



Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of Franklin Middle School Hamilton Street Campus (Somerset), a Sustainable Jersey for Schools silver certified applicant.

Franklin Middle School Hamilton Street Campus (Somerset) was certified on August 24, 2021 with 375 points. Listed below is information regarding Franklin Middle School Hamilton Street Campus (Somerset)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

Contact Information

The designated Sustainable Jersey for Schools contact for Franklin Middle School Hamilton Street Campus (Somerset) is:

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Actions Implemented

Each approved action and supporting documentation for which Franklin Middle School Hamilton Street Campus (Somerset) 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.

Digital Learning Leadership

Community Engagement

10 Points

School District

Program Summary: Description: Franklin Township Public School's uses their District Technology Plan as a framework for the district's digital learning vision and communications strategies with all stakeholders. The District technology plan clearly states all stakeholders and plans for implementation. The District Technology Plan is revised every three years with collaborative input from teachers, administrators, and the superintendent, to ensure there is representation of all 10 schools in the district. Primary goals have always been to ensure student, parent/community and staff needs are met through multiple community engagement workshops, presentations and information posted on the district and individual websites. The process for evaluating communication strategies is through district surveys such as our school climate survey and remote learning survey. We pride ourselves in making sure all stakeholders' needs are met. We have also made sure we reach our diverse community that has many families/parents whose first language is not English. Our district has a translating service to help staff communicate with families.

PDF: [DIGITAL LEARNING LEADERSHIP- COMMUNITY ENGAGEMENT EVIDENCE](#)

District Commitment to Digital Learning

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Description: Franklin Township Public Schools District Technology Plan continues to be the primary framework for our digital learning and to enhance curriculum in our district. The District Technology Plan has multiple goals that all focus on commitment to Digital Learning to enhance curriculum and support all learning needs in our district for both students and staff. Our plan was developed from data collected from all stakeholders, and reflected on in our District Technology Meetings, which are held at least 4 times a year with school based meetings more often. Our evidence is a reflection of our commitment to how we follow and focus on our goals for digital learning.

PDF: [DIGITAL LEARNING LEADERSHIP- DISTRICT COMMITMENT TO DIGITAL LEARNING \(6.16.21\).PDF](#)

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

10 Points

District

Program Summary: Franklin Township Public Schools District Professional Development Plan was developed with input from all stakeholders. We have a PD steering committee which meets regularly and plans for our District Professional development days. Prior to planning, an interest survey is sent out to make sure staff learning needs are met. Also, an end of the year feedback survey is given to staff members to help plan for the upcoming year. Our District PDP supports digital learning knowledge by meeting the needs of educators and taking their feedback into consideration. During the school year, PD was provided on a variety of topics including synchronous and asynchronous teaching. We currently use Seesaw and GAFE as main communication tools for educators and they have been trained on the applications. The training and access to these apps directly supports teachers' ability to communicate and support parents/families in assisting students who are in a home-based learning environment.

PDF: [DIGITAL LEARNING LEADERSHIP- DISTRICT PROFESSIONAL DEVELOPMENT PLAN.PDF](#)

Equitable Access to Digital Learning

10 Points

 Bronze Priority  Silver Priority District

Program Summary: In 2020-2021, each student at Franklin Township Public Schools was offered a chromebook to use for in-person or remote learning, to make sure everyone had equitable access to learning resources. All students have access to approved software, apps and learning management system applications inside and outside of school. This includes Google Apps for Education, Genesis, I-Ready adaptive learning tool, Code.org, and Go Math online learning activities. For families that may not have access to internet services at home, the District has provided hotspots free of charge. Parent technology workshops provided early in the year demonstrate the district's community outreach and support to close the digital divide for families. Schools participate in the NJTrax survey annually, which is completed by teachers, students, families, and administrators. District technology meetings and data and assessment reports are ongoing, to ensure needs are met by all stakeholders and gaps do not persist or re-emerge throughout each year. Additionally, the district maintains a Google Site with technology resources for all stakeholders including students, parents, guardians and teachers. Every teacher is issued a MAC laptop computer providing 24/7 access to district networks and tools. The district provided PD on how to extend their desktop when teaching students at home and in-person at the same time.

PDF: [EQUITABLE ACCESS TO DIGITAL LEARNING](#)

Digital Learning Practices

Authentic Application of Digital Learning Tools and Content

15 Points

School

Program Summary: The COVID-19 pandemic created an authentic learning experience requiring all members of Franklin Township Public Schools to adjust, adapt and be resilient to a rapidly changing environment. The change process has required administrators, teachers, staff, students and families to work together to build success at Franklin Middle School @ HSC. Together we have addressed the needs of teachers, students and families in expanding technology resources to support student engagement and maintain a commitment to authentic learning. Many of the tools introduced mirror processes used in many careers including brainstorming, research, data collection, and presenting solutions in a multimedia format. The new tools were supported with professional development at a district and building level including helping teachers adjust and adapt lesson plans to support remote / hybrid learning. For example, hands-on activities including manipulative devices needed to be converted to digital formats. The math department used Jamboard tools to mirror counter chips, number lines and fraction bars. The ELA team converted our traditional career fair into a Google Site shared with all FMS@HSC students and families. Students researched careers and presented their findings with multimedia presentations. Extra curricular clubs and programs were converted to virtual platforms. Students recorded morning announcements shared with the entire school via Google Classroom. The TREP\$ Entrepreneurial program hosted a special event to discuss how the after-school club could host a marketplace event while maintaining COVID-19 safety protocols. Finally, it was essential to support families working with students learning remotely. FMS@HSC hosted parent training events in the Fall,

monthly check-ins with the Building Principal, and continued supporting Spanish speaking families with a weekly educational program in the Spring. The pandemic created a new paradigm that required a significant collaborative effort in order to continue building student success at FMS@HSC.

