uploaded is a screenshot of the grade 3-5 curriculum maps for our school. This is shared with staff on Schoology. Also included are the individual curriculum maps for grades 3-5. In addition, these curriculum maps are located on our district website for the community so that we share the curriculum mapping with all stakeholders. One update to the district curriculum maps for the current school year is the inclusion of financial literacy to all grade levels. Financial Literacy is a sustainable life skill for students of all ages.

PDF: [MATH- 3RD GRADE CURRICULUM MAPPING DOCUMENTATION- REVISED 2019/2020](#)

PDF: [MATH- 4TH GRADE CURRICULUM MAPPING DOCUMENTATION- REVISED 2019/2020](#)

PDF: [MATH- 5TH GRADE CURRICULUM MAPPING DOCUMENTATION- REVISED 2019/2020](#)

PDF: [MATH CURRICULUM ON DISTRICT WEBSITE](#)

Future Ready Schools - New Jersey Certification

15 Points

School

Program Summary: Howell Township School District is among only four districts throughout NJ to earn the 2019 Silver District Distinction for the 2019-2020 school year. The program and certifications highlight the efforts our schools and district continue to make in order to promote the skills, abilities, and capacities essential for success in college, career, and citizenship in a digital age. Howell's district and school-based Future Ready teams analyzed the results of our 2018 Silver level certification and identified areas and indicators to improve upon in order to achieve the distinction accolade. The school's Future Ready team, consisting of a wide array of educational stakeholders, set goals for the year that aligned to the district's Strategic Plan and the FRS-NJ Indicators for Future Readiness. These teams submitted evidence and artifacts to the Awards Committee, documenting areas of growth in the indicators aligned to the three FRS-NJ themes: Leadership, Education and Classroom Practice, and Technology Support and Services. The Howell schools and district were evaluated on numerous indicators, several of which focused on sustainable elements within each theme. Examples of this included, proper decommissioning of end-of-life equipment that is environmentally responsible; providing students the opportunity to engage in real world problem solving and real-life work contexts pertaining to environmental impacts, such as STEAM Tank Challenge; and establishing a budget that leverages the use of learning-enabling technology in order to prioritize learning and cost-efficiency and a processes to sustain the digital learning environment. All twelve Howell Township schools were required to be Silver Tier certified in 2018, and now the district and its schools have achieved Silver District Distinction in 2019. Among other achievements the schools and district were required to actively participated on the FRS-NJ Awards Committee, collaborated with other districts to support and mentor them through the Bronze tier certification process, provided Certified School Exemplars, presented future ready experiences and outcomes at various statewide professional events, and welcomed educators and leaders to their district/schools to witness first-hand how the district

achieved their FRS-NJ success. The certification only signifies a journey that will require continued commitment. It is our district's and school's belief that providing innovative, caring and personalized learning environments is part of our obligation to students to ensure their readiness for a lifetime of informed citizenship in a digital society.

PDF: [FUTURE READY SCHOOLS CERTIFICATION DOCUMENTATION](#)

PDF: [FUTURE READY SCHOOLS CERTIFICATION DOCUMENTATION](#)

IMAGE: [FUTURE READY SCHOOLS CERTIFICATION DOCUMENTATION](#)

PDF: [FUTURE READY SCHOOLS CERTIFICATION DOCUMENTATION](#)

PDF: [RECOGNITION OF FUTURE READY SILVER DISTINCTION 2019-2020](#)

