Sustainable Jersey for Schools Certification Report

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

Adelphia School (Monmouth) was certified on August 24, 2021 with 410 points. Listed below is information regarding Adelphia School (Monmouth)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

Contact Information

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Actions Implemented

Each approved action and supporting documentation for which Adelphia School (Monmouth) was approved for in 2021 appears below. Note: Standards for the actions below may have changed and the documentation listed may no longer satisfy requirements for that action. Additionally, points associated with actions prior to 2013 certifications may not be accurate.

Board Leadership & Planning

District Sustainability Policy

10 Points

🏅 Bronze Priority   🏅 Silver Priority   District

Program Summary: On June 12, 2019 the Howell Township Board of Education adopted Policy 7461 "District Sustainability Policy" at the June 12, 2019 Board of Education Meeting in our effort

to further become a more sustainable district. We recognize the impact sustainability can have on student academics as well as student and staff health. We also aim to lessen the burden on our planet Earth by implementing more environmentally friendly practices through out our district. In addition to having this Policy on our Public Agenda, we also posted it on our district website and sent an email blast district wide to inform everyone of it's adoption. And it is still in effect and easily accessible during the 2020-2021 school year

PDF: DISTRICT SUSTAINABILITY POLICY DOCUMENTATION

PDF: DISTRICT SUSTAINABILITY POLICY DOCUMENTATION

PDF: DISTRICT SUSTAINABILITY POLICY DOCUMENTATION

PDF: DISTRICT SUSTAINABILITY POLICY DOCUMENTATION

IMAGE: DISTRICT SUSTAINABILITY POLICY DOCUMENTATION 21.PNG

Green Enhancement of District Strategic Plans

10 Points

District

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

PDF: GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION

PDF: GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION

PDF: GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION

IMAGE: GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION

PDF: GREEN ENHANCEMENT OF DISTRICT STRATEGIC PLANS DOCUMENTATION

School District Foundation

10 Points

School   District

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

PDF: SCHOOL DISTRICT FOUNDATION DOCUMENTATION

Climate Mitigation & Renewable Energy

School Carbon Footprint

10 Points

🏅 Bronze Priority   🏅 Silver Priority   School   District

Program Summary: The Howell Township Board of Education manually tracks its usage of electric and gas utilized in both the schools and for transportation. For the 2017-2018 school year, HTBOE used 10,247.37 MWhs of electric and 709,252 therms of natural gas in the school itself. Buses providing both AM & PM transportation to and from all 12 schools traveled 665,926 miles which equaled the release of .00340 metric tons of N20 and 0.03196 metric tons of CH4. For the 2017-2018 school year, HTBOE's carbon footprint was 9,878 metric tons of C02e. This number encompasses energy used within all buildings and to run busing routes. This number was calculated by entering all required data into the "Sustainable Jersey Carbon Footprint Spreadsheet."

EXCEL: SCHOOL CARBON FOOTPRINT DOCUMENTATION

PDF: SCHOOL CARBON FOOTPRINT DOCUMENTATION

PDF: SCHOOL CARBON FOOTPRINT DOCUMENTATION

PDF: SCHOOL CARBON FOOTPRINT DOCUMENTATION

Onsite Renewable Generation System - Solar

30 Points

School

Program Summary: The Howell Township Public Schools have recently installed solar panels at all of the district schools as a part of our ESIP project. All of the systems are currently up and running and following the projections based on the solar value. At each site, we have installed a kiosk (large screen TV) so that the students and teachers can follow the production as well and use it in lessons.

PDF: ONSITE RENEWABLE GENERATION SYSTEM - SOLAR DOCUMENTATION

Digital Learning Leadership

Community Engagement

10 Points

School   District

Program Summary: School success is very important to Adelphia School. Administration and staff work diligently on establishing technology platforms to ensure an open line of

communication is created between home and school. Staff are working in ways we never would have imagined and we partner with the school community for continued support. Adelphia School continuously strives to find creative and innovative ways to inform and include the community as well as making school communication more accessible to families and the entire community. In order to reach this goal, administration and staff are using multiple platforms to increase opportunity for community engagement and increase communication. A few areas to highlight include using Seesaw and Zoom as a tool to reach all learners, posting daily happenings to the school Edlio website and Twitter, and sending information through School Messenger and PowerSchool. The Adelphia community is inclusive of an educational partnership between home and school which best supports the success and well-being of all learners. At Adelphia School we are committed to educating the whole child. We strongly believe in cultivating a school community that enriches the academic, social, and emotional wellness of children. Howell's (HTPS) approach to modern communication includes an emphasis on accuracy, speed, clarity, accessibility and interaction. Communications take place in a space where the audience are likely to hear it in order to build trust among stakeholders. HTPS has utilized various digital tools and resources to continue its on-going two-way communication and participation in meetings, events, etc. We have revamped our communication protocols to focus on the information families need to partner with HTPS in ensuring their learners - our learners - are successful. Although we put significant effort into celebrating the many wonderful things taking place in our learning environments, we also share our current challenges and the role the community can play in meeting those disruptions head on. We focus our communication efforts through a variety of social media feeds to ensure deep-and-wide message reception. Revamped websites, inclusion of social media accounts, citizen-appointed board committee participation, and a clearly delineated communication protocol offer multifaceted communication networks ensuring that consistency in messaging occurs from the conference table to the dinner table…and back again! The very description of our modern communication protocols is also the description of the process we used to develop our communication plans and 21st Century Digital Learning Environment Plan (21CDLEP). Community interaction is one of our five goal areas within our strategic plan. The strategic planning process and the development of the 21CDLEP, indicative of all HTPS organizational evolutions, included nearly 100 stakeholders engaged in a structured cycle of sharing, listening, learning, and enacting. Various collaborative web application tools were used to ensure equity of voice, psychological safety, and integrity of contribution. BOE meetings and BOE committee meetings and PTO/PTA meetings, etc. are held utilizing a hybrid of electronic virtual and in-person formats. BOE meetings are live streamed for public viewing and participation and webinar and audio call in features provide a means for attendees to interact and participate. Our communication plan is a small but important example of our core belief in co-constructed, responsive learning systems that evolve with informed need.

