



Sustainable Jersey for Schools Certification Report

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

Howell Township Middle School North (Monmouth) was certified on August 24, 2021 with 505 points. Listed below is information regarding Howell Township Middle School North (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 Howell Township Middle School North (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](#)

Professional Development for Sustainability

20 Points

 Bronze Priority  Silver Priority School District

Program Summary: Howell Middle School North is continuing to take steps in educating our staff members on becoming more sustainable. With the implementation of a school garden, designed, planted, and taken care of the school Eco-Action Club, the School SCIP team found the perfect opportunity to professionally educate staff members on sustainability. Six videos were placed in the Virtual Teacher's Room , where staff members could choose webinars to watch on Sustainability and earn up to 2 hours of Professional Development credits. The choices were: Webinar 1: Seeding Success Webinar Kickoff Seeding Success 2: Building Farm to School Teams Seeding Success 3: Finding, Buying, Selling, and Serving Local Food Seeding Success 4: Integrating Farm to School into Curriculum and Institution Seeding Success 5: School Gardens and Farms Seeding Success 6: Telling Your Story Included in the documentation is a link to the training log responses which can be found at the top of the Sustainability Professional Development Overview and Training Log, or in case that doesn't work there is also an excel spreadsheet of it for you to view.

IMAGE: [SCREEN SHOT 2021-03-23 AT 8.23.37 AM.PNG](#)

EXCEL: [SUSTAINABLE NJ ACTION_ PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY \(RESPONSES\)](#)

WORD: [SUSTAINABILITY PROFESSIONAL DEVELOPMENT OVERVIEW AND TRAINING LOG](#)

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 N2O and 0.03196 metric tons of CH4. For the 2017-2018 school year, HTBOE's carbon footprint was 9,878 metric tons of CO2e. This number encompasses energy used within all buildings and to run busing routes. This number was calculated by entering all required data into the "Sustainable Jersey Carbon Footprint Spreadsheet."

EXCEL: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

PDF: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

PDF: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

PDF: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

Onsite Renewable Generation System - Solar

5 Points

School

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

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

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

Digital Learning Leadership

Community Engagement

10 Points

School District

Program Summary: Howell Middle School North has an active PTA which hosts many events for students, staff, and community members. A parent portal provides access to current grades, attribute scores, and other information. In addition, Howell Middle School North utilizes Schoology and other online platforms to ensure parents are well informed. SchoolMessenger is used to make robocalls and distribute information to families via email and phone. In addition, the school website and Twitter create a digital showcase of all of the exciting activities occurring at the Home of the Hornets. The Howell Township Board of Education engages the community and stakeholders to update and revise the district's Strategic Plan on a regular basis. In the 2019-2024 Strategic Plan, Goal #5 pertains to Community Interaction. This plan outlines a series of steps to mean the goal to "Enhance community engagement, awareness and support." The plan outlines four specific actions to accomplish this goal. The Howell Township Board of Education seeks to broaden communication to all stakeholders. They strive to enhance partnerships with businesses, government, colleges, preschools and community groups. In particular they work to expand all venues to present vital information to the community. Finally, they continue to strengthen two-way communications with parents to create opportunities based on feedback. 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: [STRATEGIC PLAN- COMMUNITY ENGAGEMENT.PDF](#)

PDF: [STEP 3 COMMUNICATION SAMPLES.PDF](#)

PDF: [HOWELL TOWNSHIP PUBLIC SCHOOLS COMMUNITY ENGAGEMENT OVERVIEW AND COMMUNICATION PROTOCOLS PLAN](#)

PDF: [EXAMPLES OF VARIOUS COMMUNICATION AND INTERACTION WITH STAKEHOLDERS](#)

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-Stream 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 Vanguard, 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.

PDF: [STAFF SURVEYS DIGITAL LEARNING AND CAPACITY BUILDING FOR DIGITAL LEARNING ENVIRONMENTS](#)

PDF: [BOARD APPROVED 2020-21 PROFESSIONAL LEARNING PLAN FOR DISTRICT AND SCHOOLS](#)

PDF: [ON-DEMAND PROFESSIONAL LEARNING SUPPORT & OFFERINGS - DIGITAL SYSTEM FOR STAFF](#)

PDF: [DISTRICT AND SCHOOL BASED PROFESSIONAL LEARNING CATALOG OFFERINGS BASED ON SURVEY NEEDS ASSESSMENT TO SUPPORT DIGITAL LEARNING ENVIRONMENTS](#)

PDF: [PROFESSIONAL LEARNING OFFERINGS TO SUPPORT NEW STAFF DURING NEW STAFF ACADEMY](#)

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.

