



Sustainable Jersey for Schools Certification Report

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

First Avenue Elementary School (Essex) was certified on August 18, 2021 with 360 points. Listed below is information regarding First Avenue Elementary School (Essex)'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 First Avenue Elementary School (Essex) was approved for in 2021 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: The Newark Board of Education (NBOE) has a strong commitment to sustainability as evidenced by the many instances in which the district is included in the

“Spotlight” section of a variety of SJS action items. However, the district has pursued these actions without a formalized District Sustainability Policy. It is important to note that NBOE has very recently regained local control after 25 years of state receivership, and as a result, the elected members of the Board of Education are working diligently with staff to work through their entire policy manual to update and create new policies that reflect the values and priorities of the community. The new District Sustainability Policy was intended to be presented and voted on by the Board in early spring 2020, but the impact of COVID-19 has dominated the agendas of the Board meetings for several months now. The District Sustainability Policy was approved unanimously by the Newark Board of Education at their regular board meeting on August 27, 2020, and has been promoted on the website and social media platforms. Website link: • Link to the dated policy on the District website: <https://www.nps.k12.nj.us/mdocs-posts/nboe-conservation-sustainability-and-green-initiatives/> Policy is announced on home page of district website under ‘News Feed’: <https://www.nps.k12.nj.us/> Twitter: • Link to policy announcement on the District’s Twitter account (3,387 Followers): <https://twitter.com/NPSvoices/status/1299370840346300417?s=20> Facebook: • Link to the policy announcement on the District’s Facebook account (9,035 followers): <https://www.facebook.com/NewarkPublicSchools/posts/1895131753961883>

PDF: [CONSERVATION SUSTAINABILITY AND GREEN INITIATIVES POLICY](#)

PDF: [RESOLUTION TO ADOPT POLICY](#)

IMAGE: [NBOE TWEET RE ADOPTION OF POLICY](#)

IMAGE: [NBOE FACEBOOK ANNOUNCEMENT RE ADOPTION OF POLICY](#)

IMAGE: [SCREEN SHOT OF POLICY POSTED ON DISTRICT WEBSITE](#)

Professional Development for Sustainability

20 Points

 Bronze Priority  Silver Priority School District

Program Summary: New comments in response to reviewers request for information: the per-diem employees who were trained are not assigned to any particular school. As a group, they work at all the schools in the district. The school district has custodial staff assigned to each school during school hours, but the evening custodial duties - like handling recycling - are carried out by per-diem employees who receive daily assignments to various schools depending on the needs of the day. The per-diem employees received training in recycling in the same way that they received training on green cleaning procedures, so that regardless of the campus they serve, they will be trained in district procedures. They are trained as a group and collectively serve every school in the district. Please note: the district's submission for Green Cleaning Training was approved in the last round, and the same rationale was applied to the representation for each school by training the per-diem workforce. On 2/13/20 the District required all per diem custodial staff who conduct after-school custodial tasks for all schools in the District to attend a two (2) hour training on the updated recycling program that will be rolled out in the 2020-21 school year. There were sixty-five (65) attendees, including the District’s Director of Sustainability, Rodney Williams. The training was conducted by Jill Buck, M.S., Ed., CEO of the Go Green Initiative. Attached you will find the sign-in sheet for all attendees, the PowerPoint presentation, the course syllabus, photos from the training, and the instructor’s bio. Please note that the training did not include breaks, and lasted over two (2) hours.

PDF: [POWERPOINT PRESENTATION FOR DISTRICT-WIDE RECYCLING TRAINING](#)

PDF: [SIGN IN SHEET FOR RECYCLING TRAINING](#)

PDF: [INSTRUCTOR BIO](#)

PDF: [PHOTOS FROM RECYCLING TRAINING](#)

PDF: [SYLLABUS](#)

Green Enhancement of District Strategic Plans

10 Points

District

Program Summary: Since our district has recently regained local control, there is a tremendous opportunity to add sustainability efforts to the strategic plans being created by the superintendent, the school board and staff. We will upload documentation for the next submission deadline. The ESIP program will renew numerous mechanical systems, reduce energy consumption and have a significant impact on the districts carbon footprint. The LRFP and LRMP will provide a facilities plan to improve our current inventory of buildings as well as plan for the future growth of the district. The new Director positions that have come on board will improve the cleanliness, safety and operational efficiencies of the school buildings. Implementation of the Safe Schools program will put the district in compliance with mandated regulatory training requirements. In June 2020, the school board adopted a new Strategic Plan that will focus the district's efforts for the next ten years. The facilities section in that document is now 1.5, and you will note reference to this language, "district-wide modernization efforts with a focus on efficiency and sustainability." Please note: the entirety of the new Strategic Plan is not ready for distribution yet, because it is still going through the graphic design process. However, the relevant section of the document, section 1.5, is attached.