School Culture and Climate

Inclusive Environments Where All Can Thrive

10 Points

School

Program Summary: At Ramtown Elementary School, our program consists of 2 classroom models, General Education and Self-Contained (LLD-Language Learning Disability). Our model consists of students with IEPs integrating into the General Education classrooms. These classes include Science, Social Studies, Health, Recess/Lunch, Homeroom, and all Specials (i.e. Art, Media, Music, Technology, Physical Education, & World Language). This provides students the opportunity to interact with peers on both an academic and social level. Our school is unique within our district because not all schools provide this type of inclusive setting. Both our SciP committee & Green Team have focused their efforts on providing support to all of our constituents in order to improve our overall culture and climate. Collaboratively, we developed and administered surveys to staff, students, and parents to assess the needs of our community. The data helped us to identify both academic and social-emotional needs, language barriers, and more to help target specific initiatives. From there, staff engaged in PD so we can better support our students' needs. These included: co-teaching model for inclusive settings, strategies for incorporating mindfulness within the classroom setting (SEL), managing behaviors, and Response To Intervention (RTI). The trainings provided by administration, coaches, and relevant specialists helped to guide staff in how to best support students. Our goal is not only to help close academic gaps but also to focus on social-emotional needs so all students feel safe, accepted, comfortable, and are ready and available to learn in our building. In addition, and with help from our Parent-Teacher-Organization, our school hosted an interactive LEAD U assembly aimed to creatively engage, educate, and empower learners to find the leaders within themselves. LEAD U members incorporated lessons focused on anti-bullying, character education, acceptance & tolerance. Staff, students, and PTO members participated.

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

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

WORD: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION-RAMTOWN PDP & MISSION STATEMENT](#)

PDF: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION-SCHOOL GOALS 2019-2020](#)

PDF: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION-SEL GOALS & WORKSHOP](#)

WORD: [INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION-STAFF PD, RTI/SEL FOCUS GROUPS, SCHOOL PROGRAMS](#)

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: A school culture and climate survey is administered two times per school year for staff, parents, and students. The survey for parents and students focuses on safety, teacher interactions, peer relationships and overall feelings about Ramtown School. A staff survey is utilized to assess staff needs, rapport with administration and colleagues, as well as feeling inclusive in school-based decision making. A student survey is utilized to identify student feelings about school. We shared our information to our students and then shared information to staff at a faculty meeting. In addition, we distributed the information at a Parent Teacher Organization meeting. We selected Social Emotional Learning as a goal for our 2019-2020 DOE Schoolwide goals. It is important to discuss ways that we are making sure our students and staff are mentally healthy.

PDF: [STUDENT CLIMATE AND CULTURE SURVEY 2019-2020](#)

PDF: [STAFF CLIMATE AND CULTURE SURVEY 2019-2020](#)

PDF: [PARENT CLIMATE AND CULTURE SURVEY 2019-2020](#)

PDF: [2018/2019/2020 SCHOOL CULTURE AND CLIMATE SEL SCHOOL GOALS FOR STATE](#)

PDF: [RAMTOWN PROGRAM INVENTORY 2019-2020](#)

PDF: [RAMTOWN SCHOOL CULTURE DISCUSSION GUIDE](#)

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: This year we have district and school goals related to SEL for students and teachers. To help us develop our curriculum of materials for teachers to use, Jayme Begley, our school guidance counselor for grades 3-5 has provided teachers with a tool kit to integrate SEL lessons into the daily curriculum. Jess Cullinan, a third grade teacher, has worked closely with Mrs. Begley to try out the integration of SEL into the curriculum. The documentation below shows various activities that are incorporated throughout the day. In addition, we are attaching a Student SEL Mental Wellness check in where Shannon Klimowicz (5th grade teacher) is using it to gauge her students behavior throughout the day. The students have the power to move the paper clip to share how they are feeling. Not all students may be vocal about their feelings and moving a simple paperclip makes it more efficient to check in on the wellness of the student.

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

IMAGE: [STUDENT SEL MENTAL WELLNESS CHECK IN](#)

PDF: [STUDENT DOCUMENTATION FROM LESSON](#)

WORD: [SEL GRADE 5 LESSON PLAN](#)

PDF: [GREAT SCHOOLS PARTNERSHIP UNIT PLANNING TEMPLATE](#)

