



Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of Essex County - West Caldwell Technical School (Essex), a Sustainable Jersey for Schools silver certified applicant.

Essex County - West Caldwell Tech School is a Career and Technical School that offers both full time and share time educational opportunities to students throughout Essex County. The School is home to 9 Career and Technical Education programs - Agriculture Science, Automotive Technology, Construction Trades, Computer Science, Culinary Arts, Cosmetology, Graphic Arts, Music Production Technology, and Business Marketing. The School is also home to a special education program called the Transition Academy for students with multiple disabilities and may receive instruction until age 21. In 2016, West Caldwell Tech was recognized by the USDOE and NJDOE as a National Green Ribbon School. The administration, faculty, staff, and student body is committed to sustainability, reducing our impact on the environment, reducing costs, and improving health and wellness.

Contact Information

The designated Sustainable Jersey for Schools contact for Essex County - West Caldwell Technical School (Essex) is:

Name:	DANIEL DELCHER
Title/Position:	TEACHER AND SUSTAINABILITY COORDINATOR / AGRICULTURE SCIENCE
Address:	620 PASSAIC AVENUE WEST CALDWELL, NEW JERSEY 07006
Phone:	9734122233

Actions Implemented

Each approved action and supporting documentation for which Essex County - West Caldwell Technical 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.

Climate Mitigation & Renewable Energy

School Carbon Footprint

10 Points

 Bronze Priority  Silver Priority School District

Program Summary: The school's carbon footprint for 2020 is 672.3007871 Metric Tons of CO2e. The data used to complete the carbon footprint analysis came from the Energy Star Portfolio Manager Data, and interviewed data from maintenance staff and bus drivers concerning district motor fleet. Our Carbon Footprint has been decreased since last submission. This reduction is due to on-going building renovations with new lightening and HVAC systems. We plan to continue use this analysis to investigate energy reduction methods and work towards determining the best method for recording waste consumption to further reduce our carbon footprint.

EXCEL: [SCHOOL CARBON FOOTPRINT SPREADSHEET](#)

Digital Learning Leadership

Community Engagement

10 Points

School District

Program Summary: Our district values maintaining effective and open lines of communication to all of our district stakeholders including teachers, staff, students, parents, and community leaders. The district communication plan was developed to address the best methods and reasons to communicate with our stakeholders in accordance with our board policies relating to safe communication and website. Our primary methods of communication include SwiftReach Messenger, Schoology LMS Messenger, PTSA Meetings/Parent Liasion, Emails, Social Media, district newsletter, and more. Our Communication Plan is re-evaluated annually by the district administrative team after the conclusion of the annual Technology survey which includes feedback on communication methods and accessibility. The administrative team then works to revise the communication plan to support new methods and ensure that everyone has access to the most up-to-date information. Included is our current communication plan and samples of communications.

PDF: [ECST DISTRICT 20-21 COMMUNICATION PLAN.PDF](#)

PDF: [ENGAGEMENT EXAMPLES #1-7.PDF](#)

PDF: [ENGAGEMENT EXAMPLE #8](#)

PDF: [ENGAGEMENT EXAMPLE #9](#)

PDF: [ENGAGEMENT EXAMPLE #10](#)

District Commitment to Digital Learning

10 Points

 Bronze Priority  Silver Priority District

Program Summary: "The Essex County Schools of Technology school district is committed to ensuring the personal & academic success of all of our students. Through educational and authentic experiences offered in and out of the classroom, we will cultivate a culture of lifelong

learning, creativity, problem solving, reflective inquiry, collaboration, critical thinking, digital responsibility, and service." Our district administrative team and the Digital Learning Committee is dedicated to achieving our school vision through the use of current and state of the art Technology and world-class digital learning experiences. We continue to regularly engage in strategic planning and annual reviews to ensure that our vision is being met. Our school board has approved a series of Technology Policies and the 3 year Technology strategic plan aimed at providing technology to students and staff, ensuring everyone is safe and responsible, and provide support to everyone for successful digital learning. In 2010, our West Caldwell Tech campus received State Improvement funding and they began a 1-to-1 laptop program for all students. As federal and state funding became available, we began to expand our 1-to-1 laptop program to our other buildings. Today all students and staff have been provided a district sponsored device and we have built a strong infrastructure and network to support these devices. We continue to review our Technology and make data-informed decisions through our annual Technology survey. Based on these surveys, we have been able to make a wide variety of digital applications and tools available to teachers. In 2020, we identified a need for a more robust Learning Management System, and adopted Schoology as our primary learning system. Our future technology plans include improving equitable access to the internet for our families, provide support for our teachers on digital learning, and increase our level of sustainability and environmental responsibility.