PDF: [NJTRAX TECHNOLOGY READINESS REPORT](#)

PDF: [EQUITABLE ACCESS ACTION PLAN 2019-2021](#)

PDF: [DATA MEETINGS EVALUATING IMPACT ON COVID LEARNING ENVIRONMENTS AND EXAMINING SUBGROUPS EQUITY](#)

PDF: [SURVEY, DATA COLLECTION, ANALYSIS, ACQUISITION OF WIFI & RESOURCES, COMMUNICATIONS](#)

PDF: [HARDSHIP HOTSPOT AND WIFI USER AGREEMENT](#)

PDF: [COMMUNITY PARTNERSHIPS TO ADDRESS DIGITAL LEARNING GAPS](#)

Digital Learning Practices

Authentic Application of Digital Learning Tools and Content *Temporarily Suspended*

10 Points

School

Program Summary: Based on our curriculum, students are provided authentic learning opportunities using digital tools in all subject areas. One of the many curriculum priorities is making connections to current events and the social and emotional development of each child. Students are given the opportunity to learn more about their own culture and other cultures as we foster inclusivity and equity across all content areas. This curriculum is updated frequently to reflect the current conditions and events of our world. Digital tools have become an essential element in the current learning environment. For example, Zoom connects our virtual learners with our in person learners and staff. The learning management system Schoology provides a consistent portal for students to access digital materials for all their classes. The uploaded examples demonstrate the infusion of authentic learning opportunities in our classes.

PDF: [HMSN AUTHENTIC APPLICATIONS SUBMISSION FORM.DOCX.PDF](#)

PDF: [HMSN LESSON PLANS AND STUDENT WORK EXAMPLES](#)

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 *Temporarily Suspended*

15 Points

School

Program Summary: Personalized learning using student performance data at our school begins with the use of Renaissance STAR adaptive testing to gauge the reading and math skills for every student. Based on student performance from STAR, we align individual skills based on the scope and sequence of the curricular unit across all subject areas. From this data we are able to not only group students but develop individual personalized learning plans. These plans set in place goals for intervention and enrichment. We are able to personalize learning with a variety of digital tools such as Zoom (specifically break out rooms), Loom, Screencastify, Schoology, NewsELA, DBQ online, Google Drive Apps and Duolingo within the synchronous and asynchronous instruction in

our hybrid model. Teachers have participated in the district wide professional learning network as well as training and input from our Administration, Vanguard and Instructional Coaches. HMSN teachers use the Marzano Framework as a pathway to engage in dialogue around a common language, set student goals, and create personalized learning opportunities. The Marzano Framework is used to inform teaching practices that will result in student achievement.

PDF: [STEP 3 PERSONALIZED LEARNING LESSON SAMPLES.PDF](#)

PDF: [STEP 4 PERSONALIZED LEARNING PLANS.PDF](#)

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

Professional Growth and Collaboration

15 Points

School

Program Summary: Two goals were set for the 2020-2021 school year, focusing on supporting the current global climate and challenges for staff and students. They address the technological impacts of remote and hybrid learning environments and the social and emotional aspects as well. Goal 1: teachers will utilize technology to create highly structured and personalized learning environments, allowing for effective instruction that challenges students to master learning standards. Goal 2: teachers will infuse social emotional learning across the curriculum, and empower learners to follow the elements of the CORE 4 (Respect-Effort-Safety-Teamwork) HMSN has provided staff with over 20 hours of professional development for each educator throughout the year. We have also provided staff with the opportunity for professional growth regarding digital learning through the following platforms: Continuing Education Units, Virtual PD lounge, Department Professional Learning Communities and Networks. We also conduct monthly department meetings to support our staff with teaching in a hybrid digital learning environment.