School Grounds

Biodiversity Project

10 Points

School

Program Summary: House Sparrows nest in holes or crevices found in agricultural, suburban and urban areas and tend to avoid woodlands, forests, grasslands and deserts. Both the male and the female build the nest. It is a large, untidy cup of feathers, strings, grasses, paper and straw. A brood or clutch may consist of 1 to 8 whitish eggs with gray and brown spots. Incubation begins after all the eggs have been laid. Both male and female incubate the eggs. Incubation lasts for 10 to 14 days. After the eggs are hatched, both parents feed the young until they fledged. At Ramtown Elementary School we have 6 nesting boxes and have witnessed many House Sparrows using the houses to take care of their young. These houses have protected the birds from the elements and predators. Butterfly houses provide a convenient area for butterflies to find shelter from the elements and to hide from hungry predators. Not only are they an attractive addition to our yard and garden, but they help to attract and keep butterflies as well. The nesting boxes and butterfly house were donated and built by a former student who was completing a volunteer project for his Eagle Scout certification. This student allocated funds through donations. The nesting boxes and butterfly houses have been maintained by our maintenance staff on a bi-weekly basis by mowing the lawn during the appropriate seasons and making sure other vegetation is clear of the structures. The maintenance staff clear fallen leaves during spring and fall clean ups. Staff and students have helped removed fallen debris, such as large tree branches. This maintenance helps promote the species wanting to use the structures. Teachers have utilized the lesson plans from www.nestwatch.org to explore the behaviors of local birds. A unit overview is attached.

IMAGE: [BIODIVERSITY PROJECT DOCUMENTATION](#)

IMAGE: [BIODIVERSITY PROJECT DOCUMENTATION](#)

IMAGE: [BIODIVERSITY PROJECT DOCUMENTATION](#)

IMAGE: [BIODIVERSITY PROJECT DOCUMENTATION](#)

IMAGE: [BIODIVERSITY PROJECT DOCUMENTATION](#)

PDF: [BIODIVERSITY PROJECT DOCUMENTATION](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: Our Green team for the 2019-2020 school year has been designed to have selected members from each department area including NJEA representation, administration, Makerspace innovators, Garden experts, and Student Council leaders. The teachers have met formally throughout the year and also informally through email, Schoology groups, and on common prep times. Our goal for the year was to raise awareness to our school community regarding recycling. We entered into a recycling competition where we recycled over 200 pounds of plastic. We have used the meetings to discuss Sustainable elements such as anti-idling with student council and community asset mapping for our students. Our goals for next year include

an Outdoor classroom which we hope to open up in the Fall for our staff and students to enjoy the weather. In addition, we will look towards purchasing hydroponic gardens.

PDF: [GREEN TEAM DOCUMENTATION- PRINCIPAL LETTER FORMATION](#)

PDF: [RAMTOWN 2019 GREEN TEAM MEETINGS \(4 PLC NOTES\) AS OF DEC 18](#)

PDF: [RAMTOWN GREEN TEAM 2020 MEETINGS AND VIRTUAL](#)

PDF: [HTEA 2019 UNION REP GREEN TEAM LETTER](#)

Civic & Stewardship Volunteer Initiatives

10 Points

School

Program Summary: Updated 3/12/2020 Project Description: At Ramtown School, our Student Council provides students with the opportunity to participate in projects with community-based organizations, gaining real-world learning experiences. This club promotes leadership, helps students become engaged in causes, and allows students to reflect on the impact they have made. Annually, our school hosts a Veterans Day assembly. Our Student Council held a fundraiser prior, which educated our school on the importance of honoring veterans, as well as, spreading awareness of the impact military service has on soldiers. Flyers went home to families to promote this fundraiser and educated them about the mission of Semper Fido, pairing rescue dogs with veterans suffering from adverse effects of service. Announcements were made by Student Council daily to educate the school about Semper Fido. Paper paws were sold, money was collected & donated to the organization. At the assembly, students made speeches honoring veterans and their service and educated the attendees (Board Members, Veterans, Administration, parents, students) about the importance of the organization. Rare Jeans Day is a fundraiser that helps kids who have a rare disease/chronic illness. At Ramtown, we raised money for the Fighting H.A.R.D. Foundation. Lessons were conducted in each class & students created a unique "pair of jeans" to be displayed in the halls to raise awareness. Every year, our school community hosts a drive for Monmouth County SPCA. This project helps provide for abandoned/homeless animals throughout our county and educates students about the importance of supporting animals. Through discussion with students, we generated ideas on ways we could help animals & used the MSPCA website for assistance & information. Student Council members instructed each classroom on the importance of donating to this cause and educated students on what items to donate. The school received a certificate from MSPCA for their service.