PDF: **HOWELL TOWNSHIP PUBLIC SCHOOLS COMMUNITY ENGAGEMENT OVERVIEW AND COMMUNICATION PROTOCOLS PLAN**

PDF: **EXAMPLES OF VARIOUS COMMUNICATION AND INTERACTION WITH STAKEHOLDERS**

PDF: **EXAMPLES OF COMMUNITY ENGAGEMENT**

District Commitment to Digital Learning

10 Points

🎖 Bronze Priority   🎖 Silver Priority   District

Program Summary: The district's commitment to digital learning began in 2012, by establishing a Technology Task Force (TTF), consisting of community members, teachers, administrators, support staff, students, and members of the Board of Education. The task force was charged with establishing a 21st century learning environment. The TTF identified the knowledge and skills that students would be required to master and researched key pillars for achieving a 1:1 digital environment. In 2014, the task force presented a recommendation to the Board of Education for

their vision for a 21st century digital conversion. At that meeting, the Board adopted our district's 21st Century Digital Learning Environment Plan. This plan includes 12 key pillars: - Planning/Strategic Team - Mission, Vision, Beliefs - Curriculum, Instructional Practices, Assessment - Professional Learning - Finance - Infrastructure/IT Considerations - Support Framework - Engaging the Community - Policy Considerations - Measuring Success - Instructional and Learning Technologies - Deployment Planning Through the BOE committee structure, district committees, the Strategic Plan, etc. the district continues to review and update the plan in order to support and maintain a digital learning environment. Furthermore, the district is committed to sharing its success and assisting other districts in their journey. Through the former Future Ready Schools-NJ (FRS-NJ) Certification Program all Howell schools received Bronze Certification in 2017 and Silver in 2018, and the District was awarded the 2019 FRS-NJ Silver District Distinction. Recently (2020-21 school year), our staff, students and members of our BOE have been panelists for the series of Sustainable NJ Digital Schools Deep Dives - the Digital Learning Leadership category where we shared our successful actions related to Community Engagement, District Commitment to Digital Learning, District Professional Development Plan, & Equitable Access to Digital Learning. Additionally, we participated in a Facebook Live: NJSBA I-Steam and Sustainable Lessons, where students, staff and BOE participated in a discussion and provided our perspective on the STEAM Tank Challenge and shared success stories and challenges.

PDF: HOWELL 21ST CENTURY DIGITAL LEARNING ENVIRONMENT PLAN

PDF: MISSION, VISION, BELIEFS - 21ST CENTURY LEARNING ENVIRONMENT

PDF: HOWELL BOE STRATEGIC PLAN 2019-24 WITH FOCUS ON DIGITAL LEARNING COMMITMENT & SUPPORTING ACTIONS

PDF: HOWELL'S PRESENTATION - PANELIST FOR SUSTAINABLE NJ DIGITAL SCHOOLS DEEP DIVE: DIGITAL LEARNING LEADERSHIP CATEGORY

PDF: PRESENTERS FOR SUSTAINABLE NJ SCHOOLS - DIGITAL SCHOOLS DEEP DIVE

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

10 Points

District

Program Summary: The Professional Learning Design Plan for the Howell School District emerges as the result of continuous articulation between our District's Learning Design Team, the School Improvement Panels (ScIP), and Professional Learning Networks that inform them. As a result, it reflects the Professional Learning needs of all staff members across the district. Even during this year, these interconnected structures have allowed us to identify professional needs promptly, and provide a timely response to meet those needs. This process began through a districtwide survey in March 2020, which sought to identify staff needs. The information gleaned was reviewed by members of the Leadership Team, and led to meetings of our Learning Design Team and ScIPs, to plan professional learning. In response to identified needs, we developed model hybrid lesson videos, curated technology resources for teachers, created online digital tutorials, and offered a Wellness Wake Up program for staff. Those offerings became available in Spring, in order to support staff members as they continued to navigate the remote learning environment during Spring 2020. Summer 2020 was focused on planning for the opening of school in a hybrid environment. Instructional coaches prepared hybrid daily learning plans and recorded hybrid lesson models for staff. Technology Vanguards, Computer, Tech and Media Teachers, and IT staff prepared to support various digital technologies for staff members. By August, we converted the New Staff Orientation sessions to a hybrid format, to provide new staff with opportunities to engage in the type of learning they would be expected to plan for students. By September, we had revised the district's calendar to frontload the school year with five full day Professional Learning Days. This allowed all ScIPs to design school-based professional learning customized for each school, so that staff were prepared to meet the needs of a hybrid learning environment, and support students and families in that environment.

Equitable Access to Digital Learning

15 Points

🎖 Bronze Priority 🎖 Silver Priority District

Program Summary: In 2014, Howell Township Public Schools (HTPS) embarked on its journey to provide a 21st Century learning environment and to provide more equitable access to education by providing devices to our students and staff. Since 2014 the district has been 1:1 in grades 3-8 and 1:2 in grades K-2. Through grant funding, we were able to provide our English Language Learners (ELLs) and students with disabilities in grades K-2 with 1:1 devices to meet their needs. The district continued with its device implementation plan and in June 2020 purchased additional devices to meet our 1:1 ratio in grades K-2. At this time, ALL students in the HTPS have a district issued device and Internet access in school and at home. A district Learning Management System, Zoom and other digital resources are utilized to support the delivery of instruction no matter when students are attending, both in-person and virtually. Furthermore, at the onset of the pandemic, we partnered with our Internet Service Provider (ISP) to provide households who did not have home Internet access with a free broadband solution. WiFi hotspots were also purchased for households/students where Enterprise WiFi solution signals were degraded in their residential area. Case managers, Guidance Counselors, teachers, administrators, etc. have check-ins with families to ensure IEP and educational needs are being met. Digital and print resources that are needed are then requested. All of our devices are equipped with built in Accessibility tools. Additional partnerships have been leveraged to provide equitable access to resources. Partnering with the local branch of the public library, students received library card accounts without ever having to set foot in the library. In response to the pandemic, we again collaborated with the library to expand the ways for parents to open accounts, including via email or curbside service. With a library card, our students now have access to electronic databases for research. They can also download e-books and audiobooks at no cost to families or the school district. Since the pandemic, we have made this even easier through the introduction of Sora, an e-book app that allows those students who hold library cards to use our district's single sign-on portal, to access the Monmouth County Public Library's extensive e-book and audiobook database alongside our district's collection. To continue to support and sustain the overall needs of our diverse learners, the district continues to review data, identify gaps, update equitable access action plans and established an Equity Committee in 2020. Each year, building administration analyzes their demographic, instructional, etc. data and provides a review and report to Senior Administration including strengths, areas of need and next step implementation goals.