PDF: [STEP 2 TEACHER GOALS.PDF](#)

PDF: [PG ATTENDANCE DOCUMENTATION \(STEP 3\).PDF](#)

PDF: [PG VIRTUAL COLLABORATION \(STEP 4\).PDF](#)

PDF: [PG EXAMPLES \(STEP 5\).PDF](#)

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 - HTTPS](#)

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

Breakfast After the Bell

20 Points

School District

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

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

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

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

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

Energy Efficiency

Energy Efficiency for School Facilities

10 Points

 Bronze Priority  Silver Priority School District

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

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

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

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

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

Behavior-Based Energy Conservation Programs *Temporarily Suspended*

10 Points

School

Program Summary: Students at Howell Middle School North actively participated in the EmPowered Program. Students were engaged in a portion of this program during school, then transitioned to the At-Home version while in the remote learning environment. Students learned how to become more energy efficient, why it is important for sustainability, and shared their conservation practices with staff, the student body, family members, and friends. While in school, students on the EmPowered Team routinely shared conservation tips on the morning announcements, made posters to hang up around the halls, completed energy audits in classrooms informing staff and students in the room about what they were doing, and completed energy audits around the building using tools such as the lux meters, appliance meters, and

temperature guns. They checked for lightbulbs types, how well insulated outside doors and windows were. Light switch cards were tapes around the switches in classrooms, bathrooms, and other rooms to serve as a reminder for "Last out Lights out!" They investigated their own homes while remote learning auditing for different types of lightbulbs, if there faucets were leaking, how many energy star appliances they owned, etc. They campaigned in their own homes placing reminder cards along sinks to turn the faucets off when not in use and around light switches to turn them off if you're the last out. Photos were shared of students interacting with family members in regards to these activities.

POWERPOINT: [PHOTOS OF ENERGY AUDITS AND CAMPAIGN POSTERS AROUND CLASSROOMS AND HOME](#)

POWERPOINT: [POWERSAVE ENERGY AUDITS AND PHOTOS](#)

IMAGE: [ANOTHER EXAMPLE OF AN AT-HOME ENERGY AUDIT FROM STUDENT DURING POWERSAVE PROGRAM](#)

Energy Tracking & Management *Temporarily Suspended*

10 Points

School District

Program Summary: Middle School North was constructed in 1994 and is 161,000 square feet. The building is open 12 months per year and is open from 7:00AM- 11:00 PM. During 2018-2019 there were 1,109 students enrolled and 148 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 Middle School North. Each month as utility bills arrive, the cost and usage are recorded in an excel spreadsheet. This spreadsheet includes every school and building in district but in order to streamline it for this application we created a spreadsheet just for MS North. It was found that electric use is higher in the summer months and that gas use is higher in the winter months.

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

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

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

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

Food & Nutrition

School Gardens

20 Points

School

Program Summary: A tower garden is shared between 7th and 8th grade science classes and used to teach scientific concepts, nutrition, and alternative farming/gardening practices in the classroom. An outdoor garden is maintained by members of the Eco-Action club and self-contained classrooms and food is enjoyed at school with surplus donated to the local food pantry. Both activities promote home grown foods and encourage healthy and environmentally friendly lifestyles. Students participate in all aspects of the process from seed to table exploring additional topics along the way. Partnering with JuicePlus, we incorporate their lesson plans covering these aspects. Included in the uploads is just one of these lessons (and to save room with uploads, on

page 16 and 17 is the Insect Safari lesson we use with students to determine which insects are beneficial and harmful to the gardens). The Tower Garden Photos contain Twitter posts from spring of 2019, in the fall of 2019 no posts were published, however photos were taken of 8th grade students harvesting different lettuces and herbs to eat after they cared for the plants. Those updated photos are on there as well. The Tower Garden End of Growing Season Report from 9/19-1/20 with the 8th graders was shared to students, staff, and the community on our Afternoon Announcements that has a link accessible by all in the community. In the spring 2020, the tower garden went back to the 7th grade students who started their plants, but due to COVID-19, we had to stop. The Tower Garden was emptied out after students went virtual.

WORD: [SCHOOL GARDENS REPORT TOWER GARDEN](#)

WORD: [TOWER GARDEN EGS REPORT 19-20](#)

IMAGE: [TOWER GARDEN PHOTOS](#)

PDF: ["TOWER GARDEN MINERAL NUTRITION" AND "SCHOOL GARDEN INSECT SAFARI" LESSON](#)

WORD: [SCHOOL GARDENS REPORT RAISED GARDEN BEDS](#)

IMAGE: [MORNING ANNOUNCEMENT AND TWITTER POST 2019-2020](#)

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](#)