PDF: [DIGITAL LEARNING MISSION & VISION.PDF](#)

PDF: [DISTRICT DIGITAL CITIZENSHIP & LEARNING PLAN](#)

PDF: [DISTRICT TECHNOLOGY PLAN](#)

District Professional Development Plan *Retires 10/31/23*

10 Points

District

Program Summary: The professional development plan is designed based on data derived from quantitative and qualitative instruments including, but not limited to: formative observations, walkthroughs, feedback from stakeholders, research, state mandates, and programmatic initiatives. The overarching goal of the professional development plan is to improve teaching and learning through academic, social, and emotional professional learning opportunities. These opportunities are fluid and continuously offered in the summer, during the school year in-service and departmental/faculty meetings, PLCs, and collaborative planning sessions. The district also supports staff through special sessions with consultants and outside workshops/conferences. Additionally, monthly meetings are held to educate/update parents about instructional initiatives/regulations and train them in the use of tech tools used by the district (e.g. PowerSchool, Schoology, Online Testing Platforms, etc.). In addition to mandated professional learning opportunities required by the NJ State Department of Education, the district has invested a great deal of time and resources to ensure that our staff has access professional learning on using technology in the classroom. During the summer of 2020, several workshops were offered on the use of technology, including Schoology, edMentum, Nearpod, Quizlet, Desmos, Microsoft 365, Albert.io, NewsELA, Powerschool, Guizmos, Google Hangout, Quizziz, Kahoot, Zoom Polls, etc. Additionally, consultants were hired to provide training on student engagement in a hybrid environment using existing and new tech tools and targeted instructional modalities. The staff was also encouraged to attend free and paid virtual out of district workshops to further develop their expertise in designing lessons and teaching in a virtual environment. The IT department also provides individualized support and our policies have been updated to reflect new regulations related to the use of technology. Periodic surveys are used to gauge progress and staff needs/interests in terms of technology tools and training. This data coupled with observations from classroom visits and feedback from the staff will continue to be used to inform our Professional Development Plan.

Equitable Access to Digital Learning

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Providing equitable access to technology and the internet are essential components of our district digital learning / technology plans. Access is a focus in our annual technology survey which based on previous year surveys has allowed our district to target funding and expand our one-to-one laptop program, which now all full-time students have been given a school provided laptop. Thanks to this previous work in technology access and work by our student related services department, we have taken many factors such as race, ethnicity, and gender. During the 2020 survey and 2021 survey, we identified that family economic status is still an issue and some students have issues with access to the internet at home and/or issues with connection speeds. To assist in this area, the district began purchasing several hotspot devices for students and their families to use for digital learning. We are looking to explore additional solutions and work with community leaders to find additional solutions to affordable and quality internet access.

PDF: [DISTRICT TECHNOLOGY SURVEY RESULTS.PDF](#)

PDF: [DISTRICT TECHNOLOGY SURVEY.PDF](#)

PDF: [DISTRICT EQUITABLE ACCESS REPORT](#)

Digital Learning Practices

Authentic Application of Digital Learning Tools and Content

15 Points

School

Program Summary: The structure of Authentic Application for Digital learning plan for West Caldwell School of Technology is anchored around four major areas with emphasis on digital citizenship and integrating technology into the classroom, providing students with opportunities to gain confidence in important life-long skills and gaining the knowledge needed to succeed in an ever-changing world. The four major areas addressed in this plan are: Learning, Teaching, Leadership and Infrastructure/Environment. Learning is described as developing life-ready graduates. Teaching is the support for the teacher who will be learning along with students. Leadership is the development of a framework for governance that will empower leadership to support teachers and students. Finally, infrastructure and environments provide the networks, software, devices, learning spaces and people to support equity and opportunity to all students and staff of West Caldwell School of Technology. For the 2020-2021 School Year, a special team of teachers from West Caldwell Tech are working with a digital learning specialist, named Naomi Harm, who has introduced the instructors to a variety of digital learning tools and edu-protocols and have turn-keyed the strategies in their classroom and with their colleagues during meetings and professional developments.

PDF: [AUTHENTIC APPLICATION FOR DIGITAL LEARNING SUBMISSION FORM](#)

PDF: [AUTHENTIC USE OF DIGITAL LEARNING EXAMPLES](#)

PDF: [SCHOOL CULTURE USING AUTHENTIC DIGITAL LEARNING TOOLS AND CONTENT](#)

Digital Citizenship

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Over the last 11 years, as we rolled out our 1-to-1 device program in the three schools, and our school community developed concerns relating to bullying, cyberbullying, and online safety. The Essex County Schools of Technology Digital Learning / Technology committee began to develop and revise plans and procedures relating Digital Citizenship for students and teachers. Over the years, our Digital Citizenship Plan has been revised to reflect the most up to date standards by ISTE and other research based resources. Our Digital Citizenship curriculum begins with our required Incoming 9th Grade Summer Enrichment program, where all incoming 9th graders participate in 8 weeks of summer instruction in english, math, science, and digital citizenship. Digital Citizenship is then embedded into the curriculum across subjects and especially in ELA relating to media literacy. Our Technology Board Policies and Student Acceptable Use Agreement, were made sure that they complied to reflect the Children's Online Privacy Protection Act of 1998 (COPPA), FERPA, and the State Harassment, Intimidation, and Bullying Act (HIB). Recently the Career and Technical Education department purchased site licenses to online trainings from CareerSafe, Inc. which includes a training on Cyber Safety in the Workplace. Digital Citizenship and Safety was also a concern with Teachers as well, as teachers unfamiliar with technology became prey to cyber attacks and scams while others made poor choices to what they post on social media. It became important that new policies relating to social media and communications were implemented and digital citizenship became a required professional learning conversation during monthly faculty meetings and quarterly district professional developments. Teachers also have access to additional training on digital citizenship through our mandatory training system, SafeSchools. Although issues still come up, we are proud to provide a comprehensive digital citizenship program to ensure that staff and students are safe and smart in the digital community.