Authentic Application of Digital Learning Tools and Content

10 Points

School

Program Summary: At Adelphia School we take full responsibility for educating the whole child through authentic learning experiences. All members of the Adelphia Staff and Administrative Team respect and celebrate the uniqueness of each child. It is through continued collaboration that administrators, staff, and parents foster an educational partnership to assure our students flourish and develop. At Adelphia School we are proud to offer school wide learning experiences that are interest-based and authentic for our students using digital tools, resources, and strategies. Daily lessons are standards based, STEM related, personalized, and infused with digital learning tools to assure that both students and staff engage in high end teaching and learning. Daily Learning Plans are posted utilizing OnCourse, provided in Seesaw, and are created on platforms such as Google Docs. We are committed to affording students with opportunities, resources, and encouragement to apply their interests, knowledge, thinking skills, creative ideas, to varied learning tasks and self-selected problems or areas of study through the use of digital tools. Lessons and activities are inclusive of digital programs such Epic, Reflex Math, and RAZ-Kids to name a few. Students are able to develop self-directed learning skills in the areas of planning, problem finding, resource utilization, "cooperativeness," decision making, and self-evaluation. Learning progressions are categorized by subject area to further support the needs of individual learners. This also provides the on-going feedback necessary to assist staff in the planning and monitoring of student success. By mapping out student instructional plans, our staff is able to specifically target areas of instruction to assure students sequentially acquire the necessary skills to demonstrate readiness. Adelphia School emphasizes authentic learning and standard aligned student achievement. By taking time to identify various resources and tools which are available to support instruction, students are more engaged in rigorous academic experiences.

PDF: AUTHENTIC APPLICATION OF DIGITAL LEARNING SUBMISSION FORM

PDF: AUTHENTIC APPLICATION LESSON PLANS AND STUDENT WORK

Digital Citizenship

10 Points

⬢ Bronze Priority   ⬢ Silver Priority   District

Program Summary: Howell Township Public Schools educates students, parents and staff on the importance of Digital Citizenship. The teaching of digital citizenship is integrated across all aspects of the curriculum in addition to units of study in our Computer and Media classes. The lessons in Kindergarten begin with Internet safety to educate students on being safe using their devices and digital resources while in school and at home. Students learn through various activities what is safe to share online and who is safe to talk to online. In grades three through five, teachers focus on cyberbullying and what to do instead of being a bystander. Students explore Fair Use in the Common Sense Media curriculum and how to responsibly work with images and data from the Internet. Middle school students focus on the importance of knowing their digital footprint, and how it can affect their future regarding college acceptances and employment. In all grades, students explore the role that social media plays in their life. They explore and think about how social media can be positive and negative and know what "red flag

feelings' are and how to handle them. Students also learn what information about them is ok to share online. They identify the reasons why people share information about themselves online. Students can explain the difference between private and personal information and investigate why it's risky to share private information online. Prior to receiving their district issued device, students review the Digital Learner Handbook and the Acceptable and Responsible Use Policy. Students digitally sign acceptance of the stipulations set forth within the handbook and district policies. Parents/Guardians also acknowledge understanding of the contents of Digital Learner Handbook, district policies, and notification regarding School District Provided Technology Devices to Pupils, prior to dissemination of any district owned digital resources. Staff is also provided training and yearly reminders regarding their role in modeling good digital citizenship to their students and reinforcing the necessary skills throughout the year.

PDF: BOARD POLICIES ACCEPTABLE USE - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: DIGITAL CITIZENSHIP TRAININGS FOR STUDENTS, STAFF, PARENTS - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: SAMPLE OF DIGITAL CITIZENSHIP LESSONS AND STUDENT ARTIFACTS

PDF: ACCEPTABLE USE AND DIGITAL CITIZENSHIP AGREEMENTS - STUDENTS, STAFF AND PARENT/GUARDIAN

PDF: DISTRICT MISSION, VISION, BELIEFS, GOALS - 21ST CENTURY DIGITAL LEARNING ENVIRONMENT PLAN 2019-21

Personalized Learning and Growing Independent Learners

15 Points

School

Program Summary: The leadership at Adelphia School creates opportunities and supports staff in their efforts to provide personalized learning experiences for students. With a variety of innovative tools, staff is able to incorporate the use of various digital resources to meet the needs of all students. Staff professional development is on-going to assure the technology resources we have available are fully implemented during instructional practices. All stakeholders are educated on the technology that is available to support and extend student learning experiences. This would not be feasible without the collaboration of all staff to appropriately scaffold learning experiences to further engage and connect student learning and technology. Students have access to technology throughout their school day to support personalized learning experiences as well as to extend learning beyond the walls of a classroom. In addition, our school assures students have subscriptions to both math and literacy web-based programs which are accessible from home. These academic experiences afford students with access to curriculum that reaches beyond the school day. Through an established educational partnership between school and home, students have an increased opportunity to participate in extended learning experiences. We believe that empowering students through personalized learning experiences helps to assure that every student understands the ability to drive their own learning. Technology is also integrated into Response to Intervention. With the support of various digital resources, student goals are developed and tracked in support of individual student needs. The technological practices that are in place provide teachers and students with timely feedback assuring that instructional practices are aligned accordingly. Staff is dedicated and collaborative in practices to meet the individual needs of all learners.