PDF: [PRESS RELEASE - NBOE APPROVES NEW STRATEGIC PLAN](#)

PDF: [MINUTES - NBOE VOTES TO APPROVE 10 YEAR STRATEGIC PLAN](#)

PDF: [DIR. OF FACILITIES' REPORT ON GREEN ENHANCEMENTS TO STRATEGIC PLAN](#)

PDF: [NPS CLARITY 2020 STRATEGIC PLAN](#)

PDF: [FACILITIES SECTION 1.5 OF THE NEW STRATEGIC PLAN - FOCUS ON EFFICIENCY AND SUSTAINABILITY](#)

Digital Learning Leadership

Community Engagement

10 Points

School District

Program Summary: Communication goals will be for both parents/guardians and students. Digital and online communication will consist of forums such as Google Classroom, Dojo, and SchoolMint. Students will utilize Google Classroom for a digital classroom experience while interacting with classmates and teachers. Teachers will create a digital Bitmoji classroom to provide students with information needed for courses and daily work. Dojo will be used to continuously communicate with a whole school setting, individual classrooms, and messages for parents. School will conduct a survey to assess the needs of families and accessibility to communication that is being provided. Stakeholders, including administration and staff, will assess the needs based on the survey to determine next steps and additional resources that can be offered. The following messaging will be communicated using the forums listed above: emergency alerts, public relations, event promotion, special announcements, reminders, and school information. The school's district and school website, Facebook, and Instagram will be in use as well for such updates and information.

PDF: [COMMUNICATIONS OF ENGAGEMENT AND PLAN.DOCX.PDF](#)

PDF: [FIRST AVENUE SCHOOL- COMMUNITY ENGAGEMENT.PDF](#)

Digital Learning Practices

Authentic Application of Digital Learning Tools and Content

10 Points

School

Program Summary: Authentic Application of Digital Learning at First Avenue School can be defined as the use of digital resources in order to promote student engagement and learning in a virtual setting. Staff and students at First Avenue School will actively engage in online digital learning. Students will use platforms, such as Dojo and Google Classroom, to receive and submit assignments. Students will engage in unique projects and learning from a district wide curriculum that has been adapted to our online learning setting. School will conduct a school wide survey to gauge the needs of our students and staff to discover new methods of professional development that can be implemented. Professional development opportunities will be provided to teachers virtually throughout each month to address tools and strategies that can be implemented in the classroom. Teachers will engage students in digital learning, not only through forums such as Google Classroom, but through engaging platforms such as Kahoot, Quizlet, and Peardeck. Student performance opportunities through the arts will be continuous throughout, as students will utilize programs such as Flipgrid and SmartMusic to submit work and receive feedback. Teachers will continuously collect data from students in order to modify their own lessons.

PDF: [AUTHENTIC APPLICATION.DOCX.PDF](#)

PDF: [AUTHENTIC APPLICATION - LESSON COMPONENTS AND STUDENT WORK .PDF](#)

Personalized Learning and Growing Independent Learners

15 Points

School

Program Summary: Personalized learning at First Avenue can be defined as instruction provided to each student based on their own individual previous knowledge, specific needs, and interests. Students at First Avenue School are engaged using programs such as Aleks, Lexia, Khan Academy, and SmartMusic. These programs that have been provided track student growth in a personalized setting. Staff has been provided professional development in order to best understand the programs listed above and to guide students in their learning. Lexia works with students at their own level to provide them with personalized learning experiences in reading, spelling, and writing. Aleks and Khan Academy provide students with individualized learning in mathematics and our students use Aleks in school classes as well as after-school academic support time. SmartMusic is an online music/practicing tool that monitors students' performance on their musical instrument. Students' practicing time is recorded and they receive on the spot feedback based on their own progress.