PDF: [DISTRICT AUP AGREEMENT](#)

PDF: [SUMMER DIGITAL CITIZENSHIP INSTITUTE TEACHER PD \(1\).PDF](#)

PDF: [ECST DIGITAL CITIZENSHIP AND INSTRUCTIONAL TECHNOLOGY PLAN 2019-22.PDF](#)

WORD: [CURRICULUMMAP2_TECHNLITERACY-MEDIACREATION_SUTTON2019.DOCX](#)

PDF: [ECST DIGITAL CITIZENSHIP CURRICULM CONNECTS.PDF](#)

Professional Growth and Collaboration

15 Points

School

Program Summary: Essex County - West Caldwell Tech has been working on many areas of professional development and growth that focused on indicators such as: Professional development for teachers on classroom designs that work; Use a teacher workday, faculty meeting or PLC meeting to have open conversation about classroom design; Provide teachers with the opportunity to visit new schools to see classroom designs Lesson plans from the repository of lesson for teachers will serve as a model lesson plan; Documentation of successful demonstration and completion of technology portfolio appears in teacher's evaluation; A review of the

professional development offerings provided by Essex County Schools of Technology professional development office show more offerings include technology use; Classroom observations indicate teacher is incorporating more technology into the instruction for students; Increased student engagement and participation with technology tools; Successful completion of professional development opportunities that feature various delivery modes; Classroom observations of teacher delivering instruction to students in various modes (blended, flipped, online, etc.); and how to improve culture and climate through the use of technology.

PDF: [SCHOOL SAMPLE PDPS](#)

PDF: [SAMPLE PD CERTS](#)

PDF: [SCHOOL VIRTUAL COLLABORATION SAMPLES](#)

PDF: [EVIDENCE OF USE OF DIGITAL TOOLS IN TRAINING](#)

Digital Technology Access

Data Safety and Security Policy

10 Points

District

Program Summary: Over the last 11 years, as we rolled out our 1-to-1 device program in the three schools, and our school community developed concerns relating to bullying, cyberbullying, and online safety. The Essex County Schools of Technology Digital Learning / Technology committee began to develop and revise plans and procedures relating to Data Safety and Security. Our Technology board policies and Student Acceptable Use Agreement, were made sure that they complied to reflect the Children's Online Privacy Protection Act of 1998 (COPPA), FERPA, and the State Harassment, Intimidation, and Bullying Act (HIB). Data Safety and Security has become a focus in staff professional development, as teachers unfamiliar with technology became prey to cyber attacks and scams. It became important that new procedures relating to social media and communications were implemented and data safety became a required professional learning conversation during monthly faculty meetings and quarterly district professional developments. Our Director of Information Technology has worked to ensure that our district has a quality network infrastructure, firewalls, and filtering methods in place to ensure safety of our data and communication systems. Our Supervisor of Accountability also works with our Director of IT and our Student Data Information System provider PowerSchool to ensure that our students data and privacy is maintained. The District School Board maintains the following policies that cover our Safety and Security practices: 2360 - Use of Technology 2361- Acceptable Use of Computer Networks/Computers and Resources 7523 - District Provided Technology Devices 3283 - Electronic Communications between Teaching Staff and Students 4283 - Electronic Communications between Support Staff and Students 5512 -Harassment, Intimidation, and Bullying (Cyber Bullying) 3324 - Right to Privacy

PDF: [TECHNOLOGY POLICIES](#)

PDF: [WEBSITE SAFETY POSTINGS.PDF](#)

PDF: [SAFETY AND SECURITY INTERNAL MESSAGES.PDF](#)

Infrastructure

10 Points

District

Program Summary: The Essex County Schools of Technology is dedicated to providing a quality and safe infrastructure for digital learning. Our network operates off of 2 VMWare host servers and 3 Dell PoweEdge 720xD servers. The district has contracted with Verizon to provide four internet circuits, a 1 Gigabit internet connection at Donald M. Payne Tech, and 200 Megabit connections at Newark Tech, West Caldwell Tech and Bloomfield Tech. Essex Tech has also contracted with Cologix to provide a 100 Megabit internet connection for their central office. The district is currently utilizing an MPLS mesh service, provided by Verizon, for its campus WAN connections. This solution seems to be working well for our district and is the most economical approach for connectivity at this time. The District has migrated many of its microcomputer applications to the Internet platform instead of running on the local machine. This new cloud-based environment makes it easier to maintain the most recent product versions provided by the vendor. We conduct regular stakeholder, staff, students, and parents surveys to assess our technology, internet access, and access to digital applications. The district has also undergone a Network Audit which its report provide valuable feedback on the future of our infrastructure. Also after growing concerns for cyber attacks and phishing email issues, the IT Department developed the District Disaster Recovery Plan.