PDF: PERSONALIZED LEARNING AND STUDENT GROWTH SUBMISSION FORM

PDF: PERSONALIZED STUDENT LEARNING PLANS

PDF: PERSONALIZED LEARNING AND GROWING INDEPENDENT LEARNERS LESSON PLANS AND STUDENT WORK

Professional Growth and Collaboration

15 Points

School

Program Summary: The culture that lives in Adelphia School is continually evolving based on the needs of children. Adelphia staff develop Professional Development Plans based on student need and in alignment with district and building goals. Professional Development Plan goals are achieved and reflected upon as Adelphia teachers and staff utilize various technology platforms as well as resources to enrich learning experiences and extend learning beyond the classroom setting. In order to accomplish this goal, staff engages in collaborative Professional Learning Communities to continually explore various resources to support digital learning experiences; participate in district Professional Learning Networks hosted by district coaches surrounded by discussion and ideas that improve planning and instruction; and participate in self-initiated professional development opportunities. Adelphia School also supports teacher professional development that is established based on staff needs in relation to district and building goals. Through a variety of in-service opportunities, the professional development afforded to staff is an on-going effort to best support teachers in establishing personalized learning environments to improve overall student achievement. At Adelphia School we align instructional practices to be inclusive of technology to engage and inspire students.

PDF: **STAFF PROFESSIONAL DEVELOPMENT PLANS**

PDF: **ATTENDANCE DOCUMENTATION AND CERTIFICATES - DIGITAL/TECHNOLOGY PROFESSIONAL LEARNING**

PDF: **VIRTUAL COLLABORATIONS WITHIN PLNS AND OTHER**

PDF: **PROFESSIONAL LEARNING IN DIGITAL TOOLS, CONTENT, AND PRACTICE**

Digital Technology Access

Data Safety and Security Policy

10 Points

District

Program Summary: The district's policies, processes, requirements and systems regarding data safety, security and accessibility are part of the overall (Board-approved) District Strategic Plan (DSP). The long-range goals and strategies of the DSP examine current strengths, areas for improvement and the relevance of existing mission statements. Using the DSP as a guide, an important objective for maintaining a future-ready learning environment required a robust, secure network with user access managed via authentication tools and granted permission levels. A data team was created consisting of the following key stakeholder roles: Director of Digital Learning and Innovation, Manager of Infrastructure Technologies, Manager of Student Information Systems and Data Services, IT Project Manager, Network Engineer and school building System Analysts. The Director of Security collaborates and works in conjunction with the IT team to address the physical/on-site safety and security of the systems that are located within our facilities. Three major deliverables for the team was to document and/or create a Data Governance Plan, a Data Accessibility and Security Management Plan and a Data Accessibility Matrix, all of which provide a more in-depth review of practices used to process, store and transmit data, as well providing a clear definition of the roles and classifications of user access levels to ensure protection of privacy

rights to student and personnel records. The district's Standard Operating Procedures and District Security Plan supplement and address the overall operations and procedures regarding safety and security of data, systems, and records. In addition, we have implemented an annual process in where parents and students must electronically acknowledge the district's Acceptable Computer Use policy and read the Digital Learners Handbook outlining their responsibilities regarding proper use and maintenance of district-issued devices and access to digital resources. Other applicable Board policies and regulations are available and shared with the public, parents, students and staff via the district website.

PDF: STANDARD OPERATING PROCEDURES AND INTERNAL CONTROLS MANUAL - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: DATA GOVERNANCE MANUAL - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: DATA PRIVACY AND SECURITY POLICIES - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: DATA ACCESSIBILITY AND SECURITY MANAGEMENT PLAN AND DATA MATRIX COMBINED - HTPS

PDF: COMMUNICATIONS REGARDING DATA SAFETY AND SECURITY AUP POLICIES AND USE

PDF: DATA PRIVACY PLAN AND DISTRICT SECURITY PLAN

Digital Device Life Cycle Management

10 Points

District

Program Summary: Howell Township Public Schools evaluate current digital computing needs, devices and set recycling and disposal policy regulations with stakeholders such as Board Members, Administration, teachers and citizens. When our district committed to a 1:1 computing environment, the stakeholders participated in a series of workshops to pinpoint key components of such systems and to devise the decommissioning and disposal policies for end-of-life equipment, in accordance with Board policies and the district's sustainability practices. Routinely, IT staff gather non-functioning and/or end-of-life electronics to a central location. The equipment is inventoried and then quotes are solicited for Board approval. All vendors are required to comply with ISO standards ISO 14001:2015, ISO 45001:2018 and R2:2013 for disposal of electronics and in accordance with the Department of Defense 5220.22-M standard for data destruction. Items that are not being destroyed are sold to vendors per bid specifications and awarded bid vendor supplies reports of data destruction. Stakeholders identified a set of criteria for an inventory management system. For example, a system that can provide real-time, detailed inventory reporting and integration with existing district owned software systems that are used for inventories and repairs. The district concluded, after researching alternative asset management systems, that by customizing our existing library automation system (Destiny) and coupling it with our computer (KACE & Casper) and printer (Stewart) management software, as well as our IT Direct Work Order Repair system (SchoolDude), we were able to implement a comprehensive and successful inventory/repair system at no additional cost.

PDF: INVENTORY MANAGEMENT SOLUTIONS - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: DECOMMISSIONING AND RECYCLING - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: POLICY 7300 DISPOSITION OF PROPERTY - HOWELL TOWNSHIP PUBLIC SCHOOLS