PDF: [PERSONALIZED LEARNING SUBMISSION FORM.DOCX.PDF](#)

PDF: [LESSON PLANS_STUDENT WORK - PERSONALIZED LEARNING AND GROWTH OF INDEPENDENT LEARNERS.PDF](#)

PDF: [PERSONALIZED STUDENT LEARNING PLANS .PDF](#)

Professional Growth and Collaboration

15 Points

School

Program Summary: First Avenue School's overall professional growth goals are to provide staff with opportunities to expand their knowledge of digital learning through various platforms. Administration will provide teachers the opportunity to attend off-site professional development, to then turn key their knowledge on weekly Friday PD's hosted by teachers. Teachers will gain knowledge of platforms such as (but not limited to) Google Classroom, Dojo, Peardeck, Padlet, and Google Suites. (Virtual Setting) Teachers meet weekly in grade level meetings (GLM) as well as professional learning communities (PLC) to discuss and collaborate upon the needs of their students. Weekly, teachers provide professional development to staff in an online setting. This professional development is based upon the needs of our own learning community and any knowledge a staff member has to pass on to others. Teachers are able to sign up for professional development that they are interested in or in need of, which they will then attend on that Friday. In an effort to improve our overall staff wellness, a question was asked in a survey to ask staff what additional support and resources they need. Our school hosted CST (child study team) and SST meetings in order to best collaborate and develop plans to support students in need.

PDF: [PROFESSIONAL GROWTH AND COLLABORATION.PPTX.PDF](#)

Diversity & Equity

Breakfast After the Bell

20 Points

School District

Program Summary: New comments in response to reviewer's comments: 1. Students are allowed to eat either in the cafeteria or classroom . The teacher, nurse or principal will make that decision to ensure instructional time is not impacted. 2. Bulletin #7 shows a date of issuance of August 1, 2019 - before COVID-19 impacted the district. Note: all schools in the district have a Breakfast After the Bell program In 2004 the Newark Board of Education initiated a program that would move breakfast out of the cafeteria into the classrooms in an effort to increase student participation and support student achievement. Breakfast in the Classroom (BIC) has proven successful in the elementary schools and most of our high schools; we have gone from serving approximately 8,000 to approximately 25,000 breakfasts each morning. The Newark Board of Education recognizes the importance of supporting student achievement and making sure that all students are provided with access to the resources they need for success; breakfast being one of the essential resources to begin their day. We want all students prepared and equipped to handle the challenges of the academic day by providing them with the opportunity to have a nutritious breakfast at the start of the day. Access to breakfast benefit students, teachers and staff by creating a school community where students are prepared to take on the rigorous challenges of the academic day. Breakfast before the school day will give all students the opportunity to focus on academics and not feelings of hunger and fatigue from lack of nourishment. After all the intent of breakfast as the word suggest is to Break the Fast, and we want to provide that opportunity to all students attending Newark Board of Education Schools.

PDF: [NEWARK BOARD OF EDUCATION WELLNESS POLICY](#)

PDF: [DEC 2019 PARTICIPATION DATA FOR BREAKFAST AFTER THE BELL PROGRAM](#)

PDF: [SUPT. BULLETIN ON BREAKFAST PROGRAM](#)

Energy Efficiency

Energy Efficiency for School Facilities

20 Points

 Bronze Priority  Silver Priority School District

Program Summary: New comments (June 2020): LGEA's have been performed on all schools in the District. Please see the attached document entitled, "LGEA's for all NBOE Schools." Additionally, though it is only required that we submit one school's calculated change in EUI, we have submitted EUI calculations for six schools on the attachment entitled, "Sustainable Jersey for Schools Calculator for Energy Efficiency." Please note that the % change EUI for Weequahic High School was 30.3%!

The Newark Public School District instituted a \$17 million ESIP project encompassing 63 Energy Conservation Measures (ECMs) over 1.4 million sq. ft. Actions included lighting retrofits, boiler replacement, roof replacement, solar installation, upgrading systems and components to improve the safety of energy use, and performance monitoring. From 2017-19, the district saved \$1.9 million, 4.7 million kWh, and 460,000 therms of gas. - Attached are the LGEA Audits for the following schools: Harriet Tubman, Fourteenth Ave., Early Childhood Academy West (formerly Speedway), Camden Street, Boylan Street Early Childhood Academy, and Alexander Street. - Also attached is the final report to the school board for energy audits completed at Arts H.S., Barringer H.S., George Washington Carver, Malcom X Shabazz, Technology H.S., and Weequahic H.S. which predicted annual energy savings of 27,950 Therms and 2,582,834 kWh. The district is applying for 40 points for this action item. Attached you will find the Calculator for Energy Efficiency which shows a -25.9% change in facility EUI.