WORD: [RARE JEANS DOCUMENTATION](#)

WORD: [SEMPER FIDO VIDEO & EVENT PHOTOS](#)

WORD: [MSPCA DOCUMENTATION](#)

WORD: [SEMPER FIDO-THANK YOU LETTER](#)

PDF: [SEMPER FIDO FLYER](#)

Enrichment Programs through Partnership

10 Points

School

Program Summary: Ramtown students participated in a poster contest sponsored by the New Jersey Department of Agriculture, NJ Soil Conservation Districts. Students were tasked with researching the importance of pollinators in order to understand reasons they need our protection. Students were then challenged to design an eye-catching poster in order to deliver the

story in a way people can understand while giving a voice in the community about the importance of conservation issues. Posters were judged by Ramtown School teachers and two from each class were selected to be entered into the local Freehold Soil Conservation District (SCD) Poster Contest. All first place winning entries from the SCD Contest would be submitted to a state level competition. Cash prizes are to be awarded to first, second, and third place winners in both contests. We are awaiting the results of the contest.

PDF: [STUDENT WORK EXAMPLES](#)

PDF: [BEE POLLINATORS CONTEST](#)

WORD: [STUDENT THINKING MAP](#)

WORD: [RESEARCH FORM TEMPLATE](#)

Student Learning

Education for Sustainability 3rd Grade

5 Points

School

Program Summary: This lesson was for our annual Arbor Day Celebration. Every third grade class creates posters as according to the assignment/rubric attached. The winner of the poster contest from each class receives a potted plant. Every student after our tree ceremony receives a sapling! Students learn about the benefits of trees to our ecosystem and how we can do our part within the community. 12/17/19--- From our feedback, I placed the rubric in chart form as requested. It is labeled "Corrected Poster Rubric"

IMAGE: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION STUDENT WORK](#)

PDF: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION EFS](#)

PDF: [DANIELLE FARLEY ARBOR DAY LESSON PLAN](#)

WORD: [ARBOR DAY RUBRIC](#)

PDF: [CORRECTED POSTER RUBRIC](#)

Education for Sustainability Grades 4-12 Arts

5 Points

School

Program Summary: Making and playing homemade instruments has tremendous educational, environmental, and artistic value that can reclaim musical creativity for teachers and students. Using homemade instruments helps sustain music programs that support self-sufficient and resourceful education, preserving tradition as well as encouraging innovation. When fully engaged in musical invention, children can develop their naturally imaginative and participatory approach to learning. Making these instruments also raised their awareness of ecological issues, spark their interest in music and give them some great time with hands on building.

IMAGE: [RUBRIC](#)

WORD: [LESSON PLAN](#)

WORD: [QUESTIONNAIRE](#)

WORD: [STUDENT SAMPLES](#)

Education for Sustainability Grades 4-12 Health

5 Points

School

Program Summary: As young learners, it is important for students to realize the benefits of participating in outdoor activities and play. This lesson addresses issues that impact human health. Throughout this lesson, student discuss the benefits of playing outdoors as well as brainstorming ways in which they can incorporate it into their daily lives. Students used a reading article to help them generate their ideas. The students also discover why sedentary activities tend to be more popular but identify the benefits of outdoor play. Lastly, students engaged in outdoor play and provided examples of them doing so.