PDF: POLICY 7450 PROPERTY INVENTORY - HOWELL TOWNSHIP PUBLIC SCHOOLS

Infrastructure

10 Points

District

Program Summary: Howell Township Public Schools annually perform a "current state of the network infrastructure" with the following stakeholders: 1. Critical Infrastructure Service Providers - Internet, WAN and voice vendors (Altice/LightPath/Cablevision) - Server and storage vendors (Dell) - Wireless network vendors (HP/Aruba) - Perimeter security vendors (SonicWALL) 2. Educational Stakeholders - Teachers - Support Staff - Students - Content area supervisors - Administrators - Senior Administrators - Operational Departments (Buildings and Grounds, Transportation) - District Business Office 3. Board of Education and Citizen Committees - Board of Education Members - Board of Education subcommittees that include citizen members (Operational, Financial and Community Interaction Committees). Service providers, such as our Internet, WAN and voice vendors yearly evaluate our current bandwidth utilization on a yearly basis and provide reports for analysis. Emphasis is on peak utilization, cloud based instructional and operational application requirements and security standards. Other contributing factors for network equipment include manufacturer warranty period for network servers, switches and WAP. The ability of our firewalls to provide the highest level of data inspection while maintaining performance levels that support learning. Remote learning connectivity is addressed by utilizing two services: 1. Altice\Lightpath enterprise wifi. This service provides Internet connectivity via strategically placed, high capacity wireless access points through the Howell township's different communities. A district device is registered with the service and can access the public network when in proximity 2. Mobile hotspots for education from T-Mobile. This service is a 4G based service that provides a single household with Internet connectivity and a 30Gb connection to the Internet. Both services provide for bandwidth monitoring and meet CIPA compliance. Application providers are polled annually to determine upcoming updates and the system requirements that accompany. Evaluation includes the instructional needs and\or the support of those needs as a barometer for evaluating both internal and cloud based applications. Network infrastructure components and services are evaluated, purchased and implemented based on the input and evaluation of educational, board and citizen committee members and senior administrative stakeholders. District Equipment is evaluated on a remaining usable life basis. District network equipment is deemed obsolete or in need of replacement when one or more of the following conditions exists: - Replacement or repair parts are no longer available - The equipment will no longer support proper operation of approved software applications Equipment deemed at the end of life or obsolete equipment is evaluated first for residual value. If there is a residual value, the equipment is liquidated via sale adhering to NJ State purchasing laws. Otherwise, the equipment inventoried as "out of service" and is disposed of in accordance with EPA and DEP regulations in accordance with Board of Education policy. Our disaster recovery plan is incrementally reviewed and updated with respect to updates and changes to our network storage requirements, addition and\or renewal of application subscriptions and 3rd party software services for retention. Each of these scenarios presents the OIT department with varied criteria regarding retention and restoration times. Potential replacement of on premise hardware and bandwidth requirements for cloud services are also evaluated to minimize downtime and build alternative plans to continue student learning in the event of a data interruption.

PDF: **DISASTER RECOVERY PLAN**

PDF: **NETWORK, INTERNET, RESOURCES & SUPPORT SURVEY 2021 - PARENTS AND STUDENTS**

PDF: **NETWORK, INTERNET, RESOURCES & SUPPORT SURVEY 2021 - STAFF**

PDF: **NETWORK INFRASTRUCTURE OVERVIEW AND REVIEW REDACTED**

PDF: **INFRASTRUCTURE NEEDS IMPROVEMENT ACTION PLAN 2020-21**

Support for Digital Teaching and Learning

20 Points

District

Program Summary: Rapid changes in the way technology is utilized in an educational setting required the district to develop a comprehensive process for supporting technology and creating a

reliable end-user experience. Surveys results and a Technology Task Force, comprised of district citizens, identified the support structure needed to maintain a 21st Century learning environment. Key areas identified included a vetting process for selecting digital tools and resources, compatibility between application requirements and infrastructure capabilities, real-time support, etc. The district's support structure is overseen by the Director of Digital Learning and Innovation, a senior administrator role which was created to serve as a bridge between curriculum and instructional needs and technology deliverables. The Digital Learning & Innovation department supports academic and operational technologies within the school district, including: coordination of the district's technology and support installation and deployment of technology tools and resources planning and delivery of technology-related professional development evaluation of new and requested technologies planning for future ready networks and systems installation and administration of servers, systems and network infrastructure data collection and analysis long-range technology planning and budgeting Our professional staff strives to provide timely and caring support to our students, staff, parents and the community. This team is inclusive of instructional and technical experts provide effective support for curriculum and technology integration for a digital learning environment. Vanguard Technology Facilitator position, where various teachers provide support to their colleagues, test online applications in making recommendations the Director of Digital Learning and Information (DDLI), To support our increased use of digital tools, the department was restructured to provide the support for the acquisition and implementation/use of additional technologies and digital resources. Service Level Agreement (SLA) for technicians define areas of responsibility, acceptable turn-around times for onsite repairs, SLAs with third-party vendors for off-site repairs, and hours of accessibility. The district website was revamped to be a real-time, independent vehicle for technology support using FAQs and dedicated sections for staff, students and parents. They can be reached at the following addresses. Tutorial Support: https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1170533&type=d&pREC_ID=2057047 Technology Support: https://www.howell.k12.nj.us/apps/pages/index.jsp?uREC_ID=1170533&type=d&pREC_ID=1849630

PDF: **SUPPORT, RESOURCES, NETWORK, INTERNET SURVEY 2021 - PARENTS AND STUDENTS**

PDF: **HOWELL TOWNSHIP PUBLIC SCHOOLS SUPPORT FRAMEWORK**

PDF: **SUPPORT, RESOURCES, NETWORK, INTERNET SURVEY 2021 - STAFF**

PDF: **TECHNOLOGY SUPPORT SERVICE LEVEL AGREEMENTS**

PDF: **TECHNOLOGY SUPPORT PAGES AND SUPPORT COMMUNICATIONS**

Diversity & Equity

Accessible Communications

10 Points

School   District

Program Summary: To ensure all participants of Adelphia School have access to school-level communications and experiences our school is collaborative and steadfast in our efforts to close the achievement gap. As a primary school that is home to kindergarten through second grade English Language Learners we take great pride and responsibility in creating opportunities for all to succeed. Providing access to curriculum through parent evening sessions, providing translation during meetings and conferences, and providing access to hands-on interactive learning experiences are just a few examples. The English Language Committee assists with the implementation of programs as well as progress monitoring and goal setting. Through various learning vehicles such as staff, student, and parent surveys, question and answer sessions, SIOP

Training, and a blend of co-teaching and intensive services Adelphia School makes social equity a focal point in all our efforts. Having multiple outlets of communication in multiple languages helps to ensure that most, if not, all families are reached. Recommendations were presented at a district Board of Education meeting and at the school level School Improvement Panel. Adelphia will continue to reflect on communication with families to strive to make all communication clear and effective for families.