PDF: [SUSTAINABLE JERSEY FOR SCHOOLS CALCULATOR FOR ENERGY EFFICIENCY](#)

PDF: [REPORT TO BOARD OF EDUCATION - ENERGY EFFICIENCY PROJECT](#)

PDF: [ESIP OVERVIEW NOV. 2019](#)

PDF: [LGEA AUDIT RESULTS FOR NEWARK PUBLIC SCHOOLS](#)

PDF: [LGEA'S FOR ALL NBOE SCHOOLS](#)

Energy Tracking & Management

20 Points

School District

Program Summary: Every school in the Newark Board of Education (NBOE) has undergone a LGEA (attached). Additionally, all schools' energy is tracked using the Energy Star Portfolio Manager. The Director of Sustainability and Energy Management, Rodney L. Williams, is the primary contact for the entire Newark Public Schools Portfolio, but the energy tracking information is shared with the building managers and energy consultants who are working on the ESIP for the district. This helps the district identify anomalies in energy use on a month-by-month, year-over-

year basis, as well as track building performance after energy efficiency and renewable energy projects have been completed. Please see attachment of exported building portfolio where the following is included: • Name and address/location • Square footage, year built, and occupancy/usage schedule • List of the utility accounts (fuel and electric) associated with each building Gas and Electrical accounts have been updated to all of the 61 locations, there are two locations that share the building: • George Washington Carver and Bruce Street • Weequahic High School and Eagle Academy for Young Men of Newark Please note the following: • Dr. E Alma Flagg School will not have a gas account since it currently uses an electric boiler. • In the summer months the boilers/schools in the district are offline therefore therms are low. • All meters were included in our Energy Star, some meters have a value of 0 as provided by our PSEG, an example would be provided on the next page.

EXCEL: [PORTFOLIO VIEW - FINAL](#)

EXCEL: [NBOE ENERGY STAR - FINAL](#)

EXCEL: [PORTFOLIO - FINAL](#)

Food & Nutrition

Healthy Food Choices Beyond the Cafeteria

10 Points

School District

Program Summary: The Newark Board of Education (NBOE) Wellness Policy stipulates that all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. The policy outlines guidance for food that is included in celebrations, rewards, classroom snacks brought in by parents, and lists alternatives to providing food as an incentive for students. The policy further stipulates that schools will not use food for fundraisers, and instead recommends numerous physical activity fundraisers, e.g. fun runs and walk-a-thons. - NBOE has posted its wellness policy on the district website, its Facebook page, and on its Twitter account. - Additionally, the district is adhering to the nutrition guidelines in the Wellness Policy as it distributes both breakfast and lunch to its students during the COVID-19 response.

PDF: [WELLNESS POLICY](#)

PDF: [LINKS TO THE WELLNESS POLICY ONLINE](#)

PDF: [FOLLOWING THE WELLNESS POLICY DURING THE COVID-19 RESPONSE](#)

School Gardens

10 Points

School

Program Summary: School gardens have been planted around the school grounds and in raised garden beds. During our time working virtually and hybrid, students brainstormed garden vegetables that they would like to have grown on school grounds. Students conducted research in ways to grow produce in their own homes as well as concepts such as composting. Those self-reflections and ideas were then used in the development in our own gardens. Volunteers in our community assisted us in establishing placement for our raised garden beds to ensure proper sunlight. They also helped us prepare soil to plant vegetables in the ground. All of our produce,

soil, and tools were donated from organizations such as SnapEd and our own school staff. We began to grow herbs, such as cilantro, mint, and rosemary. Students assisted in the planting process and continued to tend to the gardens ensuring that they were properly watered and taken care of. In our prepared soil, we planted larger produce, such as lettuce, peppers, and tomatoes. We continued to monitor that growth and shared an end of year report (Google Slide) with our school community. Our herbs grew so well in our raised garden beds, that we began trimming them to distribute to staff in our building.

PDF: [FIRST AVENUE_SCHOOL GARDEN REPORT.DOCX.PDF](#)

PDF: [SUSTAINABLE APPLICATION_SCHOOL GARDENS_PRESENTATION FOR PARENTS_EVIDENCE \(1\).PDF](#)

Green Cleaning

Green Cleaning Training & Education Programs

10 Points

School District

Program Summary: The Newark Public Schools District employs per diem custodial staff to conduct after-hours cleaning in all schools in the district. Per diem custodial staff members are required to complete habitual training on green cleaning equipment, supplies and procedures. Attached you will find sign up sheets and instructional materials for training conducted on October 23 and November 7, 2019. Trainings were conducted by Facilities Department personnel and Building Managers representing all schools in the district, and were each one (1) hour in length. The 10/23/19 training focused on carpet and bathrooms and used pages 16-18 of the Cleaning Procedures and Products Guide. The 11/7/19 training focused on Pre-K classrooms, as well as standard classrooms, and used pages 9-11 and 21-22 of the Cleaning Procedures and Products Guide. The PowerPoint Slides attached serve as an overview of Green Cleaning at the start of each training session.