PDF: [ARTICLE-GO OUTSIDE AND PLAY!](#)

WORD: [ASSIGNMENT RUBRIC](#)

WORD: [LESSON PLAN](#)

WORD: [QUESTIONNAIRE](#)

WORD: [STUDENT RÉPONSES AND EVIDENCE](#)

Education for Sustainability Grades 4-12 Math

5 Points

School

Program Summary: This math unit had students list renewable sources of energy such as biofuels, geothermal energy, and solar energy while multiplying 2 digit by 2 digit numbers. Then we discussed the importance of conservation. As an extension activity, students recorded the amount of water they and their family use during everyday activities such as showering or washing clothes. Then they had to estimate the amount of water used for those activities each week.

PDF: [FOSSIL FUELS WORKSHEET](#)

IMAGE: [STUDENT WORK](#)

WORD: [LESSON PLANS](#)

WORD: [QUESTIONNAIRE](#)

PDF: [WIND TURBINE WORKSHEET](#)

PDF: [MATH GRADING RUBRIC](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: In this lesson, the students were encouraged to think about energy and its uses. The students explored different forms of energy and ways in which to conserve energy.

Students were asked to view a video on where energy comes from, which explored different sources of energy. They also read an article on clean energy and answered questions pertaining to both the video and the article. The class discussed the different sources of energy as well as discussed different ways in which to conserve energy and the natural resources that produce energy. As an optional assignment, the students created posters to show ways in which to conserve energy. The students were actively engaged in the discussion and expressed how there is a need to conserve natural resources in order to save for future generations.

PDF: [CLEAN ENERGY ARTICLE](#)

WORD: [CLEAN ENERGY LESSON PLAN](#)

WORD: [CLEAN ENERGY-QUESTIONS AND STUDENT WORK](#)

WORD: [CLEAN ENERGY-RUBRIC](#)

WORD: [QUESTIONNAIRE](#)

Education for Sustainability Grades 4-12 Social Studies

5 Points

School

Program Summary: Ramtown school's Media Center includes a Makerspace & STEAM curriculum which utilizes many waste materials for projects. During the school year, families are given a list of items they might consider trash, and are asked to collect these items from home and send them into school for use in our Makerspace. Please see the attached letter that is sent home annually for such requests. One of the many projects we used these materials for was an Upcycling Project, in which students learned about the process of reusing useless, unwanted waste materials to create a new product of better quality and environmental and economic value. Students turned waste such as bottle caps into pictures, cups into pencil holders, plastic bottles and corks into a piggy bank, and shoeboxes into a rocket ship toy. Conversations ensued pertaining to landfills, waste management, the amount of trash a person produces each day, and how upcycled products could provide economic and environmental value. An extension to this project would include inviting a fellow Howell teacher and artistic upcycling entrepreneur in as our guest speaker, in order to further support the understandings. Please see the attached document for the lesson as well as photos of student projects and rubrics that were utilized.

PDF: [MAKERSPACE SUPPLY FAMILY LETTER REQUEST](#)

PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SOCIAL STUDIES DOCUMENTATION](#)

Education for Sustainability Grades 4-12 Technology

5 Points

School

Program Summary: Google Slides is a web application that is used by our students to share out presentations to their classes. Students are taught these skills in their weekly Computer Science class. To refresh the skills for Remote Learning, students were challenged to make a "Slide Poster" on the importance of keeping plastic out of the ocean. Students watched a video and followed a rubric to self score their poster prior to handing in. The rubric consisted of creating a complete poster that showed the understanding and design of how plastic pollution is dangerous to our society. We will be using some of the posters around the school next year as we enter our Plastic Recycling Challenge.

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

PDF: [STUDENT POSTER EXAMPLES](#)

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

IMAGE: [PLASTIC POLLUTION LESSON PLAN](#)