WORD: BACK TO SCHOOL NIGHT PARENT LETTER ACCESSIBLE COMMUNICATIONS DOCUMENTATION

PDF: ESL PARENT SURVEY ACCESSIBLE COMMUNICATIONS DOCUMENTATION

PDF: ESL PARENT MEETING ACCESSIBLE COMMUNICATIONS DOCUMENTATION

PDF: ACCESSIBLE COMMUNICATIONS REPORT - DEMOGRAPHICS & IMPROVEMENT TO SCHOOL COMMUNICATION

PDF: ACCESSIBLE COMMUNICATIONS DOCUMENTATION

PDF: MEETING AGENDA/MINUTES - SCIP & BOE

Breakfast After the Bell

20 Points

School   District

Program Summary: Howell Township School District is proud to participate in the Breakfast After the Bell Program. We realize the importance of students having access to breakfast everyday to ensure they have the energy needed for a successful day. Students are offered breakfast each morning during morning announcements. As shown on the attached menu, we offer a variety of delicious and nutritious selections of breakfast items as well as drink options for students. Breakfast can be purchased for $2.00 or a reduced price of $.30 for applicable students. The students use their School Bucks accounts to purchase breakfast and/or lunch. Additionally, with the increase in food allergies in our schools, any applicable allergies are displayed on the register when a student makes a purchase. As shown on the attached participation sheet, our breakfast participation has steadily increased in most of our schools throughout the school year.

PDF: BREAKFAST AFTER THE BELL DOCUMENTATION

PDF: BREAKFAST AFTER THE BELL DOCUMENTATION

PDF: BREAKFAST AFTER THE BELL DOCUMENTATION

PDF: BREAKFAST AFTER THE BELL DOCUMENTATION

Energy Efficiency

Energy Efficiency for School Facilities

10 Points

🏅 Bronze Priority   🏅 Silver Priority   School   District

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

EXCEL: ENERGY EFFICIENCY FOR SCHOOL FACILITIES - NEW DOCUMENTATION

Energy Tracking & Management

10 Points

School   District

Program Summary: Adelphia Elementary School was constructed in 2004. The building is open 12 months per year and is open from 7:00AM- 11:00 PM. During 2018-2019 there were 349 students enrolled and 51 staff employed within this school. We would like to apply for the 10 points this section is worth. Attached are spreadsheets indicating the usage and cost of electric and gas at Adelphia Elementary School. Each month as utility bills arrive, the cost and usage are recorded in an excel spreadsheet. This spreadsheet includes every school and building in district but in order to streamline it for this application we have highlighted the information that applies to Adelphia. It was found that electric use is higher in the summer months and that gas use is higher in the winter months. SJE/UGI are energy aggregators that are occasionally used to reduce our bill. Please see that we also uploaded utility information to the ENERGY STAR Portfolio Manager and shared it with Sustainable NJ.

Food & Nutrition

School Gardens

10 Points

School

Program Summary: At Adelphia School the Friendship Garden, that we have created with the support of our Green Team as well as community volunteers, is blooming and serves as an outdoor classroom for our students. The garden is a wonderful place for students to learn outside of the classroom setting. The garden has also helped cultivate and grow a sense of responsibility in students. Each grade level, from kindergarten through second grade, along with the support of teachers and parent volunteers tend to the garden. In the creation of the school garden, the purposes were clearly outlined and focused before, during, and after planning and developing the garden. The purposes of the school garden include: • Providing opportunities for hands-on learning, inquiry, observation, and experimentation across the curriculum. Although science and nutrition are the focus of many garden programs, curriculum ties can also be made to the subjects of language arts, math, science, social studies, and art. Additionally, the garden is an excellent location to model sustainable practices and present environmental education lessons. (See attached - Emails, Schedules, and Pictures) • Promote leadership and responsibility. Gardens provide students opportunity to care for and maintain the garden. The watering and weeding that promotes the growth of plants is the responsibility of the students. • Motivating students to eat

and love fruits and vegetables. Gardens help get students excited about fruits and vegetables and provide countless opportunities to experience and try the foods that are often the hardest to get kids to eat. • Promoting physical activity and quality outdoor experiences. Many schools are searching for opportunities and space to offer movement to students. Gardening offers students ample opportunities to walk, lift, carry, dig, plant, water, and rake as well as practice balance and dexterity. All while participating in an enjoyable and engaging activity. • Supply local produce to the community. Although school garden produce may not account for a large portion of the produce provided to the food pantry, it does provide the community with an opportunity to have fresh produce rather than only canned. (See attached - Food Pantry Thank You) All garden material are safe and organic. We use organic soil so the healthier plants will better resist pests and disease because the nutrient-rich material in the soil, will allow plants to grow stronger cell walls with added layers of protection, thereby reducing the need for chemical pesticides. All of these purposes are evident in the planned activities for the school year. (See attached – School Garden Activities 2019-2020)

WORD: SCHOOL GARDENS PLANTING PERMISSION SLIP DOCUMENTATION

PDF: SCHOOL GARDEN REPORT UPDATED

WORD: SCHOOL GARDENS PURPOSE DOCUMENTATION

WORD: SCHOOL GARDENS DOCUMENTATION

WORD: SCHOOL GARDENS DOCUMENTATION

PDF: SCHOOL GARDEN PICTURES

Green Cleaning

Green Cleaning Policy & Plan

10 Points

School   District

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

PDF: GREEN CLEANING POLICY & PLAN DOCUMENTATION

IMAGE: GREEN CLEANING POLICY & PLAN DOCUMENTATION

PDF: GREEN CLEANING POLICY & PLAN DOCUMENTATION

PDF: GREEN CLEANING POLICY & PLAN DOCUMENTATION

PDF: GREEN CLEANING POLICY & PLAN DOCUMENTATION

Green Purchasing

Green Purchasing Policy

10 Points

⊛ Bronze Priority ⊛ Silver Priority District

Program Summary: Our Green Purchasing Policy was implemented on June 12, 2019. The District aims to purchase, while in compliance of purchasing laws the following: green cleaning supplies, green cleaning equipment, recycled paper,energy efficient appliances, and equipment purchases. All district staff were notified of this adoption via email- this includes department heads as well as the purchasing department. And as of 2021 it is still in effect and easily accessible to staff and the community.