Healthy School Environments

Access to Healthy Water in Schools

20 Points

School

Program Summary: Howell Middle School North received a grant that helped our school to have healthy water by installing a refillable water station. Howell Township School District is dedicated to providing clean and healthy drinking water to all students during the school day as well as promoting water as the primary hydration option. As per district policy 8505, schools shall make potable water available to children at no charge in the place where lunch meals are served during the meal service. Schools may offer water pitchers with cups on tables and/or make potable water available for pupils to fill their own cups or water bottles by means of a water faucet or fountain that is available without restriction in or near the location meals are served. Our school's water fountains are regularly checked by maintenance staff for proper function and water pressure. Additionally, we have recently conducted a district wide Lead test on our schools' water supply through Partner Engineering and Science in accordance with New Jersey Schools Lead in Drinking Water Regulations; N.J.A.C. 6A:26-1.2;12.4 and the USEPA "3 T's for Reducing Lead in Drinking Water in Schools".

PDF: [NJ AMERICAN WATER QUALITY REPORT.PDF](#)

WORD: [HOWELL TOWNSHIP DRINKING WATER NEEDS ASSESSMENT.DOCX](#)

PDF: [COASTAL NORTH TYPICAL WATER QUALITY INFORMATION.PDF](#)

IMAGE: [SCREEN SHOT 2021-03-03 AT 8.19.15 AM.PNG](#)

IMAGE: [SCREEN SHOT 2021-03-03 AT 8.19.15 AM.PNG](#)

Innovation Projects

Innovative Project #1

10 Points

School District

Program Summary: Howell Middle School North annually hosts the "Cardboard Arcade Challenge" where students are "challenged" to RE-USE and REPURPOSE cardboard (that would normally be thrown away in the trash, like used pizza boxes) and UPCYCLE other materials to create arcade and boardwalk style games that will be played by both kids and adults in our community during our annual "Maker Space Night"! Each year, we have more and more community members in attendance and more and more students participating in this innovative STEAM project. It is open to ALL sixth-eighth grade students at Howell North and they can work on it during school hours. The big theme during "Maker Space Night" is sustainability and the "Cardboard Arcade Challenge" lends itself perfectly for the repurposing and up-cycling of materials! This was our 5th year with this challenge, students had their cardboard games ready for Maker Space, but then the coronavirus pandemic hit, and went on remote learning. Below is evidence of our school announcements about signing up and entering the challenge, Twitter posts of the events, and photos of students in action while building them.

IMAGE: [CARDBOARD ARCADE CHALLENGE PROGRESS PHOTOS](#)

IMAGE: [TWITTER POST FOR CARDBOARD ARCADE CHALLENGE](#)

IMAGE: [MAKER SPACE NIGHT TWITTER POST](#)

IMAGE: [CARDBOARD ARCADE AND ELA](#)

IMAGE: [SCHOOLGY SCHOOL ANNOUNCEMENT FOR CARDBOARD ARCADE CHALLENGE](#)

Innovative Project #2

10 Points

School District

Program Summary: A group of students was passionate enough about being vegetarian and reducing greenhouse gases in our atmosphere, that they actually changed the meal plan at Howell North. They got Aramark (the company that runs the food service in the cafeteria) to serve meatless meal options, have "Meatless" Meal Weeks, and they even went to Howell South to get their school to try and do the same thing! This group took it upon themselves to contact the food service people and Howell South, they were very self-directed. The presentation attached shows all of their documentation, posters made, that they were on the morning announcements explaining what they were doing, action steps, and results! This will continue into next year as well when we return back to school! Here is an excerpt from their presentation that is attached: Producing meat emits horrible greenhouse gases into our Earth. Methane, carbon dioxide, water vapor, nitrous oxide, and other gases that absorb and give off infrared radiation are considered greenhouse gases. They are mixed in with nitrogen, oxygen, and other gases in the air. These greenhouse gases keep our Earth warm, but human activities are causing there to be too many of these gases in our atmosphere and they are being produced quicker than natural processes can remove them. Emitting these gases leads to global warming. Methane, a powerful greenhouse gas, comes from cattle and other livestock. If people start to eat less meat, people will start producing less meat, which will reduce this greenhouse gas. It may not solve all of our atmosphere's problems, but we can certainly make a difference! As a team, our main goal is to educate others about greenhouse gases and convince them to start eating less meat. We do this by speaking on our school's morning announcements every week, hanging up posters in the hallways, advertising and serving a new meatless option in the cafeteria every week. We also made an Instagram page (@globalgreenteam) to advertise the new options to students in our school. We have really started to see how we made an impact. Many teachers and students are spreading the word about these new meatless options and buying them for lunch as well! On the next slides, you could see our progress throughout the past few months.