PDF: [FMS @ HSC AUTHENTIC LEARNING OUTSIDE THE CLASSROOM - EXTRA CURRICULAR](#)

PDF: [FMS @ HSC AUTHENTIC LEARNING THROUGHOUT THE CURRICULUM](#)

WORD: [AUTHENTIC LEARNING APPLICATION](#)

Digital Citizenship

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Franklin Township public schools's technology plan for digital learning overall goal is to support and build strong digital citizens for all stakeholders. As you can see with our extensive PD opportunities, our district makes sure staff are prepared to use technology applications appropriately and model correct use of technology for their students. We have multiple policies set in place to ensure clear guidelines and expectations for staff and students. Having put such a large emphasis on digital citizenship has made our district staff and students more aware of the responsibilities they have to protect themselves and follow appropriate use of technology.

PDF: [DIGITAL LEARNING PRACTICE- DIGITAL CITIZENSHIP.PDF](#)

Personalized Learning and Growing Independent Learners

15 Points

School

Program Summary: Franklin Middle School @ HSC uses a variety of strategies to implement personalized learning with a goal of building life long learners. This includes developing programs and curriculum that incorporates students choice and our students voices. In our Special Education programs, our teams use creative strategies to build student success. This includes designing hybrid programs for our students where they are scheduled in different leveled programs (LLD settings for some courses, Resource settings for others). In our Alternative Program for students with behavioral needs, students select a learning focus (African American focus or Latinx focus) that is applied to a thematic teaching approach for all core subjects. Students have choice in the electives they choose to participate and in addition to athletics there is a wide variety of after school programs to continue exploring their interests. This year FMS @ HSC continues to expand our integrated sports program adding eSports to our existing track program. Integrated sports brings together students with various abilities from our LLD Severe and Autism programs with same age peers. Virtual / Hybrid Learning during COVID-19 has made it challenging to bring our existing programs and new programs. Through the professional development of our staff in new technology and best practice, we have been able to offer our students choice and exceptional learning opportunities.

PDF: [FTPS 2019 - 2022 TECHNOLOGY PLAN FOR DIGITAL LEARNING](#)

WORD: [FMS @ HSC APPLICATION DOCUMENT](#)

PDF: [FMS @ HSC SUMMARY - PERSONALIZED LEARNING AND GROWING INDEPENDENT LEARNERS](#)

Professional Growth and Collaboration

15 Points

School

Program Summary: Franklin Middle School @ HSC has steadily implemented technology over 5-years including a one-to-one Chromebook program. The middle schools completed the first phase of implementation. During this period Teacher PDPs reflected specific goals to adapt and learn new technologies. As FMS @ HSC has developed proficiency with technology, PDPs have moved to new goals such as Social Emotional, Equity, and updated teaching practices. The underpin with these goals is their implementation using technology. For example, SEL activities used technology tools such as Pear Deck, Google Classroom, Kahoot!, Padlet and other tools to facilitate the learning. However, the COVID-19 pandemic challenged many districts to quickly identify new technologies, teaching strategies, and develop teacher competencies in facilitating in a virtual / hybrid environment. As Franklin Township Public Schools prepared for a virtual opening, securing new technology tools and teacher development were identified as top priorities. The district technology department gathered a team of technology coaches and teachers to provide technology training on Google Classroom, Go Guardian, Zoom, Video Tools, See Saw and Google Suite applications. Technology training began prior to the start of the school year and had a heavy emphasis during Convocation. FMS @ HSC supplemented this training process during team and staff meetings having experts highlight specific technology such as Loom, Bitmoji, Pear Deck and advanced features in Google Suite. In addition, staff and department meetings included presentations from high performing teachers on increasing student engagement in virtual / hybrid environments. Team meetings centered on reaching students' social emotional needs with consistent conversations on specific students and strategies to support and engage. Teachers and staff conducted safe home visits when necessary to keep students connected to school. While the pandemic created a significant challenge for our students, staff, and families, FMS @ HSC collaborated efficiently and effectively to continue building student success in our school.

PDF: [FMS@HSC PROFESSIONAL DEVELOPMENT AND COLLABORATION](#)

PDF: [FTPS TECHNOLOGY PLAN](#)

Digital Technology Access

Data Safety and Security Policy

10 Points

District

Program Summary: The process used to develop and periodically update Franklin Township Public Schools Data Safety and Security Policy, involves multiple stakeholders. The IT department, the instructional technology department as well as representatives from the Cabinet (Superintendent, Assistant Superintendent) collectively arrive at decisions to ensure digital safety for students and staff. The district representatives listed above keep up with the NJ Cybersecurity and Communication Integration Cell to help with developing policies and procedures. On February 12, 2020, representatives from Franklin Township Public schools attended the NJCCIC presentation held at the Somerset County office that provided additional information on what to watch for and how to stay up to date.