PDF: **GREEN PURCHASING POLICY DOCUMENTATION**

PDF: **GREEN PURCHASING POLICY DOCUMENTATION**

PDF: **GREEN PURCHASING POLICY DOCUMENTATION**

PDF: **GREEN PURCHASING POLICY DOCUMENTATION**

PDF: **GREEN PURCHASING POLICY DOCUMENTATION**

IMAGE: **GREEN PURCHASING POLICY.JPG**

Learning Environment

Future Ready Schools - New Jersey Certification

15 Points

School

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

our obligation to students to ensure their readiness for a lifetime of informed citizenship in a digital society.

PDF: **FUTURE READY SCHOOLS CERTIFICATION DOCUMENTATION**
PDF: **FUTURE READY SCHOOLS CERTIFICATION DOCUMENTATION**
PDF: **FUTURE READY SCHOOLS CERTIFICATION DOCUMENTATION**

School Culture and Climate

Inclusive Environments Where All Can Thrive

10 Points

School

Program Summary: Over the past few years, Adelphia School has focused its efforts on providing support to all of our constituents in order to improve our overall culture and climate. Our ScIP committee, comprised of a wide range of stakeholders, developed and administered surveys to staff, students, and parents, to assess the needs of our community as well as any gaps in supports that are being provided. These surveys have helped us identify academic needs, social and emotional needs, language barriers, and more and target specific initiatives to focus on. From there we created professional development for our building staff so that we can better support our students' needs. The trainings provided by coaches and relevant specialists guide staff in how to best support students' needs. We have also implemented school-wide initiatives focusing not only on academic gaps but social emotional gaps as well so that all students feel safe and comfortable in our building and are ready and available to learn. One area Adelphia focused on was student attendance. We used data to identify students that high absenteeism. After viewing that report, we started lunch groups for students as an incentive.

PDF: **INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION-SURVEYS**
PDF: **INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION-SEL GOALS**
PDF: **SUSTAINABLE NJ INCLUSIVE ENVIRONMENTS- ADELPHIA BUILDING GOALS**
PDF: **INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION**
WORD: **INCLUSIVE ENVIRONMENTS WHERE ALL CAN THRIVE DOCUMENTATION**
WORD: **SUSTAINABLE NJ INCLUSIVE ENVIRONMENT-SCHOOL SAFETY/CLIMATE AGENDA**

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: A school culture and climate survey is administered two times per school year for staff, parents, and students. The survey for parents and students focuses on safety, teacher interactions, peer relationships and overall feelings about Adelphia School. A staff survey is utilized to assess staff needs, rapport with administration and colleagues, as well as feeling inclusive in school-based decision making. A student survey is utilized to identify student feelings about school. The result of the student survey is then aligned to the monthly social and emotional focus as well as the Positive Actions Will Shine (P.A.W.S) Character Development Program. The surveys are informative and assure all members of the Adelphia School Community work

collaboratively to deepen our school culture and climate. The results from the staff and parent survey are further reviewed by the School Improvement Panel (ScIP) and action plans are then created based on building needs. The ScIP team meets once a month to analyze school data and implement goals and strategies to better improve our school. The ScIP team reviewed the results from the school culture and climate survey taken by staff, students and parents. These results were used to develop Adelphia School's building goals which are organized within the Professional Development Plan (PDP) (see attached). Through a variety of in-service opportunities, the professional development afforded to staff is an on-going effort to best support teachers in supporting the academic, social, and emotional growth of all students.

PDF: **STAFF CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION**

PDF: **2018-2019 ADELPHIA SCHOOL PDP (ACTION PLAN)**

PDF: **PARENT CULTURE AND CLIMATE NEEDS ASSESSMENT**

PDF: **ADELPHIA SCHOOL PROGRAM INVENTORY**

PDF: **STUDENT CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION**

PDF: **ADELPHIA DISCUSSION GUIDE**

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: The Social Emotional Learning Unit that was completed at Adelphia School, was called "You are a Social Detective!" In this unit, students acquired self-knowledge and interpersonal skills. Students were able to distinguish between appropriate and inappropriate behavior, understand the need for self control and how to practice it, demonstrate cooperative behaviors in groups, and learn how to make and keep friends. *UPDATED This year we continued our school goal of focusing on different social and emotional skills by providing short and simple activities and/or talking points each month that were integrated in homeroom and/or special area classes. Adelphia School purposefully implemented these practices and supported students with using these skills on a daily basis to further foster social and emotional growth. Activities on Seesaw were presented synchronously and/or asynchronously. Synchronous lessons were completed by students in-person and virtually by completing the activities on iPads or using paper and pencil and through the use of Zoom. Lessons and activities that were conducted asynchronously were able to be completed at home on devices and teacher feedback was provided through Seesaw. *Please see the additional supporting documentation (SEL Unit Questionnaire) to achieve Digital School Star Recognition.

WORD: **SOCIAL EMOTIONAL LEARNING INTEGRATED UNIT DOCUMENTATION**

PDF: **SOCIAL EMOTIONAL LEARNING INTEGRATED UNIT DOCUMENTATION UNIT TEMPLATE**

PDF: **SOCIAL EMOTIONAL LEARNING INTEGRATED UNIT DOCUMENTATION-UNIT ASSESSMENT**

PDF: **SOCIAL EMOTIONAL LEARNING INTEGRATED UNIT DOCUMENTATION**

PDF: **SEL UNIT QUESTIONNAIRE**

Student & Community Outreach

Green Team

10 Points

🏅 Bronze Required   School   District

Program Summary: As a school, Adelphia is continually looking for ways to benefit our students and community. Forming and participating on the "green team" for our school is one way we are looking to improve and continue to grow our school community. A diverse population of staff responded to a call for "green team" participants and meetings are coordinated to stay focused on ways to create a healthier school climate, improve the educational program, and conserve resources.