PDF: [DISTRICT TECHNOLOGY SURVEY.PDF](#)

PDF: [DISTRICT TECHNOLOGY SURVEY RESULTS.PDF](#)

PDF: [NETWORK AUDIT FINAL REPORT.PDF](#)

PDF: [ECST TECHNOLOGY DISASTER RECOVERY PLAN](#)

PDF: [INFRASTRUCTURE SATISFACTION SURVEY REPORT.PDF](#)

Support for Digital Teaching and Learning

20 Points

District

Program Summary: Essex County Schools of Technology District is dedicated to providing our staff and students to digital learning tools, applications, and softwares, and providing quality support. Our District Digital Learning / Technology committee conducts annual surveys of district stakeholders and works closely with department level supervisors and directors to ensure that everyone has access to the most current and best digital learning tools, applications, and software. Over the last several years we have provided several options for Learning Management systems including Moodle, Google Classroom, and more recently Schoology. Our current list of available digital learning tools, applications, and softwares was developed by recommendations and requests by teachers. We have subscriptions and agreements with resources such as Albert IO, Edpuzzle, Edmentum, Adobe Creative Suite, Learning Ally, and many more. All of the Digital Learning Resources provide Tech Support for our schools and teachers. Our district maintains a district very responsive and talented IT Support Team of 4 IT Specialists. Our district maintains a helpdesk and Technology FAQ on our website at <https://vhs.g.essextech.org/technology-faq>.

PDF: [DISTRICT TECHNOLOGY SURVEY.PDF](#)

PDF: [DISTRICT TECHNOLOGY SURVEY RESULTS.PDF](#)

PDF: [DIGITAL LEARNING SATISFACTION SURVEY REPORT.PDF](#)

PDF: [ECST SUPPORT FOR DIGITAL TEACHING AND LEARNING - IT SUPPORT](#)

EXCEL: [LIST OF AVAILABLE DISTRICT DIGITAL TOOLS](#)

PDF: [EXTERNAL SEVICE LEVEL AGREEMENTS](#)

Energy Efficiency

Energy Tracking & Management

20 Points

School District

Program Summary: In 2010, the LGEA assisted the district in setting up the Energy Star Portfolio Manager (ESPM) system for all of the district facilities during the energy audit. In 2015, the district placed the maintenance of the West Caldwell Tech Portfolio to the Building Sustainability Coordinator, Mr. Daniel Delcher. They have updated the portfolio for West Caldwell Tech to include Energy data from Mid 2013 to present. Our submission includes summaries from the portfolio manager of data for the past year, and a statement of energy performance. The portfolio was also shared with Sustainable Jersey for access to review our portfolio. We hope to use this energy tracking method to continue to examine energy efficiency strategies and prepare for future audits. In 2018, Energy Tracking Data was used to make the decision for updated lighting and HVAC systems during the design of a major renovation project of the building. The Building Renovation began in July 2019 and was completed in May 2021. The Energy Portfolio will show changes as result of the renovation project. Mr. Delcher has also utilized the portfolio to work with students to explore energy usage and develop behavior-based initiatives to reduce energy at school and at home.

PDF: [ESPM STATEMENT OF ENERGY PERFORMANCE REPORT](#)

EXCEL: [ELECTRICAL ENERGY USAGE SPREADSHEET FROM ESPM](#)

EXCEL: [NATURAL GAS ENERGY USAGE SPREADSHEET FROM ESPM](#)

PDF: [ENERGY MANAGEMENT MEMO 2020](#)

Food & Nutrition

Healthy Food Choices Beyond the Cafeteria

10 Points

School District

Program Summary: In 2017, the Essex County Schools of Technology School Board adopted an updated Nutrition Policy that reflects the principles and guidelines of the Healthy, Hunger-Free Kids (HHFK) Act of 2010 and the United States and New Jersey Departments of Agriculture. Then in 2019, the School Board approved the District Wellness Plan that was drafted by the District Wellness Committee. Our District Wellness Committee is made up primarily of the district administrative team and central office staff. The 2017 Policy and 2019 Wellness Plan make up the guidelines for food served/sold in our district schools before, during, and after school. All staff are informed annually during a faculty meeting that any food incentives should safeguard student allergies and comply with the HHFK Act. Student Organizations and Parent Teacher Association are required to ensure all food based fundraisers and events where food is served complies with the HHFK Act. We have also worked with the vending machine company to have all snacks and drinks be low calorie and healthier options. Vending Machines are also on a time to only allow purchases for after school. Our Nutrition Policy and Wellness Plan are advertised to all stakeholders via our district website at <https://www.essextech.org/wellness-nutrition-policy/>

Promote Locally Grown Foods

10 Points

School District

Program Summary: Essex County - West Caldwell Tech has prided in our initiatives to promote nutrition and locally grown foods through Agriculture and Culinary Arts Career and Technical Education programs. Through use of our school garden and greenhouse, partnerships with local community gardens, and wholesale vendors like ACE Endico and Zone 7, our students have access to work with and learn how to prepare a variety of locally sourced foods. Students have highlighted these local sourced foods in recipes during our annual Farm to School Week events in September, our monthly Jersey Taste Day events, and through other school functions and off-campus competitions. These activities have allowed students to have expanded conversations beyond the Health classroom on healthy eating and healthy recipes using new jersey grown ingredients. Food Miles and Seasonality is now a component of our nutrition education. Over the last 2 summers through a joint school partnership between the West Caldwell Tech Campus, Donald Payne Sr. Tech Campus, the Newark Youth One-Stop Office, and Rutgers Cooperative Extension, students have been able to be employed to participate in a 6 week enrichment program focused on summer vegetable production, visiting local community gardens, and learning about nutrition, healthy eating, food access issues and more. We are also in the process of establishing a similar partnership with the Montclair Community Farm Coalition for a Winter/Spring program focused on Hydroponic growing and visiting local Montclair businesses that utilize locally sourced foods. During the current COVID-19 pandemic, the West Caldwell Tech and Payne Tech campuses during the month of September/October made available over 2000 food boxes through the USDA Farmers to Families Food program. Our Culinary Arts students have also continued to use locally sourced produce as we have provided students with food kits so that they can cook at home during remote/hybrid learning. All of these initiatives on Locally Sourced foods has allowed us to maintain our annual partnership and recognition with the New Jersey Department of Agriculture - Office of Farm to School, and be recognized through their Farm to School Recognition Program. Attached is our most recent certificate of recognition from the Office Coordniator, Erin Maguire. Essex County Schools of Technology Food Service provider, Maschio's Food Service, ocassionally procures and serves locally grown foods in our cafeteria. Maschio's regularly serves locally grown apples and occasionally sources a few vegetables from a contracted farm in the state. Due to managerial changes, the cafeteria staff no longer use school garden products and do not engage in educational programs despite the best efforts of members of the Green Team and School Wellness Council.