Student and Staff Wellness

School Wellness Council

20 Points

 Bronze Priority  Silver Priority School

Program Summary: The Howell Board of Education officially established the board approved Wellness Committee in July 2019. We have provided the documentation of its members below, which includes various staff members and administration. Our committee has organized many school and community events this year to promote wellness. The completion of the SHI assessment tool along with our student and staff survey allowed us to create a plan to improve the overall climate of our building. All of the modules in the SHI have been completed. In addition to creating a new plan to promote wellness like Pillars of Character Program. This program teaches students character traits like responsibility, teamwork, self-esteem and so much more. This year our wellness committee put together the Ramtown's Kindness Challenge (Work cooperatively with others to show great team work, Greet everyone you see with a hello and a big smile, keep our school clean and recycle, show what a big heart you have and compliment at least five people and write a positive note to someone and give it to them) . In addition to our kindness challenges we have regular Lead U assemblies (A group of positive teaching artists who creatively engage, educate and empower students of all ages to find the leaders within themselves). Our 5th grade Student Council played a big part of our school impact on the community. This year the put together programs like a collection for the Monmouth County SPCA. A flyer went home with the students prior to the collection. Items that were requested from the shelter were donated and I brought the donations to the SPCA. Also-The Rare Your Jeans Day was held on Feb 26th. Each student was given a flyer in advance to notify them to wear jeans and donate \$1. The money collected was donated to the Fighting H.A.R.D. Foundation. This foundation helps raise awareness for kids with a rare disease. This year our school has made significant improvements to adapting Social and Emotional Learning within our classrooms. Attached is the Ramtown Professional Learning on SEL and how teachers applied it to their classroom. Below are social media links that show our involvement with our students and community. We will continue to work improving our school wellness. We have also attached evidence to support We have met with the Rutgers Master Gardeners, specifically the Herb Gardeners to discuss a sensory friendly garden for our students. This plan will enable an outdoor classroom with herbs that will help motivate students in a relaxing setting. Due to Covid-19 and the closure of school, we were unable to expand our School Wellness Council. Our goal is to expand our council with more students and members of the parent community along with putting into place our SHI plan for next year. In addition, we will reach out to local business owners to see if they have any programs to support our student community.

PDF: [SCHOOL WELLNESS PICTURES](#)

PDF: [SCHOOL WELLNESS STUDENTS EVIDENCE](#)

PDF: [SCHOOL WELLNESS COUNCIL DOCUMENTATION STAFF/PARENT EMAILS](#)

WORD: [SCHOOL WELLNESS COUNCIL DOCUMENTATION](#)

WORD: [SCHOOL_HEALTH_INDEX_OVERALL_SCORECARD](#)

Policies to Promote Physical Activity

10 Points

District

Program Summary: On June 12, the Board of Education adopted policy 7461 District Sustainability Policy. The policy includes a section entitled Promoting Physical Activity. The policy was distributed district wide on June 20. The policy addresses a wide range of strategies to increase opportunities for students to be active before, during, and after school. See the attached policy (last uploaded file) for more information.

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

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

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

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

Programs to Promote Physical Activity

10 Points

School

Program Summary: Ramtown Elementary School--REVISED 3/2020 Ramtown students are educated in Phys. Ed. about heart health. Ramtown holds a fundraiser to help raise awareness. Funds are raised via "Jump Rope for Heart" and donated to American Heart Association. During their physical education classes, students jump rope and exercise to promote healthy heart lifestyle. Also, flyers are distributed to each class, which have different ways to incorporate movement into the classroom. These flyers are hung up in classrooms and teachers use the "moves" throughout the day as needed. After students are completed eating their lunches, the teacher in charge takes children outside to be part of the "Walking Club" for the remainder of the lunch period. During winter months, this takes place in the gymnasium. This allows children to be up and moving around during the day. Our Occupational Therapy staff have adopted a program called S'cool Moves. S'cool Moves uses a three tiered approach to support students and staff with interventions for the whole class, small groups, and individuals through movement and exercise. S'cool Moves provides strategies for focus, learning, ADHD, reading challenges, dyslexia, and sensory processing issues. It bridges the collaboration gap between general education and special education through therapy-based academic and behavior support. The OT teachers provide strategies for teachers to use throughout the day. Teachers use these strategies to help incorporate movement into the students daily lives as well as help students regain focus. OT staff have been trained thoroughly on the program and it is primarily used with OT students, but the entire school faculty/staff received training from our OT department during a professional development day. All Ramtown teachers use components of this program throughout the day to help all students regain focus and calm anxiety. The students enjoy these "brain breaks" throughout the day.