POWERPOINT: [MEATLESS OPTION MOVEMENT PRESENTATION](#)

IMAGE: [ITALIAN WEEK PHOTO](#)

IMAGE: [ADVERTISEMENT POSTER](#)

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: * Please see attached updated documentation to include information regarding Digital Star Schools addressing school culture and climate issues related to remote and hybrid learning. After reviewing building data from the NJSLA and guidance counselor and social workers speaking with students, and the formation of a committee, it was determined that students on free and reduced lunch can be less connected and/or marginalized. In an effort to create equity, the committee developed a comprehensive plan including students and other pertinent stakeholders, to create a common language to cultivate social-emotional learning and agency through behaviors that support personalized learning. With a common language, and a standard of proficiency, all stakeholders can provide specific and meaningful feedback to learners about their efforts. Professional learning was targeted with teachers serving the marginalized population in the beginning of the year. These teachers piloted the work with their entire class including the marginalized students. Additionally, professional learning was delivered at the district level twice in December 9, 2019 and January 8, 2020 and at the building level twice January 9, 2020 and February 3, 2020. What this work does, is removes any barriers from home and provides all learners with an opportunity to know who they are, what they need, and how to advocate for it an appropriate way. Teacher data has shown that this particular group continues to grow through using the proficiency scale taking baseline data and then working on specific behaviors in order to further grow and connect these students with our professional learning community.

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

PDF: [INCLUSIVE #4 ACTIVITIES.PDF](#)

PDF: [INCLUSIVE #6 PROFESSIONAL DEVELOPMENT.PDF](#)

PDF: [INCLUSIVE ENVIRONMENTS DATA.PDF](#)

School Culture and Climate Needs Assessment

20 Points

School

Program Summary: Howell Township Middle School North conducted a school culture and climate survey to determine staff's perspective regarding social-emotional wellness. The survey instrument used was a Google Form distributed via email to staff and the results were collected through a Google Excel spread sheet. The responses from the survey implemented in March are used to develop our action plan to provide staff with the opportunities that were a need. These results were shared with staff at a faculty meeting. We also implemented character education programs, SEL programming, and climate and culture programming in order to create a positive and supportive experience for students, staff and the overall professional learning community.

PDF: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

PDF: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

PDF: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT DOCUMENTATION](#)

Social Emotional Learning Integrated Unit

10 Points

School

Program Summary: The SEL integrated unit plan was developed by Ms. Kadir to be implemented in her 7th grade multiple disabled special class programs class. She saw a need for focusing on the SEL component relationship skills specifically, the sub-component seeking help for oneself CT Standard 8: self-advocacy which also aligns with the performance indicator: developing their sense of efficacy by using their legitimate voice to demonstrate advocacy skills. As the students are working on their integrated language arts dynamic learning standards, students will be encouraged to be a self-advocator. Students will learn what it means to self-advocate and with prompting enhance their ability to ask for what they need, plan and follow through on meeting those needs to be successful.

WORD: [SEL UNIT PLAN 2021](#)

WORD: [SEL UNIT QUESTIONNAIRE](#)

WORD: [ASSESSMENT DATA](#)

Student & Community Outreach

Green Team

10 Points

 Bronze Required School District

Program Summary: Middle School North would like to participate in the certification process for Sustainable Jersey. As per the requirements for Sustainable Jersey Certification, we have established a Green Team with leaders and teachers for the 2019-2020 school year. The Green Team meets to review the schools implementation plan of sustainable activities Members support, communicate, and model sustainable actions for colleagues. Green Team delegates work with staff members to create innovative activities and initiatives that support sustainable practices. School Union Representatives were invited to appoint members to the Green Team but declined. They indicated that anyone with an interest in this program should be allowed to participate.