PDF: [GREEN CLEANING INSTRUCTIONAL GUIDE](#)

PDF: [SIGN IN SHEET FOR 10.23.19 GREEN CLEANING TRAINING ON CARPET AND BATHROOMS](#)

PDF: [SIGN IN SHEET FOR 11.7.19 GREEN CLEANING TRAINING ON PRE-K AND OTHER CLASSROOMS](#)

PDF: [PPT TRAINING SLIDES - OVERVIEW OF GREEN CLEANING](#)

Innovation Projects

Innovative Project #1

10 Points

School District

Program Summary: Newark Board of Education partnered with Census 2020 and more than 100 other community partners in promoting the importance of completing the Census. We completed numerous activities and made certain that our schools were individual hubs for the Census 2020 effort. Schools utilized their parent rooms and the Parent Liaisons to expose, educate and

empower parents to be participatory in this process. We engaged parents in a culturally and linguistically sensitive manner. School communities have been active in the following: - April 2019 - Family Expo 2019 partners with Census 2020 to host a Job Fair - October 2019 - Arts HS host Census 2020 Kickoff - <https://youtu.be/5KMzTgCycbE> - Nov. 2019 - Schools had individual workshops (sometime multiple) on the importance of Census 2020. - Parent Rooms become hubs for information sharing and familiarizing our parents on the Census - All schools had Census 2020 materials as early as November 2019 - All schools had multilingual branding in their schools in January 2020 - All schools received Census 2020 info hard-stock flyers (English/Spanish) 36K pieces for Parent Teacher Conference - Our website has presented Census 2020 information since early 2020 - Being intentional about the importance of Census 2020, all 16 NBOE food distribution sites received additional Census 2020 posters for further visibility.

PDF: [NEWS ARTICLES ABOUT NEWARK PUBLIC SCHOOLS CENSUS EFFORTS](#)

PDF: [NBOE PROMOTES CENSUS 2020 - EXAMPLES OF WEBSITE ARTICLES](#)

PDF: [NBOE MULTILINGUAL CENSUS FLYERS](#)

PDF: [NBOE CENSUS EVENT PHOTOS AND PROMOTIONALS](#)

Learning Environment

Curriculum Mapping

15 Points

School District

Program Summary: First Avenue School uses Pacing Guides to assist teachers and staff in staying on track while staying consistent in across classrooms and schools in the district. Please see the example of pacing guides that are utilize and discussed with staff attached to the application.(Pacing map starts on Page 19) Our personalized learning programs, such as Lexia and Khan Academy, also track student growth and determine where students need to review information and when they are ready to move on.

PDF: [GRADE 6 CURRICULUM 2020 - GOOGLE DOCS.PDF](#)

Student Participation in the Arts

10 Points

District

Program Summary: For each middle and high school in our district, we have included a list that shows the percentage of students enrolled in music and visual arts as reported on the School Performance Report form the New Jersey State Department of Education for the most recently available school year. We have provided this information in the Superintendent's letter, as well as in pdf format so you can click on a link to the exact page in each school's performance report that lists the data. Overall, based upon the School Performance Report from the New Jersey State Department of Education for the most recently available school year, Newark Public schools had a 93.2% average for Middle School participation in music and the visual arts and the high schools had a 48.5% participation rate (as compared to the state average: middle school - 89% and high schools - 51%).

School Culture and Climate

Inclusive Environments Where All Can Thrive

10 Points

School

Program Summary: Staff members, in collaboration with a student council, conducted an inventory of programs and classes that were currently being offered that meet, not only the academic needs of students, but their social and emotional needs as well. Students and parents were surveyed to investigate the needs of our community that needed to still be met, however, were not currently being offered. Key staff members then discussed the results of both the inventory and the survey. Through that, we determined programming, such as assistance for ELL students or families during virtual learning, was most beneficial before or after school. BASA (or Bilingual After School Academy) was then established to further build the skills of our bilingual students and their families. We found that during the pandemic, our students in our bilingual and ELL population, were not getting the same resources or development of certain key skills that they would get inside of the school building. BASA offered students the opportunity to not only continue working on their academic schoolwork and receive extra help, but to build upon their social and communication skills in both English and Spanish.