PDF: [STATE FARM TO SCHOOL RECOGNITION CERTIFICATE](#)

School Gardens

20 Points

School

Program Summary: In 2013, we converted our school greenhouse from specializing in flowers and houseplants to hydroponic vegetable production. This conversion was thanks to a combination of a Food for All Grant from the National FFA and matching funds from the district. Using Nutrient Flow Systems, Deep water culture system, aquaponics, and dutch bucket system,

we have been able to grow several varieties of leaf lettuce, tomatoes, snow peas, basil, thyme, parsley, and other assorted herbs. Once all of the produce and herbs reaches harvest age, the produce and herbs are harvested and cleaned and used in our food service program and culinary arts career program. The food service program has used our produce regularly directly in student lunches, while culinary arts has used it in catering for school events and meals for teachers. We have also donated produce to the Saint Johns Soup Kitchen in Newark, New Jersey and to Montclair Community Farms. The school greenhouse/garden has been an essential teaching tool for our agriculture science program for students to study plant science and modern vegetable production methods. In 2015, we added 2 growing walls to our program to continue to grow herbs and experiment with vertical growing. In 2017, we received a grants from the Whole Kids Foundation to construct 6 growing tables, 2 picnic tables, and a Honey Bee hive to convert our courtyard into an outdoor garden and a outdoor learning space for classes to visit. Thanks to support from Rutgers University, we were also able to add chicken for egg laying into our school garden program as well. In May 2017, a group of students applied to the Environmental Protection Agencies Presidential Environmental Youth Award, and was recognized as Honorable Mention for their work in School Garden and Farm to School programs. We have continued to be recognized annually by the New Jersey Farm to School Office for our work in gardening and Farm to School education programs. In 2019, the school was moved to undergo major renovations. The temporary school did not have garden space or a greenhouse, so students and staff began to build a stronger relationship with Montclair Community Farms to grow produce on their raised bed garden and greenhouse at the historic Van Vleck House and Gardens. In April 2021, we returned to the newly renovated building where we have several raised beds that we are conducting square feet gardening and a new greenhouse for hydroponic growing.

PDF: [HYDROPONICS LESSON PLAN](#)

PDF: [FARM TO SCHOOL RECOGNITION CERTIFICATE](#)

PDF: [HYDROPONICS GARDEN REPORT](#)

PDF: [SOIL GARDEN REPORT](#)

PDF: [INSTAGRAM POSTS](#)

PDF: [CURRENT GARDEN & GREENHOUSE PHOTOS](#)

Green Purchasing

Recycled Paper Purchase

10 Points

School District

Program Summary: Since 2016, we have been ordering 30% post-consumer recycled paper, and for the last 3 years 100% of our orders are 30% post-consumer recycled paper. Included in this action is purchase orders for all paper orders for 2020-2021 school year. Along with use of Recycled Paper, we have worked to reduce paper usage through our one to one laptop program, integration of a digital learning platform called Schoology, and the use of printer management system which controls student printing. Also through our recycling program, any discarded paper is recycled again.

PDF: [ANNUAL PAPER PURCHASING MEMO](#)

PDF: [RECYCLED PAPER PURCHASE ORDERS](#)

Healthy School Environments

Access to Healthy Water in Schools

20 Points

School

Program Summary: A Water Evaluation was conducted and Water Access Plan was developed in October 2016 and 2020. Water Quality Test Results from testing conducted in 2017-2019 at the school and the 2020 township water consumer confidence report show that all levels are normal and within EPA guidelines for Safe Drinking Water. In February 2017, we received a \$10,000 Sustainable Jersey for Schools NJEA grant to improve water access with bottle fillers, reusable water bottles, and development of water promotion strategies in the school. Our Green Team, School Administration, and Agriculture / Science Teachers have worked to continue our water promotion and education programs.