PDF: [GREEN TEAM DOCUMENTATION](#)

PDF: [GREEN TEAM DOCUMENTATION](#)

Community Education & Outreach

10 Points

 Bronze Priority  Silver Priority School

Program Summary: Our school year has wound down and our students no longer have their school-issued laptops with them any longer. However, our school year doesn't end until Monday, June 22nd so we still have access to parent emails and such. Howell North has demonstrated outreach to students, parents AND the community about the importance of completing the 2020 Census in the following 3 ways: 1. The 2020 Census link AS WELL AS the Census Challenge Video is displayed on the website's main page for all visitors to see and click on to watch the census video and complete the 2020 census. Screenshot is attached. 2. We have "tweeted" the 2020 Census link on Twitter, we are followed by thousands of community members, parents, leaders, other schools, so the word spreads quick! Twitter post is attached. 3. An email blast containing the 2020 Census link was sent out to all parents and guardians with students registered at our

school. A copy of the email that was sent is attached below.

IMAGE: [TWITTER POST 2020 CENSUS](#)

IMAGE: [2020CENSUS WEBSITE ANNOUNCEMENT](#)

IMAGE: [EMAIL FOR 2020 CENSUS](#)

Enrichment Programs through Partnership

10 Points

School

Program Summary: The 6th Grade student body and Eco-Action Club gathered information about the process of recycling and the types of materials that may be recycled. Students gained this information by listening to a presentation given by the Assistant District Recycling Coordinator, Jaye Sims. This information on the Dos and Don'ts of Recycling was shared to our school and community via the Afternoon Announcements which is played at the end of the school day LIVE and broadcasted out to our community with our YouTube Link. The recycling information was also used to develop a poster about the Dos and Don'ts for recycling. Students also brought posters home to educate their households. Recycling procedures are important in order to ensure that recyclables are processed rather than disposed in the landfill. During the home-activity, took note of the increased, decreased, or stable implementation of the correct recycling practices at home. They communicated their results in class and reflected on the effect the recycling education and awareness had on themselves and others. Additionally, students learned about the need to reduce, reuse, and recycle in order to minimize plastic pollution. This has increased civic awareness and responsibility of our North community. Evidence of the recycling presentation and posters made in the activity afterwards are documented in the Recycling Coordinator Twitter Post photo. The 7th grade student body and Eco-Action Club met with Watershed Ambassador, Samantha LaRocca, the week of March 15th and 22nd, 2021, to discuss the effects microplastics have on our watershed. Students were actively engaged in the presentation learning what microplastics are, where they come from, the effects they have on our ecosystems, and what WE can do to change this. Students collaborated on solutions and discussed their ideas and were then made aware of solutions that are just starting to be implemented. As an extension activity to this presentation, students sampled 3 water lines at a local water source collecting the needed samples to test for microplastics. Students discussed their findings and shared with the organization to aid in research.

IMAGE: [WATERSHED AMBASSADOR ZOOM PRESENTATION](#)

WORD: [RECYCLING DOS AND DON'TS STUDENT POSTER HOME BY RECYCLING AREA](#)

IMAGE: [EMAIL CORRESPONDENCE WITH RECYCLING COORDINATOR AND WATERSHED AMBASSADOR](#)

IMAGE: [RECYCLING WITH DISTRICT COORDINATOR TWITTER POSTS](#)

IMAGE: [WATERSHED AMBASSADOR TWITTER POSTS](#)

IMAGE: [MICROPLASTICS STUDENT SAMPLING PHOTOS](#)

Green Challenges

10 Points

School

Program Summary: Howell North's Eco-Action Club started the "MSN Trashless Challenge" last school year and continued it into the current school year. The purpose is to challenge our entire school community to generate as little (or ZERO) trash as possible, especially during lunch! Club

members appear on the morning announcement show to get their message across and show examples of what to bring such as reusable lunch bags, reusable containers, reusable plastic utensils, reusable water bottles, etc. Posters are in hallways and in the lunch room to serve as constant reminders for the challenge.

IMAGE: [MSN TRASHLESS CHALLENGE POSTER](#)

IMAGE: [MSN TRASHLESS CHALLENGE CLUB MEMBER PHOTOS](#)

IMAGE: [MORNING ANNOUNCEMENT TRASHLESS CHALLENGE](#)

Student Learning

Education for Sustainability Grades 4-12 Arts

5 Points

School

Program Summary: Sculpture enhances student's understanding of 3 dimensional objects and being able to recognize positive and negative space. Creating and expressing their artistic viewpoint has tremendous educational and environmental value. By incorporating recycling as the base materials for this project, students enhance their understanding of the importance of recycling for our planet. When fully engaged students can develop their naturally imaginative and participatory approach to learning. Making these sculptures raised their awareness of ecological issues, sparked their interest in sculpture and gave them some non digital hands on time in the remote learning environment.