PDF: [INCLUSIVE ENVIRONMENTS QUESTIONNAIRE.DOCX.PDF](#)

PDF: [FAS PROGRAM INVENTORY .DOCX.PDF](#)

PDF: [BASA BILINGUAL AFTER SCHOOL PROGRAM.PPTX.PDF](#)

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: School will collect an inventory of systems and programs that are already in place. This will be done using a school climate assessment survey to assess students' social and emotional needs during this time. It is vital that as a school we can meet the needs of students socially and emotionally during our current virtual learning setting. Moving forward, it would benefit students to have resources to express themselves and have an outlet within their school system. Students will be provided the survey electronically, using platforms such as Google Forms, in order to obtain the data. To better understand the data, once the initial survey is conducted, a follow up survey, or multiple, will be distributed in order to fill in the gaps in our data. Key components we are looking for are how students currently feel in their learning environment, how they are currently adapting to their at home learning, and what they would like to see in their school environment. Once the survey is completed, it will be determined how we can better meet the social and emotional needs of our students and community. After school activities and in school initiatives, such as a Fun Friday, will then be implemented to provide students with the opportunities they need. We will also assess the needs of our staff, their needs, and how to support their social/emotional and professional needs.

PDF: [FAS PROGRAM INVENTORY.DOCX.PDF](#)

PDF: [FIRST AVENUE SCHOOL ACTION PLAN 2020-2021.PDF](#)

PDF: [SCHOOL CULTURE AND CLIMATE 2020-2021.PPTX.PDF](#)

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: Students in grades K – 8 will study skills, in a variety of performing arts classes, with social emotional learning competencies aligned with each lesson. In a virtual or hybrid learning setting, students will participate in lessons that include opportunities for them to reflect upon their own needs as a learner. Self-Awareness, students will recognize their own feelings and emotions as it relates to the arts and the story “Uptown”. Students will connect the impact the arts can have on one’s emotions. Data will be collected through Google Forms, discussions through chat in our Webex classes, and Flipgrid to assess student progress. Self-Management, students will understand the steps that they need to take to meet their own goals. We will develop practice strategies and work plans when needed to assist in individual student needs to accomplish their own self-management. Students will sign in for class when scheduled, and teacher will collect this data of attendance. Social-Awareness, students will develop skills needed to interact with peers appropriately in a virtual arts classroom. They will discuss and practice conversations that provide feedback to peers. Responsible Decision-Making, students will reflect upon their own choices and completion of work within the class setting. They will understand how to fix and model good behavior in class in order to have a positive outcome. Relationship skills, as a group, we will work together to accomplish common goals. Students will understand the importance of their work and presence in class as it relates to the relationships of others. At the conclusion of the unit, students will have demonstrated skills in their prospective art form (such as dance, drama, or music) and reflect on their own connection to the story Uptown.

PDF: [FIRST AVENUE SOCIAL AND EMOTIONAL QUESTIONNAIRE.DOCX.PDF](#)

PDF: [SEL INTEGRATED UNIT FIRST AVENUE SCHOOL.DOCX.PDF](#)

PDF: [SEL RUBRIC.DOCX.PDF](#)

PDF: [SAMPLES OF STUDENT WORK .PDF](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: Several schools within the district have Green Teams, but we have formed a district Green Team that meets the requirements for SJS purposes. The school district's building managers represent Local 68, and collectively represent every school in the district. The Superintendent invited other unions to participate on the District Green Team. On 2/20/20, the District Green Team admin sent an email inviting members to the first District Green Team meeting on 3/19/20, but the meeting could not be held. By that time the District was consumed with COVID-19 response plans. By April 27, the Superintendent was able to appoint a full District

Green Team with representatives from every school and representation from the custodial union. On June 3, two representatives from the teachers' union were appointed to the Green Team. On June 9, 2020 the NBOE Green Team held its first meeting via WebEx. Due to the virtual nature of the meeting, we were able to invite additional NBOE staff to attend the meeting if they were able, and twenty-five (25) people attended. The uploaded documents include the initial Green Team Appointment Letter and an addendum to the Green Team Appointment Letter, appointing 2 representatives from the teachers' union. We have also uploaded an annual report, the meeting agenda from 6/9/20, and the meeting attendance list.

PDF: [SUPT. INVITATION TO UNION LEADERSHIP](#)

PDF: [GREEN TEAM APPOINTMENT LETTER 2020](#)

IMAGE: [NEWARK GREEN TEAM MEETING ATTENDANCE 6.9.20](#)

PDF: [GREEN TEAM MEETING AGENDA 6.9.20](#)

PDF: [GREEN TEAM ANNUAL REPORT](#)

PDF: [ADDENDUM TO THE GREEN TEAM APPOINTMENT LETTER](#)

Enrichment Programs through Partnership

10 Points

School

Program Summary: (Virtual Setting) School partners and visitors will provide students with workshops and classes during the school day or in an after-school setting. Students will participate in discussions, trivia games, and hands-on activities during these programs. Programs and workshops include a Nutrition class with SnapEd (6 classes), Black History Month workshop with Jersey Cares (1 class), a visit from the National Medical Orchestra, and more. It is our goal as a school community to maintain our partnerships and continue to provide our students with the opportunity to grow in their learning through these new experiences.