PDF: [DIGITAL TECHNOLOGY ACCESS- DATA SAFETY & SECURITY POLICY \(1\).PDF](#)

Diversity & Equity

Breakfast After the Bell

20 Points

School District

Program Summary: Breakfast After the Bell has been a robust program in the district since 2014. Originally offered in the cafeteria, breakfast is served in all PreK - 8 classrooms every day in the district. Carts with Point-of-Sale scanners are deployed to offer an affordable breakfast to every child in the district who wants breakfast. At Franklin Middle School-Hamilton campus, breakfast is served in the homeroom classroom. If a student is tardy, breakfast is available in the cafeteria. Breakfast is served on half-days to make sure kids have a meal on days when lunch is not served. The district's food services director, Margeret DeBlasi, is currently President of the NJ School Nutrition Association. At their recent conference in November 2019, FTPS Superintendent, BA Jonathan Toth spoke on a panel about Breakfast After the Bell and other topics. Breakfast is served on carts through the hallways throughout homeroom. The beginning bell rings around 7:17am. Students enter school, travel to their homeroom, and stop at the breakfast carts in the hallways until at least 7:30am. If students arrive after this time then they are allowed to head to the cafeteria to still retrieve their breakfast for the day and consume it in the classroom.

PDF: [PARTICIPATION RATES](#)

PDF: [HEALTHY CHANGES IN OUR SCHOOL CAFETERIAS ANNOUNCEMENT](#)

PDF: [BREAKFAST AFTER THE BELL TRAINING AND INFORMATION](#)

IMAGE: [FMS-HSC MEAL SERVICES WEB PAGE](#)

Energy Efficiency

Energy Efficiency for School Facilities

40 Points

 Bronze Priority  Silver Priority School District

Program Summary: In 2010, Franklin Township Public schools embarked on a commitment of energy conservation. Audits were completed through LGEA, an Energy Efficiency Coordinator was hired and a five-year behavioral energy conservation program was initiated. After the fifth year of the program and meeting energy reduction goals, the district began construction on an ESIP program to upgrade boilers, energy management systems, and replace lighting in almost every building. NJ Clean Energy Programs assisted in implementing these projects, and after construction period ended in 2017 and the performance periods passed, all incentives, including performance based incentives, were paid to the district from NJ Clean Energy. In 2013, Franklin Township Public Schools received an EnergyStar Leader Award for 20% energy reduction district-wide and a Top Performer Award for a portfolio building score average of 75. Franklin Park Middle School-Hamilton Street Campus received new boilers, vfd drives, pumps, some LED lighting

upgrades and lighting controls. It also boasts a 75kw CoGen that has boosted electricity and dollar savings. Before the ESIP, Source EUI was 127 kBtu/sf based upon the audit conducted for the ESIP calculations, and was 89 kBtu/sf in the twelve months ended February 2020. The operation of the CoGen was changed in summer 2019 to operate twelve months instead of just during boiler operating season, as it was designed. The energy use for the building to prepare the ESIP plan is found on page 10 of the Final ESP Plan for the district.

PDF: [ENERGY STAR REPORT FOR FMS-HSC OCT 2019](#)

EXCEL: [EUI CHANGE SPREADSHEET](#)

PDF: [FINAL ESP](#)

Energy Tracking & Management

20 Points

School District

Program Summary: Energy Tracking and Management for Franklin Township Public Schools began for all buildings in 2010 and continues in 2020. The district employs an Energy Efficiency Coordinator who tracks, manages and analyzes utility data for all district schools utilizing a robust software called Utility Manager (from SchoolDude) and EnergyStar's Portfolio Manager. Franklin Middle School-Hamilton Campus is applying for 20 points for this action for benchmarking and energy tracking of all electric and natural gas usage for the building. Ten years of energy tracking included a five-year behavioral energy conservation program for years one through five, followed by a district-wide ESIP project completed in 2017. The ESIP construction provided boilers, variable frequency drives and pumps, some LED lighting changes and an automated building management system. The energy efficiency coordinator makes regular visits to FMS-HC and monitors the building HVAC functions online, making changes to settings and schedules to capture energy savings.

EXCEL: [FMS HSC ENERGY BASELINE](#)

EXCEL: [FMS HSC ENERGY USE FY2019](#)

EXCEL: [FMS HSC AVOIDED COST & USAGE FY2019](#)

PDF: [SEP FMS HSC](#)

WORD: [BUILDING INTERVIEW FMS](#)

Food & Nutrition

Promote Locally Grown Foods

10 Points

School District

Program Summary: The food service department does participate in Farm to School programs. All of the milk we use comes from NJ Farms. We purchase locally grown produce to the extent possible. NJ has a short growing season. We participated in NJ Farm to School week which was the last week of September; you can find a menu which shows each day a locally grown vegetable was served at lunch as well as nectarines from a NJ Farm. We also participated in the National Farm to School Month, October. We received a visit from NJDA Secretary Fisher and others (Rose