WORD: [CARDBOARD CONSTRUCTION RUBRIC GOALS TARGETS AND SCALES.DOCX](#)

PDF: [SJS_EFS_QUESTIONNAIRE ART.PDF](#)

WORD: [STUDENT EXAMPLES 6-8.DOCX](#)

Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

Program Summary: During the Non-Fiction Argument Unit in English-Language Arts, classes at Howell Middle School North took the opportunity to use sustainability as a focal point to enhance persuasive research, writing, and debate skills. The students learned about bees and their role in modern farming and their importance to human well-being and society. Students then prepared for and debated the pros and cons of having an observational bee hive in the classroom.

WORD: [LESSON PLAN BEES.DOCX](#)

WORD: [ELA QUESTIONNAIRE \(1\).DOCX](#)

Education for Sustainability Grades 4-12 Health

5 Points

School

Program Summary: When teaching about health and wellness, especially in the current situation for the world, it is important to focus on the benefits of outdoor physical activity and why it is important to their health. We tied this concept to Cardiovascular Endurance curriculum. Students were asked to identify and engage in different outdoor activities, calculate their Target Heart Rate and keep a log of cardiovascular exercises, duration, and heart rate.

PDF: [ES HPE LESSON PLAN.PDF](#)

PDF: [ES-CARDIOVASCULAR ENDURANCE ACTIVITY.PDF](#)

PDF: [STUDENT WORK EXAMPLE CARDIOVASCULAR ENDURANCE ASSIGNMENT \(92120\) - 1096146.PDF](#)

PDF: [SJS_EFS_QUESTIONNAIRE HPE.PDF](#)

Education for Sustainability Grades 4-12 Math

5 Points

School

Program Summary: 7th grade math students participated in an adapted activity from the U.S. Census Bureau Statistics in Schools initiative. Students analyzed, made predictions about, and utilized scientific notation to represent real-life statistic illustrating population changes across the 50 states over a period of many years. The lesson's math focus required students to perform operations and express numbers with scientific notation, to use notations to express ratios, and to create and interpret scatter plots. Discussion surrounding population changes highlighted economic systems as well as how people actively and passively affected by their environment. An emphasis was placed on reading feedback derived from the statistics on the personal responsibility people have to influence their surrounding as students used historical data to make predictions about the future of New Jersey's population.

WORD: [EFS QUESTIONNAIRE MATH LESSON GRADE 7 POPULATIONS](#)

PDF: [CENSUS BUREAU COMPARING POPULATIONS LESSON PLAN](#)

WORD: [SAMPLE LEARNER SUBMISSION HYBRID](#)

WORD: [SUMMATIVE COLLABORATIVE DIGITAL](#)

Education for Sustainability Grades 4-12 Science

5 Points

School

Program Summary: Society needs to be aware of environmental issues going on around them and abroad that are currently disrupting natural processes and that threaten our future. It starts with educating young people allowing them to develop a sense of responsibility to preserve and conserve the commons now and for future generations. This lesson and accompanying project gives students the opportunity to investigate different environmental issues, how we are independent on each other and on natural systems, and allows them to pursue one they feel strongly about. Thinking drives behavior, the solutions students develop to their issue and presentations they devise will hopefully cause others to become proactive as well in caring for their environment!

WORD: [HUMAN IMPACT LESSON PLAN 8TH GRADE](#)

PDF: [HUMAN IMPACT STUDENT MATERIALS](#)

WORD: [SJS EFS QUESTIONNAIRE](#)

POWERPOINT: [STUDENT EXAMPLE PRESENTATION](#)

WORD: [HUMAN IMPACT GRADE RUBRIC](#)

WORD: [HUMAN IMPACT GRADE RUBRIC STUDENT EXAMPLE](#)