PDF: [ENRICHMENT PROGRAMS.DOCX.PDF](#)

PDF: [ENRICHMENT PROGRAMS EVIDENCE.PPTX.PDF](#)

Student Learning

Education for Sustainability Integrated Unit

10 Points

School

Program Summary: This unit is built to raise awareness of climate change and brainstorm ways to prevent climate change. The visual art team used color theory and art making techniques to represent the intertwining climates of the earth. Students in 3rd and 4th grade participated in the lesson virtually and in a hybrid setting. Students created their own artwork with guidance from the teacher. Teacher was able to assess their work as it was submitted through Google Classroom.

PDF: [UNIT PLAN CLIMATE CHANGE \(1\).PDF](#)

PDF: [EFS_INTEGRATED_UNIT_QUESTIONNAIRE.DOCX.PDF](#)

Education for Sustainability Grades 4-12 Social Studies

5 Points

School

Program Summary: Students were able to gain knowledge of the systems of indentured servitude and slavery in American History. These two economic systems showed the students that The United States always had a diverse beginning, and although lines and rights were drawn based on that diversity, all people that contributed to early colonial America affected its future. To develop their reading comprehension and ability to make relevant connections, students were given source documents to read and cite from to answer questions. One uploaded student document consists of questions that students answered to demonstrate their knowledge and understanding of the the two systems; a timeline is another uploaded student document that showed students how American diversity is one of our strengths and how we need to continue to take into account the concerns of all members of our community, especially when enacting changes within a community so as to have a better and more harmonious future. As part of the lesson reflection / closure, students were able to engage in a discussion with guided questions related to the article we read and for which they completed the timeline. The discussion brought the issue closer to home in our local Newark community to show some of the enduring effects of the institution of slavery on diversity and the importance of continuing to see diversity as an American asset to be promoted and improved upon.

PDF: [SS LESSON_SJS_EFS_QUESTIONNAIRE \(1\).DOCX.PDF](#)

PDF: [SS LESSON_SUSTAINABILITY LESSON PLAN.DOCX.PDF](#)

PDF: [RUBRICS.DOCX.PDF](#)

PDF: [SOCIAL STUDIES_STUDENT WORK.PDF](#)

Student and Staff Wellness

School Wellness Council

20 Points

🏅 Bronze Priority 🏅 Silver Priority School

Program Summary: Our school has compromised a Wellness Council to meet the needs of our staff, students, and community during the Covid-19 pandemic. Our team discussed how to best communicate information to our school community in order to bring awareness regarding Covid-19 and resources available. We also assessed any improvements that can be made in the coming school year by completing a School Healthy Improvement Plan (SHI) with key stakeholders. Those key stakeholders included school administration, physical education teachers, school nurses, parent liaison, cafeteria staff, and our custodial team. It was then that we developed a school improvement plan to implement in the 2021-2022 school year. The Wellness Council met with the administrative team to discuss our findings and the actions we would like to implement. After finalizing our School Improvement Plan, we posted our document on the school's website and informed our school community using Dojo. Dojo is an app that was greatly used for communication purposes as all families are connected and use it daily.

PDF: [FIRST AVENUE SCHOOL_INFORMATION AND SHI.PDF](#)

PDF: [FIRST AVENUE SCHOOL IMPROVEMENT PLAN.DOCX.PDF](#)

Policies to Promote Physical Activity

10 Points

District

Program Summary: The Newark Board of Education (NBOE) is committed to creating healthy learning environments for our students, and promoting a healthy lifestyle. To that end, our district has adopted a wellness policy that incorporates nutrition, physical activity and guidelines for activities that will be coordinated at the elementary, middle, and high school levels. Of the four (4) options for which points may be awarded for this action item, we have chosen “Use of Facilities Outside School Hours” and “Recess.” 1. Use of Facilities Outside School Hours a. Please see the attached document for use of facilities, which includes the URL on the NBOE website where the Use of Facilities form is available, and a link to the Use of Facilities form. 2. Recess a. Our Wellness Policy states, “Children and adolescents should participate in at least 60 minutes of physical activity every day... Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the district will be encouraged to participate in Let’s Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas. b. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason: “This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.” Please see attached documentation with links to District Partners who help our schools fulfill the recess policy.