Tricario, Arleen Ramos-Szatmary) from the NJ Department of Agriculture, as well as a representative from USDA (Pat Dombroski) and we highlighted our NJ Farm to School program – including fresh baby bok- choy – which was from a NJ Farm. Photos of the event were posted on our district web-site and in local media in celebration of National School Lunch Week. Our Superintendent, Board President, BA, and other district administrators also attended. It was an honor to be chosen by the NJ Department of Agriculture for a visit during National School Lunch Week. We go out to bid for our food, which is required – and Cream-O-Land has our milk bid. All the milk comes from NJ cows! We also receive fresh nectarines, when in season, from a NJ Farm. These were bid by Common Market, which is how we got in touch with Rachel. We participate in the USDA DOD produce program and utilize locally grown produce when possible – local can include items from NJ, NY, Pa, and other local states. Beginning in the spring of 2019 our school participated in The Common Market Farm Share. We also exposed this to the community. This started in the spring of 2019 and participation continued through the fall of 2019. We will continue the farm share program after the winter. The Common Market is a nonprofit regional food distributor with a mission to connect communities with good food from sustainable family farms. We strive to improve food security, farm viability, and community and ecological health. Through our farm share program, members help us create a more vibrant local food system. The program consisted of 10 biweekly deliveries for over 20 weeks. As a school and community we had 10 participants with 17 shares (fruit and veggies; eggs; bread; cheese). *Waiting to collect more information regarding the cafeteria for food services. Will updated before final certification deadline.

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

PDF: [NATIONAL FARM TO SCHOOL MONTH MENU](#)

PDF: [NATIONAL SCHOOL LUNCH WEEK](#)

PDF: [NJDA VISIT](#)

PDF: [FARM TO SCHOOL WEEK MENUS](#)

PDF: [NJ FARM TO SCHOOL WEEK](#)

School Gardens

20 Points

School

Program Summary: Our garden was started many years ago but it is beginning to flourish in the 2020-2021 school year. We have recently partnered with our Road to Success School to create a meditation sanctuary, in conjunction with the soil-based plots, and raised beds. Students have planted seeds, flowers, and painted large flat rocks to enhance the garden. This is an on-going project that one that began in the 2019-2020 school year that we have big plans to continue well into the 2021-2022 school year. We have done the best that we can to continue the promotion of this project given the COVID-19 pandemic. Our staff is currently very interested in this project, incorporating SEL, sustainability, nutrition, community engagement, etc. We believe that we are doing enough to earn some points through this action step but we are very excited to see how this project continues to grow. Please note that, in order to condense attachments, multiple pictures have been attached to each School Garden Report that is submitted below.

WORD: [FSM GREENHOUSE GARDENS](#)

WORD: [FMS OUTDOOR SOIL-BASED GARDENS](#)

WORD: [GREENHOUSE RECRUITMENT](#)

IMAGE: [WARRIOR FARM DAY FLYER](#)

WORD: [MEETING NOTES](#)

PDF: [GARDEN LEARNING ACTIVITIES](#)

Green Cleaning

Green Cleaning Supplies

10 Points

School District

Program Summary: Green Cleaning has been implemented in phases throughout all school buildings in Franklin Township Public Schools. The green cleaning supplies were planned to be implemented in the middle of March 2020, but the closing of school buildings due to COVID-19 postponed the implementation into Summer 2020. The district remains committed to making this change at Franklin Middle School - Hamilton Street Campus as soon as possible. Please see the attached document as proof that the cleaning products have been purchased for implementation.

PDF: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

IMAGE: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

Healthy School Environments

Asthma Friendly Schools

10 Points

School

Program Summary: School nurse is registered to attend PEOSH/NJADP 2019-2020 Statewide Indoor Air Quality Training on APRIL 03, 2020 - 8:00 AM TO 12:30 PM, at SOMERSET COUNTY VO-TECH - D PERFORMING ARTS. One district staff person has already completed training. Certificate attached. Training cancelled due to COVID-19. All other qualifications met with proof attached.

PDF: [PEOSH IAQ CERTIFICATE](#)

PDF: [ASTHMA FRIENDLY SCHOOLS AWARD](#)

PDF: [DISTRICT NO IDLING PLEDGE](#)

PDF: [ASTHMA BASICS FOR SCHOOL NURSES AND GADGETS FOR ASTHMA CONTROL](#)

PDF: [ASTHMA TREATMENT PLAN SCHOOL NURSES LEADING THE WAY](#)

PDF: [ASTHMA FRIENDLY SCHOOLS DOCUMENTATION](#)

Learning Environment

Future Ready Schools - New Jersey Certification

10 Points

School

Program Summary: Franklin Middle School - Hamilton Avenue Campus has a Bronze certification for Future Ready Schools. The school was originally certified in 2017 and received recertification in 2019.

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

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

Outdoor Classroom

10 Points

School

Program Summary: At our school we have an enclosed courtyard and garden area. One of our paraprofessionals also owns a landscaping company. She ran a volunteer project during the Cross Country season to have her student-athletes help her clean the courtyard. The students raked leaves, cleaned up the mulched areas, and the Paraprofessional and her husband volunteered their landscaping services to bag leaves, plant flowers, trim bushes, etc. The cross country team as adopted this area and with the help of their coach they frequently tend to this area, keeping it clean, trimmed, and properly landscaped. The science teachers regularly use this area for multiple lessons but the one I am choosing to highlight is a lesson on identifying abiotic and biotic factors. Our school houses 3 grade-levels and has at least 3 science teachers per grade-level. Each teacher uses this outdoor classroom at a minimum of 5 times per year. In addition to the science lessons this area is used as a reward for an outdoor study space, a place for the art classes to go and draw, PE classes to exercise, as well as Social Studies, and a writing area for ELA.