PDF: [WATER NEEDS ASSESSMENT AND IMPROVEMENT PLAN](#)

PDF: [TOWNSHIP WATER TESTING REPORT](#)

PDF: [SCHOOL WATER TESTING REPORT](#)

PDF: [WATER PROMOTION EVIDENCE](#)

PDF: [WATER QUALITY LESSON](#)

Anti-Idling Education & Enforcement

10 Points

School District

Program Summary: Our School is committed to protect the health and well-being of our students, neighbors, and the environment. We recognize that excessive emissions from idling are a threat to children's health. We want to work to ensure that everyone is compliant with State Vehicle Regulations NJAC 7:27-14 & 15 and NJSA 39:3-70-2 concerning Anti-Idling statutes. Our goal is ensure that no vehicle idles for longer than 3 minutes and no vehicle is admitting visible exhaust into the air. In 2016, we installed No Idling Signs in Loading zones and parking lots approximately 50 feet apart, and the Idling regulations were added to our 10th Grade Student Health course in Drivers Education as part of a larger unit in vehicle regulations. After an idling review with cooperation with the Security officers in October 2019, we recognized that many of our bus drivers were regularly idling their buses and only a couple of Teachers and Student Drivers. Based on the data, we handed out laminated fliers discouraging idling, had all drivers take an idling pledge, and had security be more vigilant about bus driver idling.

PDF: [SCHOOL IDLING STATUS DATA REPORT](#)

PDF: [NO-IDLING EDUCATION & ENFORCEMENT EVIDENCE](#)

Learning Environment

Student Participation in the Arts

10 Points

District

Program Summary: As a High School Vocational Technical School District (Grades 9-12), we offer a variety of visual and performing arts courses. Some students will have an art class for the state required one year, while others will study Visual and Performing Arts as a 4-year Career and Technical education concentration. The West Caldwell Tech campus offers Music Production and Graphic Arts / Visual Arts courses. At the Newark Tech Campus, Music courses are available. While at the Donald Payne Tech Sr. Campus, all art course disciplines are offered: Drama, Dance, Visual Arts, and Music. While students must participate in one of these courses for graduation requirement, some students will select to participate in one of our visual and performing arts Career and Technical Education programs for 4 years which include courses of study in Graphic Arts, Advertising Arts, Music Production, Theater Technical Arts, TV Video Production, and Fashion Design. District-wide, multiple forms of arts education is available to our students and all areas are available. All of our arts programs are staffed by highly qualified educators that have degrees in their field of arts and relative work experience in the art community. Included is a letter from our superintendent addressing the arts offerings in our district.

PDF: [LETTER CONCERNING ARTS PARTICIPATION](#)

School Culture and Climate

Inclusive Environments Where All Can Thrive

10 Points

School

Program Summary: Essex County - West Caldwell School of Technology is committed to ensuring that everyone feels safe and included in our school climate and culture. After the 2018 School Health Index Assessment, based on student focus groups, and student discussions with the School Nurse and Student Assistance Coordinator, it was recognized that students that identified as members of the LGBTQ+ community did not feel fully included into the schools climate and culture. In order to make students feel more comfortable, the school faculty and staff completed a 4 hour professional training to understand the LGBTQ+ community and identify strategies to be more supportive of students and their families. We then hosted Pride Month Speakers and hosted school awareness events such as Day of Silence. As we progress towards the future, we are identifying and converting a restroom to be Gender-Neutral and establishing a Gender-Sexuality Alliance for students.

PDF: [VIRTUAL SAFE ZONES PD](#)

PDF: [PRIDE SPEAKER](#)

PDF: [VIRTUAL DAY OF SILENCE](#)

PDF: [INCLUSIVE ENVIRONMENT QUESTIONNAIRE](#)

PDF: [SCHOOL CLIMATE FOCUS PANELS](#)

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: As part of our needs assessment, climate and culture surveys are conducted in the spring of each year. The surveys consist of questions that fall in various domains: Physical Environment, Teaching and Learning, Morale in the School Community, Relationships, Parental Support and Engagement, Safety, Emotional Environment, and Administration Support. The district solicits feedback from most stakeholders: students, parents, and staff. The feedback of the 2019-20 staff survey indicated a positive school culture, with the majority of staff indicating that they feel a sense of ownership and belonging to the school. Over 90% of all stakeholders indicated that there is a safe environment in and around the school, facilitating an environment conducive for learning. The majority of stakeholders also indicated that there are open lines of interpersonal communication, which are honest thus producing healthy, positive outcomes. Part of our action plan for the 2020-2021 school year is to include more social-emotional workshops during virtual hybrid learning. We started implementing Wellness Wednesdays where students can sign up for various workshops in the morning to have fun, gain, skills, and also address mental health. The rest of the day is for academic support and enrichment.

PDF: [ANNUAL CLIMATE AND CULTURE SURVEY.PDF](#)

EXCEL: [2019-2020 CLIMATE & CULTURE SURVEY RESULTS](#)

EXCEL: [DISTRICT ACTION PLAN 2020-2021](#)

PDF: [SEL WEDNESDAYS WORKSHOP LIST](#)

PDF: [SCHOOL CLIMATE FOCUS PANELS](#)

School Grounds

Biodiversity Audit & Management Plan

10 Points

School

Program Summary: In late September and Early October, the students of the school green team conducted the National Wildlife Federation Green School Audits which included the Biodiversity Audit. The students prepared a formal report of their observations, created a base map, and made recommendations and developed an action plan of a series of Biodiversity Projects that need to be implemented to improve the school grounds Biodiversity. The final report was submitted to the School Principal, who prepared a letter of support for the students action plan and shared it with the rest of the school at a faculty meeting. Students also posted the results of the Audit on the green team bulletin board in the school.