Education for Sustainability Grades 4-12 Technology

5 Points

School

Program Summary: Schools continue to focus on building skills such as critical thinking, communication, collaboration, and creativity. This mindset encourages learners to apply their knowledge of sustainability and how it relates to the environment and community around them. Students of all ages are inspired by the idea of making the world a better place. By incorporating sustainability in our classroom both as a mindset and as a pedagogy, hopefully we are inspiring the next generation to be proactive and responsible for the environment while shaping students into global citizens. There are different sources of energy. Some are renewable; some are nonrenewable. In this activity, students learned about the different sources, advantages, and disadvantages to their use, and how energy is used in their daily lives. Students often do not know which resources are renewable and which are nonrenewable, or which are recyclable or reusable. In this activity, students will learn what these terms mean and discover why sustainable use of natural resources is so important and necessary. Students can also examine the importance of recycling and the impact they have on their own community and environment. Students will find ways to cut down on the waste they produce and improve how waste is managed in their community. This lesson is a lead into a discussion to assess where the students can be proactive in their community to help the cause. This activity is designed to get students thinking about their own views while also listening to those of their classmates and providing constructive criticism. It also helps students explore the underlying assumptions that shape our opinions. Students participating in this lesson, can see what impact their ideas can have on the community at large. They can examine how they are responsible for their environment and that one small change can make a difference.

PDF: [TECH SUSTAINABLE LEARNING PLAN.PDF](#)

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

WORD: [SUSTAINABLE QUESTIONNAIRE.DOCX](#)

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](#)

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

IMAGE: [POLICIES TO PROMOTE PHYSICAL ACTIVITY.JPG](#)

Waste Reduction & Recycling

Materials Reuse

10 Points

School

Program Summary: The guidance department at Howell North runs a Book Swap "Got Books?" where both students and staff drop off personal books they are finished reading and take a different book! The department also collects school supplies such as unused (or in good condition) binders, notebooks, composition books, calculators, coloring utensils, etc. from students at the end of the year during locker clean-outs and puts the items aside to be re-used the following September for students who may not be able to get those items. The guidance department and our nurses' office also re-use clothing items donated to them by students and staff throughout the year and also at the end of the year with items not reclaimed at the lost and found box. These clothing items are available all year long to students who may be in need of something to wear, like a coat, shoes without holes, etc.

PDF: [ADVERTISEMENT FLYER & INVENTORY.PDF](#)

PDF: [GOT BOOKS EVIDENCE .PDF](#)

Recycling Non-Mandated Materials

20 Points

School

Program Summary: The Eco-Action Club has implemented the Crayon Initiative year after year to collect broken and used crayons to be melted down into new crayons to be used by kids in children's hospitals. In addition, the club has partnered with the Crayola ColorCycle Program collecting old dried out and broken markers, keeping them out of the landfill and repurposed at Crayola. Several drop off locations were set up around the building for students and staff to drop markers off at. Eco-Action Club regularly collected markers from the boxes on a weekly basis. As a reminder, announcements were made daily about the initiative. We collected a total of 23 pounds of markers and sent them to Crayola! Each year, Howell Middle School North runs a Toy Drive after Thanksgiving for about one month. We look for toys that are new, perhaps something that was given to a student that they did not want and never played with. Instead of throwing it away, we ask them to recycle and donate it to our school's cause as we, in turn, donate the toys to the babies, children, and teenagers that are spending their time during the holidays in the hospital at Centra State. Howell Middle School North, along with our dedicated PTA, runs a Clothing Drive each year. We ask for new or lightly used clothes, coats, stuffed animals, shoes, purses, belts,

curtains, bedspreads, and more (seen on flyer) to be recycled and in turn, we donate these items to B&B Management Co. in Freehold so that the PTA gets cash back for school activities and special purchases. By doing this, it also keeps out needlessly thrown away items in the trash that eventually end up in the landfill. As seen in the photos, there was an extreme amount of bags collected! During 2020, the Eco-Action Club wanted to initiate another recycling program in addition to the Crayola ColorCycle. The club researched recycling programs that were local and abroad and decided to team up with HP Toner Cartridge Recycling Program. Boxes were set up in the copy rooms at school for the empty cartridges. Once a month, club members would check the boxes for empty cartridges and boxes them up to send out. This program started in January and lasted until the COVID-pandemic took over and we were no longer in the building. However, we WERE able to recycle 6 cartridges back to HP to reuse!

IMAGE: TOY DRIVE, CLOTHING DRIVE, AND COLORCYCLE FLYERS

IMAGE: TOY DRIVE PHOTO AND COLORCYCLE TWITTER POST

IMAGE: HP TONER CARTRIDGES BEING SHIPPED OUT

IMAGE: CLOTHING DRIVE PHOTOS

WORD: RECYCLING NON-MANDATED MATERIALS DOCUMENTATION

WORD: SCHOOLS NON-MANDATED MATERIALS FORM