POWERPOINT: [BIOTIC AND ABIOTIC POWER POINT](#)

POWERPOINT: [OUTDOOR CLASSROOM OVERVIEW LAYOUT](#)

WORD: [BIOTIC AND ABIOTIC LESSON PLAN AND RUBRIC](#)

PDF: [STUDENTS WORKING IN THE COURTYARD](#)

POWERPOINT: [OUTDOOR CLASSROOM PHOTOS](#)

POWERPOINT: [OUTDOOR CLASSROOM PHOTOS CONTINUED](#)

School Culture and Climate

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: Each Spring Franklin Middle School @ Hamilton Street Campus administers a Climate & Culture survey to families, students and staff. To plan for the 2021 - 2022 academic school year the due date for survey completion was May 3, 2021. FMS @ HSC has formed an annual school planning committee which includes a Climate & Culture sub-committee. Members of the sub-committee host a review of the survey results with the broader annual school planning committee for discussion and feedback. The sub-committee further analyzes the data creating a

root cause analysis and SMART action plan to address the needs of the building. For 2020 - 2021 the primary focus is school attendance and social emotional needs of our students. FMS@HSC has implemented monthly lessons that specifically address needs related to middle school students, such as effective decision making. Lessons are followed up with a reinforcement activity approximately 2 weeks after the monthly lesson. Operating in a hybrid environment during the COVID-19 pandemic has created specific challenges related to school attendance. FMS@HSC has implemented a consistent out-reach program to families related to attendance. Actions include teacher contact, administrative contact and home visits when appropriate. In addition, FMS @ HSC has participated in a district wide professional development related to Culturally and Linguistically Responsive teaching practices. This multi-year program helps teachers meet the needs of the culturally diverse community we serve. A core team was trained in CLR practices and has turn-keyed their learning to all staff members through the FMS@HSC building PD events. While remote / hybrid learning required our building to identify creative alternatives in presenting programs to the students and community, through collaboration, FMS @ HSC has met the challenge of keeping our students, families, and school connected. Please see the inventory of events, programs and professional development that has been implemented throughout the 2020-2021 School Year.

PDF: [FMS @ HSC CLIMATE & CULTURE ROOT ANALYSIS \(2020 - 2021\)](#)

PDF: [FMS @ HSC CLIMATE & CULTURE SUB-COMMITTEE MINUTES \(PLANNING FOR 2020 - 2021\)](#)

PDF: [FMS & HSC CLIMATE & CULTURE SMART GOALS \(2020 - 2021\)](#)

PDF: [CLIMATE & CULTURE OVERVIEW](#)

WORD: [PROGRAM INVENTORY ADDRESSING CLIMATE & CULTURE](#)

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: Our guidance department has been working on various techniques to roll out SEL curriculum since the start of the 2018-2019 school year. This initiative has evolved in the last year and a half. ALL staff are trained and required to participate in this initiative. One Tuesday per month during a designated period the teacher leads their respective class in an SEL lesson on the topic given. The staff is given professional development in September and the SEL lessons begin in October. The guidance department, specifically Ms. Surbhi Alaigh MA, LPC School Counselor - Franklin Middle School @ HSC, created a huge google folder with sample activities for each lesson, specific guidelines to follow, a lesson plan for each area of SEL, and has structured the entire unit for the staff. This is also helpful in case there is a substitute. That being said teachers are also able to improvise and use their own teaching skills to conduct the lessons. During the staff meeting, professional development, teachers are told where to find all of these supplemental materials, they are given the tools and the resources in order to feel comfortable implementing these lessons, and they have all of the dates up front for the calendar year. Each month Ms. Surbhi Alaigh sends a reminder of the date, the lesson topic, the materials, and where to find the lesson plan as well as the activities. This program is only getting better and I expect necessary changes will be made for the 2020-2021 school year in order to continue to improve the social emotional skills of our students, especially with the trauma and loss experienced during COVID-19.

PDF: [SEL LESSONS AND RESOURCES](#)

EXCEL: [SEL MONTHLY OUTLINE](#)

EXCEL: [SEL DISCUSSION QUESTIONS](#)

EXCEL: [SEL OUTLINE AND STANDARDS](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: Franklin Middle School at Hamilton Street Campus Green Team 2019-2020 During the 2019-2020 school year members of the Franklin Middle School Green Team met on a monthly basis. In addition to full green team meetings, there have been subcommittee meetings throughout the school year. We used the New Jersey Sustainability practices as a guide. We are also working in conjunction with an elementary school in our district towards the goal of obtaining a bronze certification. One of our major goals is to complete the application for Sustainable Jersey. This became a self-assessment process as we went through each action. We have done a community outreach food drive and 5k, we are working to expand our student and staff wellness initiative, we have submitted a grant for outdoor exercise equipment, and we have other small initiatives that we plan on introducing. Green Team Meetings with formal agendas took place on September 26th, October 24th, and November 21st. The purpose of the meetings was to set a focus for the year, to monitor progress toward our goals and evaluate our progress. In addition to the aforementioned action plan we adopted a farm share program in the Spring of 2019. For its first season it was very successful. It was a great opportunity for the community. We will definitely do this again in the spring of 2020. In addition to the Green Team Meetings of 2019, the members of the Green Team also meet on January 14, 2020, and February 25, 2020.