PDF: [BIODIVERSITY AUDIT & MANAGEMENT PLAN DOCUMENTATION](#)

PDF: [GREEN TEAM BULLETIN BOARD WHEN AUDIT WAS ON DISPLAY](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: In 2015, the West Caldwell Faculty, Staff, Administration and Students recognized that a collaborative approach needed to be organized to recognize current sustainable projects in the school, and develop new green initiatives. In Fall 2015, the Green Team was organized to include individuals from all areas of the school. The Green Team's work in Fall 2015 lead to the Essex County - West Caldwell Tech School be recognized as a 2016 NJDOE and USDOE Green Ribbon School. The Green Team has since stayed intact and continues to provide guidance and deliver quality sustainable programs. In 2016, The Student Green Team was recognized as a Green Flag School through the National Wildlife Federation Eco-Schools Program. In 2017, the Green Team was recognized by Sustainable Jersey for Schools as a Bronze level School.

PDF: [ANNUAL FORMATION LETTER FROM PRINCIPAL](#)

PDF: [WCT_GREENTEAM_ANNUAL_REPORT_2020.PDF](#)

Civic & Stewardship Volunteer Initiatives

10 Points

School

Program Summary: Community Service is an essential component of the educational experience of a West Caldwell Tech Students. In 2018 the district instituted a policy that students are required to complete at least 15 hours of community service per year with earning a total of 60 hours by graduation. Students have an opportunity to participate in a variety of projects that serve the school/district community, West Caldwell Township community, and Essex County community. Projects include drives for blood, food, socks, coats, pet supplies, toys, etc.; volunteer at food pantries; beach/road clean-ups; flower/tree planting; caroling for seniors; reading to children; preparing food for those in need; and much more. Although the COVID-19 pandemic cancelled many of our annual projects, some were able to be conducted prior to school shut-downs and new projects arose as the pandemic grew. We submit documentation for our Annual Sock Drive and a Coat Drive conducted in December/January 2020; and Read Across America Project in early March 2020. These examples were planned by DECA, an open-extracurricular club for students interested in business and marketing and the Transition Academy students and faculty which is for Special Education students. Although these organizations and sub-division of our school is specific based on student interest and learning abilities, the advisors, faculty, and students of these groups make these service projects open to all students in the school to participate because of our community service requirement and projects are more productive with more volunteers. The Sock Drive and Coat Drive engaged the whole school in the collection, and then students involved in the groups that planned the drives and additional students attended the County Homeless Connection event at the Branch Brook Park Roller Skating Rink to meet with Social Services experts and distribute the socks and coats to homeless individuals from the area.

PDF: [ANNUAL SOCK DRIVE](#)

PDF: [COAT DRIVE 2020](#)

PDF: [LETTERS FOR UPLIFTING OTHERS DURING COVID 2020](#)

PDF: [READ ACROSS AMERICA 2020](#)

Student Learning

Education for Sustainability Grades 4-12 Arts

5 Points

School

Program Summary: This Sustainable Arts lesson comes from our Culinary Arts program but is an example of not only their culinary skills but also their artistic creativity. In this lesson, students must identify foods that attract winter wildlife, and develop an artistic wildlife feeder made from suet, bird seed, berries, nuts, and other food items. Students are encouraged to design a piece that attracts a diversity of winter wetland wildlife. Students work and prepare the feeders in teams of 3-4 and collaborated during meetings on Zoom. Even students that were remote learning were able to participate in the design process and some students picked up materials and prepared parts of the feeders at home. The final bird feeders are evaluated by the culinary arts instructors using a rubric, and then submitted into the county Forest Friends Feeder contest. The feeders are judged and then on display at the Essex County Environmental Center for the entire month of December and enjoyed by the local wildlife.

PDF: [ARTS LESSON PLAN.PDF](#)

PDF: [FOREST FRIENDS FLIER.PDF](#)

PDF: [STUDENT ART WORK.PDF](#)

PDF: [ARTS LESSON EFS QUESTIONNAIRE.PDF](#)

Education for Sustainability Grades 4-12 Career and Technical Education

5 Points

School

Program Summary: This lesson comes from our Agriculture Science CTE program. In this lesson students examined the global food systems and UN Sustainability Goals, and determined an issue that they would like to explore that relates to the global food systems. Students brainstormed issues and solutions through the use of Jamboard and during Zoom discussions. Students then related the issue to a country that was of interest to them. Students then prepared and submitted a 5-6 page research paper on the global issue. Students then participated in the New Jersey Youth Institute for the International World Food Prize hosted by Rutgers University. Students had their papers submitted and evaluated by Rutgers University Professors and experts in the field of Food, Agriculture, and Natural Resources (FANR). During the virtual conference in March, they heard presentations from First Lady Tammy Murphy, Representatives from Rutgers University and the World Food Prize, and NJ Alumni who have attended the International conference. Students then participated in roundtable discussions with other students and the FANR experts from around the state about their research papers and discuss how they can make a positive difference in the world. During the course of the roundtable sessions, they will be evaluated by the FANR experts. If they are evaluated highly proficient, they may get invited to attend the International World Food Prize Conference in Des Moines, Iowa; be eligible for special college scholarships at Rutgers University - New Brunswick; and be offered internships with FANR experts from around the globe. This conference was held via zoom.