PDF: [JUMP ROPE FOR HEART](#)

WORD: [WALKING CLUB](#)

WORD: [S'COOL MOVES EMAIL](#)

WORD: [HEART ASSOCIATION "MOVES" FLYER](#)

WORD: [S'COOL MOVES FACULTY/STAFF TRAINING](#)

WORD: [S'COOL MOVES PICTURES](#)

Staff Wellness Program

10 Points

School District

Program Summary: This year our Green team members at Ramtown elementary school formed a Staff Wellness Committee and discussed possible goals for our staff wellness plan. Some of our goals this year were to promote a healthier lifestyle with programs like the “Healthy Heart Month” and “The Biggest Loser Weight Challenge”. Staff members set weight goals and weigh in weekly. Our school nurse, Melissa Trainor, records the amount of weight that the staff has lost together. In addition to the staff weight loss challenge Mrs. Trainor also provides our staff members with healthy recipes. Mrs. Trainor sends out monthly flyers to encourage self-care, such as: Get Fit Wellness Webinars, Flu Vaccination Clinics, 30 Ways to Lose Weight Permanently, and CDC recommendations on Flu and Novel Coronavirus preventions. Every year our PTO provides a staff wellness day. New Jersey Spin and Wellness provides staff members with a 5 minute massage and spine alignment assessment along with discounts to their services at several locations throughout New Jersey and a delicious and nutritious lunch. The Howell Board of Education also supports our staff in many ways. The Howell Board of Education has partnered up with the Howell Township Alliance Committee to provide our staff members free yoga and mindfulness classes to help increase focus, energy, resilience, wellness and relaxation. They also hold a yearly Wellness Fair. During the three hour event, staff members are able to receive the flu shot and get instant screening results for blood pressure, cholesterol, blood sugar, stroke and body mass. Attached below are emails, flyers, staff survey and wellness council meet dates along with other information to support this element.

PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

Waste Reduction & Recycling

Materials Reuse

10 Points

School

Program Summary: Book Swap: In June 2018, Ramtown held a Book Swap. Students brought in books they were no longer reading to exchange them for new titles. Over the course of two days, 533 books were collected. In our second year we decided to hold a book swap for our upcoming Spring Break. We have provided students with a letter to begin bringing in books. In addition, our school has located materials that are no longer in the curriculum. Instead of throwing out the books, we have added them to our tables for our students to take. The success of our previous years have kept this project going. We decided to copy the way we did it in our second year where students are continuing to bring in books from home they no longer want. Doing this before Spring Break helps us kick off spring cleaning for families and teach them about reusing materials instead of tossing in the trash.

IMAGE: [MATERIALS REUSE- FREE LITTLE LIBRARY](#)

PDF: [RAMTOWN BOOK SWAP 2020 FLYER SPRING BREAK](#)

IMAGE: [MATERIALS REUSE BOOK SWAP](#)

IMAGE: [SPRING BREAK BOOK SWAP MATERIAL](#)

Recycling Non-Mandated Materials

15 Points

School

Program Summary: 5 Points Ink cartridge Recycling box inside Main Office. For several years we have collected ink cartridges to recycle. Instead of tossing plastic cartridges in the garbage, we are aware of the need to recycle. 5 Points We are also participating in the Crayola ColorCycle Program to recycle markers. When our box weighs 8-10 pounds, we send it off to Crayola for recycling. We have this box outside the Makerspace as a central location in the school for recycling. 5 points NexTrex Recycling Program. This year we began collaborating with the Trex company to participate in their NexTrex challenge. Our school is recycling plastic bags to combat throwing them out. Single use plastic bags are very damaging to our environment. We give a weekly update on our Weekly student news network. We have currently recycled 201 pounds of plastic bags.

PDF: [NEX TREX CHALLENGES](#)

IMAGE: [CRAYOLA COLOR CYCLE](#)

IMAGE: [INK CARTRIDGE PROGRAM](#)

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

WORD: [COLOR CYCLE POSTER FOR KIDS](#)