PDF: [USE OF SCHOOL FACILITIES POLICY](#)

PDF: [WELLNESS POLICY](#)

PDF: [PUBLIC INFORMATION ON FACILITY USE](#)

PDF: [LINKS TO INFORMATION RE: DISTRICT PARTNERS FOR RECESS AND PHYSICAL ACTIVITY](#)

Programs to Promote Physical Activity

10 Points

School

Program Summary: Through an after school virtual setting and a partnership with SNAP Ed, students will be provided with guidance in nutrition and physical activity. Students will learn about healthy eating habits and different choices that they can make within their own home. Students will also participate in movement activities, such as guided dance, guided exercise, and yoga. Students will reflect upon the information provided and express how they can teach what they have learned in their own homes. In our after-school programming, teachers will provide students with the opportunity to participate in various physical activities through yoga, dance, and movement. In our school, students are engaged in physical activity during their scheduled physical education activities and are provided information on how to stay active in their own homes. Physical education teachers ask the following questions to students and document their responses: -What form of physical activity have you completed on your own, or plan to complete on your own this week? -Describe one or more healthy meals you had or plan to have this week. Our school has Playworks with a coach that meets with various classes throughout the week. Playworks helps students stay active while building in social and emotional components.

EXCEL: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY .XLSX](#)

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

Staff Wellness Program

10 Points

School District

Program Summary: School will conduct a staff needs and wellness survey to assess the interests of the school community. In our virtual setting, staff will be provided weekly or bi-weekly opportunities to meet on Webex to participate in a group activity. Such social activities will include group painting, cooking, and game nights. Staff wellness, physical activity and nutritional needs, will also be addressed during this time. Staff will be provided virtual opportunities for group exercise and nutritional cooking meetings to participate as a group. School will provide opportunities for guest speakers to come into classes in order to provide resources for staff. Staff will be surveyed throughout their experience to address what programming they feel most beneficial and what they would like to see in the future. Based on feedback, classes and additional resources will be provided to staff. Communication of classes will be done through email and staff will meet virtually during this time. Staff will be encouraged to seek resources on their own, which will be reflected to the group when we meet.

PDF: [STAFF WELLNESS_FAS.PPTX.PDF](#)

Student Safety

Safe Routes to School District Policy

10 Points

District

Program Summary: New comments: the policy language that was explained by the reviewer is encapsulated in the District's Wellness Policy (attached). Please see pages 13-14 of the policy for information on active transport and collaboration and community partnerships.

Per the Transportation Routes and Services policy (updated in March 2019), the Newark Board of Education is concerned with the safety of pupils who walk to and from school along roadways determined to be hazardous routes. The Superintendent is directed to work in conjunction with municipal officials to determine the criteria necessary for the classification of a hazardous route and shall maintain a list of all hazardous routes in the district. The Superintendent develops rules and regulations to supply courtesy transportation for pupils who must walk to and from school along routes designated by the Board of Education to be hazardous routes. Guidelines for safe routes to schools is outlined on this page of the District Website: <https://www.nps.k12.nj.us/newark-enrolls/shuttle-services/safe-routes/>, where maps are provided for families in these areas. For students in areas considered too hazardous for walking to school, the District has a partnership with the City of Newark to provide bus service. The City of Newark administrates the Safe Routes to Schools bus program with the regional coordinator, EZ Ride.

PDF: [TRANSPORTATION ROUTES AND SERVICES POLICY](#)

PDF: [SCREENSHOT OF NPS DISTRICT WEBPAGE ON SAFE ROUTES TO SCHOOL](#)

PDF: [POLICY](#)

Waste Reduction & Recycling

Materials Reuse

10 Points

School

Program Summary: Due to the pandemic, we found that many of our families were in need of essential items, especially during the winter months. From October - January, we set forth to collect unwanted clothing/coats from our community to redistribute to families in need. Our parent liaison advertised this initiative using various platforms our school used to communicate on during virtual learning. (school website, Dojo) Once families dropped off their donation, items were cleaned and washed using our in house washer and dryer. Parents were provided pick up information using flyers, at which time they could come and take what they needed for the winter months. Our school continues an ongoing initiative to collect unwanted or unused uniforms to provide those to students who currently do not have one. In order for us to reach our entire community, we use our current food distribution days to set up the clothing outside on racks.

PDF: [FIRST AVENUE_MATERIAL REUSE.DOCX.PDF](#)