PDF: [GREEN TEAM DOCUMENTATION](#)

WORD: [GREEN TEAM INITIATIVES](#)

Civic & Stewardship Volunteer Initiatives

10 Points

School

Program Summary: Team 6B created a community service fundraiser/food drive on Nov. 2nd, 2019. Students, parents, and teachers donated food items and money to a Go Fund Me page to support the Franklin Food Bank and the school's Spirit of the Warrior Program. Then, on Nov. 2nd, students, teachers, parents, and administrators walked the FMS@HSC track, donating 1 food item to the Franklin Food Bank for every lap completed. We had over 425 laps on the FMS track which translates to over 100 miles and over 425 cans/ food items for the Franklin Food Bank. Over 350 lbs. of food! The fundraiser collected \$250 to help support the Spirit of the Warrior program for reinforcement of positive behaviors at Franklin Middle School. Overall it was a great success and we look forward to making this an annual tradition at FMS! Below is a link to pictures of the event. The second event was presented by a 6th grade student. She wanted to raise money to help deliver clean water to Africa. She brought this idea to one our guidance counselors who is also the lead staff member in the Diversity Club. Together they came up with the project, presented the information in an assembly to students and staff, and orchestrated the entire fundraiser. This idea came about after a science lesson where they learned about the states of matter, and the water cycle, and the student became passionate about this initiative. This fundraiser was set up through <https://thewaterproject.org> I am attaching a PDF that explains the program although it doesn't translate well to PDF you might want to take a look at the website. So far students have raised a total of \$124 through the Diversity Club. This fundraiser was launched in February so we were really only able to collect donations for less than a month before we were forced out of school due

to COVID-19. This initiative was student led, presented during an assembly, and elicited a strong amount of participation before interrupted due to the pandemic. Attached is a powerpoint presentation at our Black History Month assembly. Slide 14 highlights The Water Project fundraiser.

WORD: [COMMUNITY SERVICE FUNDRAISER FLYER](#)

WORD: [WATER CYCLE LESSON PLAN](#)

PDF: [PICTURES FROM 5K](#)

PDF: [THE WATER PROJECT FUNDRAISER FLYER](#)

POWERPOINT: [THE WATER PROJECT POWERPOINT](#)

PDF: [THE WATER PROJECT WEBSITE](#)

Student Learning

Education for Sustainability Grades 4-12 Arts

5 Points

School

Program Summary: Attached you will find the EfS for Grades 6-8 Art, an example of 2 lessons using recycled materials, and a picture of this artwork being displayed at the school art show. Through both of these lessons students are learning about waste, re-thinking consumption and product design to eliminate waste, while also finding a way to re-purpose as many items as possible. Students are understanding ways to build a healthy and sustainable future, how to create change, and thinking into the future and the ways in which we handle our waste.

PDF: [LESSON PLAN FOR RECYCLED MATERIALS](#)

PDF: [LESSON PLAN FOR RECYCLING CARDBOARD TUBES](#)

PDF: [EXAMPLES OF STUDENT WORK](#)

PDF: [EFS FOR ART](#)

Education for Sustainability Grades 4-12 Career and Technical Education

5 Points

School

Program Summary: FMS @ HSC traditionally hosts several in-person career events throughout the academic year. This includes invited guest speakers from various fields, hosting College and Career nights for families, hosting Vocational School information sessions, inviting High School mentors to conduct sessions with Middle School students in exploring various careers and a large scale Career Day. With the restrictions resulting from the pandemic, creative solutions were needed to maintain these traditions. This includes hosting virtual College and Career Readiness family engagement evenings, hosting virtual events for students during the school day such as inviting Rutgers Society for Hispanic Engineers and partnering with RJW Medical Students through our GEMs Program. This year, Career Day was converted to a virtual event with 8th grade ELA students completing a College and Career research assignment building a College and Career website which was shared with students and families. Students were able to choose a college or career to study and created multi-media presentations. In addition, classrooms across the building

incorporate college and career research opportunities to supplement the loss of an in-person event. An example shared is from our 6th grade STEM class; students conducted research on careers in coding sharing their findings through a Google Slide presentation. The Career website along with student examples and the 6th grade STEM project have been submitted as evidence of our commitment to preparing our students with 21st Century Skills.