PDF: GREEN TEAM DOCUMENTATION

WORD: GREEN TEAM DOCUMENTATION MEETING AGENDA

Enrichment Programs through Partnership

10 Points

School

Program Summary: Adelphia School partners with various community-based organizations to offer students educational content and experiences that schools could not otherwise provide. These outside programs allow students to have an opportunity to participate in expanded enrichment activities, experience real-world applications, and gain access to community resources. Some examples of these programs include Class Field Trips to Manasquan Reservoir, Longstreet Farm, Halloween Safety from Howell Fire Department and Howell Police, and visits from published authors from the community.

WORD: ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION-HALLOWEEN SAFETY

PDF: ENRICHMENT PROGRAMS THROUGH PARTNERSHIP AUTHOR VISIT DOCUMENTATION

IMAGE: ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION

PDF: ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION

PDF: ENRICHMENT PROGRAMS THROUGH PARTNERSHIP DOCUMENTATION

Student Learning

Education for Sustainability Kindergarten

5 Points

School

Program Summary: Students will make predictions and investigate why their heart pumps blood. They will learn that a Valentine heart differs in shape from the human heart and how fast/slow it beats according to your body movement. Students will identify ways to maintain a healthy lifestyle by eating healthy and getting adequate exercise. These activities were completed using paper and pencil or digitally on Seesaw. This lesson also formulated discussion based on a school wide fundraiser; the Kids Heart Challenge to raise awareness for Heart Disease.

PDF: EDUCATION FOR SUSTAINABILITY QUESTIONNAIRE GRADE K

PDF: EDUCATION FOR SUSTAINABILITY GRADE K LESSON PLAN AND STUDENT WORK

Education for Sustainability 1st Grade

5 Points

School

Program Summary: This lesson helps students understand that they can make the world a better place through positive environmental impacts. Through discussions students learn the importance of everyone making positive impacts on the planet and communities they live in.

PDF: EDUCATION FOR SUSTAINABILITY GRADE 1 LESSON PLAN AND STUDENT WORK

PDF: EDUCATION FOR SUSTAINABILITY QUESTIONNAIRE GRADE 1

Education for Sustainability 2nd Grade

5 Points

School

Program Summary: This unit helps students develop the idea that water is a powerful force that reshapes the earth's surface. Students see that water isn't just something we drink. It carries sand to create beaches, carves out canyons and valleys and, as ice, scrapes entire areas flat.

PDF: EDUCATION FOR SUSTAINABILITY GRADE 2 LESSON PLAN AND STUDENT WORK

PDF: EDUCATION FOR SUSTAINABILITY QUESTIONNAIRE GRADE 2

Student and Staff Wellness

Policies to Promote Physical Activity

10 Points

District

Program Summary: On June 12, the Board of Education adopted policy 7461 District Sustainability Policy. The policy includes a section entitled Promoting Physical Activity. The policy was distributed district wide on June 20. The policy addresses a wide range of strategies to increase opportunities for students to be active before, during, and after school. See the attached policy (fourth uploaded file) for more information. As of 2021 the policy is still in effect and easily accessible on our District website.

PDF: POLICIES TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION

PDF: POLICIES TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION

PDF: POLICIES TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION

PDF: POLICIES TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION

IMAGE: POLICIES TO PROMOTE PHYSICAL ACTIVITY.JPG

Programs to Promote Physical Activity

10 Points

School

Program Summary: Adelphia School recognizes the importance of high-quality physical activity throughout the school day. We offer a variety of physical activity programs before, during, and after school. Some of these programs include, but are not limited to: "Jump Rope for Heart" which teaches students the importance of developing heart-healthy habits, "The Adelphia School Spirit Walk", a school-wide fundraiser that promotes walking and exercising, and "S'Cool Moves"/"Minute Moves", a program that promotes focused exercise in order to promote enhanced learning. S'Cool Moves has been a focus of Adelphia School and has been incorporated in building goals for the 2019-2020 school year. S'Cool Moves provides strategies for focus, learning, ADHD, reading challenges, dyslexia, and sensory processing issues. Collaboration as best practice for school based occupational therapists is an important aspect of our program. Teachers at Adelphia School are actively implementing these "moves" throughout their day during their mandatory Health Walks in order to increase student engagement. Teachers or student leaders conduct exercises such as; chair lifts, mirror me moves, wall pushups and arm pretzels at times when movement is needed most (before a test, transitioning between subjects, afternoon break, etc). Not only do these moves benefit the body, but the brain gets a workout too! The importance of these moves is to allow new energy to circulate to the brain which results in optimal student learning. Furthermore, Adelphia School teachers have specific times for students to have opportunities to be physically active with their classmates every day such as Health Walks. With these various programs in place, the students at Adelphia School are able to participate in a comprehensive school physical activity program that promotes healthier students and better learners. Adelphia School has also implemented a program called Activity Works. Activity Works is a series of cross-curricular, standards-based activity bursts that enhances core curriculum content and stimulates metabolism through multi-sensory, aerobic exercise. The program includes 30, twelve- minute audiovisual activity adventures supported by 60 lesson plans, aligned to standards across the curriculum. Each episode incorporates age-appropriate movements validated by experts for safety and effectiveness and is used to maximize academic performance, combat obesity and help meet state mandates for physical education. Material covered reinforces lessons taught by the classroom teacher while the exercises raise and lower students' heartbeats in a healthy and effective way leaving them refreshed and ready to learn.

WORD: PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION-KIDS HEART CHALLENGE

PDF: PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION S'COOL MOVES DOCUMENTATION

PDF: PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION 1 - S'COOL MOVES EXAMPLE EMAILS

PDF: PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION

PDF: PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DOCUMENTATION

Waste Reduction & Recycling

Recycling Non-Mandated Materials

5 Points

School

Program Summary: To reduce the number of markers that end up in the trash, and raise

awareness about the benefits of recycling markers, Adelphia School has partnered with Crayola Color Cycle to give students, teachers, and the community the opportunity to bring in old markers. The markers are then sent to the Crayola factory so they can be converted into clean-burning fuel. The Media Center is in charge of counting the markers and shares this information with the school and school community through morning announcement and social media.

WORD: **RECYCLING NON-MANDATED MATERIALS DOCUMENTATION**