WORD: [STUDENT WORK SAMPLE 1](#)

WORD: [STUDENT WORK SAMPLE 2](#)

PDF: [STUDENT WORK SAMPLE 3](#)

PDF: [JAMBOARD STUDENT WORK](#)

PDF: [LESSON PLAN AND STUDENT GUIDE](#)

PDF: [CTE EFS QUESTIONNAIRE](#)

Education for Sustainability Grades 4-12 Health

5 Points

School

Program Summary: Our Sustainable Health Lesson comes from a popular 9th Grade Health curriculum project. In this project students examine the 6 Pillars of Character, and then must apply the six pillars to their life. Students are asked to prepare a visual and verbal presentation that has the students reflect on the 6 pillars of character, determine how they can exhibit the 6 pillars in their daily life, and how the school can support them in developing character. Developing a foundation of mental, emotional, and social health is important in the 9th grade year as many of our students come from schools that are all over the county. Character is essential for a educational and safe learning environment. Students used available digital presentation tools, and was delivered by the instructor using Zoom/Remote Learning and assigned and submitted through our learning management system (Schoology).

PDF: [6 PILLARS LESSON PLAN.PDF](#)

PDF: [SIX PILLAR STUDENT WORK SAMPLES.PDF](#)

PDF: [SJS_EFS_QUESTIONNAIRE_HEALTHLESSON.PDF](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: This lesson plan comes from our Chemistry teacher. In this lesson, students will be using Google Sheets in many ways throughout this school year for both laboratory and academic activities. This will be an introduction for them in using Google Sheets for equations, averages, graphings and other functions. They will be also analyzing the importance (or relative importance) of transmission rates on societal and personal health relating to COVID-19. Students will evaluate their personal well-being based on how data shows their community spread is going. Students will also discuss societal issues relating to community spread.

PDF: [STUDENT WORK SAMPLE 1](#)

PDF: [STUDENT WORK SAMPLE 2](#)

PDF: [STUDENT WORK SAMPLE 3](#)

PDF: [COVID TANSMISSION RATE LESSON PLAN](#)

PDF: [EFS QUESTIONNAIRE FOR SCIENCE LESSON](#)

Student and Staff Wellness

School Wellness Council

20 Points

 Bronze Priority  Silver Priority School

Program Summary: The School Health & Wellness Council consists of a diverse group of physical and mental health professionals in our school along with administrators, teachers, students, and parent association representatives. Besides completing the Health Assessment and Improvement Plan process, the wellness council is involved in Green Team activities and conduct activities of their own. The Health & Wellness Council has been instrumental in improvements of the district wellness policy concerning nutrition and physical activity. In 2018, the school partnered with the NJ Department of Health and the Center for Prevention and Counseling to participate in a 4-year Pilot School Health and Wellness Program based on the CDC Whole School, Whole Child, Whole Community Model for School Health. Through this pilot, we organized a more diverse health team including a stipended Team leader, and went through a more rigorous evaluation and planning process, and received technical support. In 2019, we conducted a school wide survey of staff, students, and parents concerning school health to develop the School Health Index rating. Based on the School Health Index, the team and team leader then developed the Improvement Plan.

PDF: [SCHOOL HEALTH INDEX - 2019 RESULTS](#)

PDF: [SCHOOL HEALTH IMPROVEMENT 4-YEAR PLAN](#)

PDF: [SCHOOL HEALTH TEAM ROSTER & SCHEDULE](#)

Policies to Promote Physical Activity

10 Points

District

Program Summary: Our District Wellness Policy, Physical Education Policy, and District Health and Wellness plan provide the backbone for our district promotion of physical activity during the school day and through after school competitive and intramural sports. All schools in the district have programs that promote physical activity through health education and empowerment programs. West Caldwell Tech is also home to the district Transition Center for multiple disabled students, which these students have the opportunity to participate in the Essex County Special Olympics program and the New York Jets Play 60 Program at Meadowlands Stadium. All schools have a minimum of 5 athletic teams that provide after school physical activity during the course of the year. Our West Caldwell Tech campus has also provided its staff with training on integrating physical activity into the classroom and has 20 deskcycles available for staff and student use during the course of the school day.

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

PDF: [PHYSICAL EDUCATION POLICY](#)

PDF: [DISTRICT HEALTH AND WELLNESS PLAN](#)

Student Safety

School Travel Plan for Walking and Biking

10 Points

School

Program Summary: Essex County - West Caldwell School of Technology is committed to the safety and health of our students. It was important that the School Health and Wellness Committee create a sub-committee that focused on analyzing the safe travel routes for students and staff in the community. Although many students do not walk or bike, the students that do must travel from a local NJ Transit Bus station about 2 blocks to the school along a very busy major road. Several faculty also travel this walking route either to use local public transportation or to visit local establishments during their lunch period. It will be important for us to collaborate with the local township government to address issues of the quality and maintenance of some of the public sidewalks, crosswalks, and intersections along this route. It is also our plan to adopt future educational programs that foster students comfort to walk and bike to school and ensure their safety through the process. Included in the submission is the developed Travel Plan by the Travel Sub Committee and supporting documents.

PDF: [SITE MAPS](#)

PDF: [NEIGHBORHOOD MAPS](#)

WORD: [AREA ASSESSMENT METHOD](#)

PDF: [SCHOOL SAFE TRAVEL PLAN](#)