PDF: [FMS @ HSC SUSTAINABLE EDUCATION - EXPLORING CAREERS AND TECHNOLOGY](#)

PDF: [STEM CAREER EXPLORATION - CODING CAREERS \(STUDENT SAMPLE #1\)](#)

PDF: [STEM CAREER EXPLORATION - CODING CAREERS \(STUDENT SAMPLE #2\)](#)

WORD: [LESSON PLANS - CAREER & TECHNOLOGY \(6TH & 8TH GRADE\)](#)

PDF: [COLLEGE AND CAREER EXPLORATION RUBRIC - 8TH GRADE](#)

WORD: [EFS QUESTIONNAIRE](#)

Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

Program Summary: TP/Objective We will learn how readers orient themselves to the topic, notice details, and think of central ideas. Procedures English 6 Tapping the Power Of Non-Fiction, Non Fiction - Central Idea - Orient - Notice Details Scheduled to be taught on 02/17 Created by Porter, Robert Teacher does a pear deck reading of Chapt. 1 of Omnivore's Dilemma. Students will read about modern industrial food production and the idea that corn products fill our grocery stores and may not be the healthiest option. Students stop at selected slides and answer comprehension questions as well as identify text evidence and central ideas. Students can read more of the chapter and annotate in Kami if there is time. Resources Provided https://docs.google.com/presentation/d/1VuTd3uEFYEtpLp2Je_HbsLz1zfzpjzmV2KhoP66BRU/edit?usp=sharing Formative Assessments Pear Deck. Modifications/Differentiation/Scaffolds Anchor chart reveal, teacher prompts. Standards 1. 3.31 Grade 6 CPI RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. 3.31 Grade 6 CPI RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. 3.31 Grade 6 CPI RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

PDF: [LESSON PLAN](#)

PDF: [STUDENT EXAMPLE](#)

PDF: [RUBRIC](#)

WORD: [SJS EFS QUESTIONNAIRE](#)

Education for Sustainability Grades 4-12 Health

5 Points

School

Program Summary: The Health & PE Department structures much of their curriculum around Health and Wellness, Food Systems, being mindful about what we put into our bodies, as well as promoting physical activity. I am including two different units with the examples that I could put together within the restrictions of COVID-19. The first unit is a Nutrition that we do in some variety throughout all 3 grades (6-8). Within the unit students discuss the impact that the foods we eat

and our diet has on our entire human health. We discuss eliminating toxins and promoting healthy foods. The students learn about "My Plate" and then draw their own plate. Through this unit we also discuss the food systems, the impact that growing gardens and the ways that foods are processed have on our nutrition as well as sustainability. This year we also started a farm share for our community which many staff and students took advantage of. This farm share delivered boxes of fruits, vegetables, dairy, meat, and poultry, from a local farm to our communities families as ordered. Secondly I have included our aerobic fitness unit as well as an example of our "Warrior Challenge" initiative. Each Wednesday every student in our school participates in the "Warrior Challenge" in their PE class. For the entire 35 minutes students walk/jog/run as many "laps" as they wish. After the lesson they will do some simple math to calculate how many miles they completed on that day. Teachers then compile each students total number of miles and display a leader board in our Athletics trophy case. We have seen an increase in cardiovascular fitness. Through this challenge we are also promoting outdoor time, physical activity, while promoting health, and ultimately improving focus and school work.

POWERPOINT: [MY PLATE POWERPOINT](#)

HTML: [NUTRITION UNIT](#)

PDF: [MY PLATE LESSON AND EXAMPLE](#)

HTML: [AEROBIC FITNESS UNIT](#)

PDF: [EFS FOR HEALTH](#)

PDF: [WARRIOR CHALLENGE LESSON PLAN AND EXAMPLES](#)

Education for Sustainability Grades 4-12 Math

5 Points

School

Program Summary: At FMS @ HSC 8th grade Science and Math teams collaborated to present a thematic project based learning. In Science, students complete a Human Impact Study. Students were provided several options in what they studied and completed a template presentation to guide the process. Some Science teachers incorporated a math component in the lesson. The math team followed up the Science lesson focused on graphing and analyzing data related to the topic selected in science. The example provided if from the Alternative Program. The class chose to focus their Human Impact Study on the impact of cars on the environment. Students selected cars of their choice and conducted research for their project. In math, students studied "Are Hybrid Cars Worth the Extra Cost" determining the point when the cost of a standard car and hybrid car would be equal and then completing a CER answering the essential questions. Students were required to use Jamboard to graph and analyze the situation to support their CER. The Math Pear Deck evidence includes student responses and graphs generated in Jamboard

PDF: [FMS @ HSC: MATH ACTIVITY - ARE HYBRID CARS WORTH THE EXTRA COSTS](#)

PDF: [FMS @ HSC: SCIENCE ACTIVITY: STUDENT TEMPLATE FOR INVESTIGATING THE IMPACT OF A CAR ON THE ENVIRONMENT](#)

PDF: [FMS @ HSC: SCIENCE - COMPLETED STUDENT EXAMPLE](#)

PDF: [FMS @ HSC: SCIENCE - COMPLETED STUDENT EXAMPLE #2](#)

WORD: [LESSON PLAN - SCIENCE & MATH THEMATIC PLAN EXAMINING THE IMPACT OF CARS ON THE ENVIRONMENT](#)

WORD: [EFS QUESTIONNAIRE - MATH LESSON](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: Through this lesson students will be able to explain how energy flows through ecosystems and the levels of ecological organization. Students will be able to describe different ecosystems and biomes within the biosphere, as well as define the levels of ecological organization and terms of the food chain. Students will construct explanations of symbiotic relationships and how specific organisms construct their relationship. And lastly students will be able to model the food chain and how energy is distributed within ecosystems. The students use the grounds of our school to build their own bio jars. Attached you will see the lesson plan, the Efs, the powerpoint that goes along with the lesson, as well as pictures of students building their bio jars.

WORD: [ECOSYSTEM JAR WORKSHEET](#)

POWERPOINT: [INTRO TO ECOLOGY POWERPOINT](#)

WORD: [BIOJAR LESSON PLAN](#)

PDF: [STUDENTS BUILDING BIO JARS](#)

PDF: [EFS FOR SCIENCE](#)

Education for Sustainability Grades 4-12 Social Studies

5 Points

School

Program Summary: Attached you will find two different Social Studies PowerPoints where students are learning about Natural Resources and Renewable and Non-Renewable energy. Through this lesson students learn about climate change and the impact that renewable v. non-renewable resources have on our climate. They are learning about how natural resources are impacting our ecosystems and socio-economic systems. Students are also investigating the impact that social and cultural norms have on each other and the environment. Students are learning that we're all in this together. Primarily through the "quiz" and survival type game that is outlined in the PowerPoint students are tasked with building their own civilization. They choose the island environment, a resource, who will lead this island, who will build up the resources are the island, what non-renewable source would you choose if there was no other option, and they will also learn about trade. Through the PowerPoint you can see what each group chose and how their choices lead to finding a "winner." Through each lesson students were provided with an exit ticket to ensure that they understood the essential question of the lesson.

WORD: [SOCIAL STUDIES LESSON PLAN](#)

PDF: [RENEWABLE AND NON-RENEWABLE RESOURCES](#)

PDF: [NATURAL RESOURCES EXIT TICKET](#)

PDF: [NATURAL RESOURCES POWERPOINT](#)

PDF: [EFS FOR SOCIAL STUDIES](#)

EXCEL: [EXIT TICKET RESPONSES](#)

Education for Sustainability Grades 4-12 Technology

5 Points

School

Program Summary: For the Argument Unit students were asked to think about the current

climate we are all in (the pandemic, Remote Learning, concerns with safety in education, learning loss, etc.). They were asked to think about the overarching topic that has been on the minds and hearts of many for the past year: Remote Learning vs. Traditional (in-person) Learning. Together we researched and weighed the pros and cons of this topic. As the unit advanced, the students embarked on a spree of research on several other sub-topics related to Remote Learning and Traditional Learning: Snow Days, Camera Usage and Screen Time (see attachment). Students were asked to discuss, debate, and reflect on their own current experiences in Remote Learning and then weigh the pros and cons, to finally make informed and research-based decisions on all of the sub-topics (see attachments).

WORD: [SJS EFS QUESTIONNAIRE-ESANDERS.DOCX](#)

Student and Staff Wellness

School Wellness Council

20 Points

 Bronze Priority  Silver Priority School

Program Summary: Franklin Middle School at Hamilton Street Campus School Wellness Council 2019-2020 During the 2019-2020 school year members of the Franklin Middle School developed a School Wellness Council. We have used the New Jersey Sustainability practices as a guide. To date we have met on 4 occasions, October 21, 2019, December 16, 2019, January 20, 2020, and February 11, 2020. We were also set to meet on March 23, 2020. We have met 2 times via Google Meet since March 13th and the closure of school. Members: Tania Kelly, Vice Principal Constance Coriell, District Energy Efficient Coordinator Sean Thomas, Health & PE Supervisor Lauren O'Donnell, Health & PE Teacher Kim McNee, School Nurse Surbhi Alaigh, Guidance Counselor, Social Emotional Coordinator Elizabeth Scafidi, Paraprofessional, Cross Country Coach, Parent Nakomis Smith, Science Teacher, Parent Linda Taliercio, ELA, Yoga, Parent Juan Figueroa, Head Custodian We have completed the SHI Index, as well as identified, actions and steps to complete each action. We are only slightly behind on implementing these steps however this is entirely due to COVID-19 and the restrictions that we have had as a committee and a district. We have been monitoring the needs of our staff and students and to take on some of these actions at this time would be irresponsible and devoid of empathy for what our staff, students, and community are going through during this time. Please accept this slight setback as proof that we are committed to the overall wellness of our school community.

WORD: [SCHOOL WELLNESS COUNCIL](#)

WORD: [SHI OVERALL SCOREBOARD](#)

EXCEL: [SHI SCORE CARD REPORT](#)

WORD: [SHI OVERALL SCORECARD](#)

WORD: [SHI PLAN FOR IMPROVEMENT](#)

Programs to Promote Physical Activity

10 Points

School

Program Summary: Starting with the 2019-2020 school year we implemented a program called the "Warrior Challenge." It is loosely based on the idea of the "100 Mile Club". Our mission is to engage and empower kids and families to achieve a healthy lifestyle through physical activity. The goal is to prevent childhood inactivity and obesity, while promoting lifelong fitness. Students may accumulate miles during PE, during school hours, at lunch and recess, and before or after school hours. Once a week during all Physical Education classes students are participating in the Warrior Challenge. Whether they run, jog, or walk towards their personal goal, the Warrior Challenge. inspires students of all abilities to be active in an accepting, positive, and inclusive environment. In the beginning of the year each student set an individual goal for the number of miles that they will achieve between September and June. As a staff we track the miles of all individuals and then we track the data of each individual, each grade level, each gender, and our school as a whole compared to the other middle school in our district.

IMAGE: WARRIOR CHALLENGE GOAL SETTING

IMAGE: WARRIOR CHALLENGE OPENING DAY

IMAGE: WARRIOR CHALLENGE MIDPOINT