



Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of Readington Middle School (Hunterdon), a Sustainable Jersey for Schools silver certified applicant.

Readington Middle School (Hunterdon) was certified on August 17, 2022 with 370 points. Listed below is information regarding Readington Middle School (Hunterdon)'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 Readington Middle School (Hunterdon) was approved for in 2022 appears below. Note: Standards for the actions below may have changed and the documentation listed may no longer satisfy requirements for that action. Additionally, points associated with actions prior to 2013 certifications may not be accurate.

Board Leadership & Planning

District Sustainability Policy

10 Points

🏅 Bronze Priority 🏅 Silver Priority District

Program Summary: The Readington School District Green Committee drafted a comprehensive

Sustainability Policy that was adopted by the Readington Board of Education on July 25, 2017 and revised February 6, 2018. The Green Committee Selected to review the Sustainability Policy on November 15, 2021 to ensure accuracy and to updated to current practices. The policy includes guidelines for professional development for sustainability, green purchasing, classroom chemical storage and disposal, green cleaning, disposal of electronic waste, long range facilities planning for facilities, waste reduction, and promoting physical activity. The policy was communicated to the school community at the Board of Education meetings in December 2021 and January 2022, posted on the district's website, and sent out via our school district publication titled "Superintendent Sentinel." The link to our district policy can be found on our website at: <https://www.readington.k12.nj.us/Page/3522>.

PDF: [BOE AGENDA DECEMBER 2021.PDF](#)

PDF: [BOE AGENDA JANUARY 2022.PDF](#)

PDF: [THE SUPERINTENDENT SENTINEL - JAN 2022.PDF](#)

PDF: [POLICY 7461.PDF](#)

Professional Development for Sustainability

20 Points

 Bronze Priority  Silver Priority School District

Program Summary: District teachers viewed up to three pre-recorded free webinars from the Rutgers Climate Institute that we offered in our Fall Teacher Academy Catalog 2021. We set up the webinars in EdPuzzle asking follow-up questions at the end of each webinar. A supervisor charged with Digital Schools actions for Sustainable Jersey attended the Deep Dive webinars offered through Sustainable Jersey in January and February 2021. Ed Dubroski attended Empowered Schools. Several middle school science teachers attended the Reading and Writing Project's virtual NGSS, Science Literacies, and Activism: A Science, Education, and Climate Change Institute: Grades 3-12.

PDF: [FALL TA WEBINARS RUTGERS 6.24.21.PDF](#)

PDF: [NGSS CLIMATE CERTIFICATES.PDF](#)

IMAGE: [EMPOWERED SCHOOLS DOCUMENTATION.PNG](#)

PDF: [PD FOR SUSTAINABILITY 2022 DOCUMENTATION - SHEET1.PDF](#)

Green Enhancement of District Strategic Plans

10 Points

District

Program Summary: District parents, students, staff, and community members came together to participate in our district's Strategic Planning Retreat in January 2020. Through rich dialogue and smart thinking on a variety of topics, several common themes developed. The district identified three strategic goals for the next 5 years: inquisitive learning, partnerships, and social awareness. Following approval by the Board of Education on January 21, 2021, this plan will inform the professional goals of our district faculty who will develop action plans in their respective areas. All three of the strategic goals deal specifically with sustainability; however, the social awareness goal identifies an awareness of the environment specific to the action steps contained within the goal. The goal specifically states: "Our learners will connected, valued, and secure in digital and non-digital learning environments cultivated by a shared sense of community. Every individual will develop skills that promote an awareness of self and others as well as the environment,

including the ability to understand the impact of their decisions." The Strategic Plan was updated in October of 2021, after learning lessons from the COVID-19 pandemic and has communicated to all staff and parents through Genesis e-mail blasts, Board of Education meetings, and is posted prominently on the district's website. Finally, the initiatives were communicated via a district newsletter called the "Superintendent Sentinel."

PDF: [BOARD OF EDUCATION MINUTES APPROVING PLAN WITH GREEN ENHANCEMENTS.PDF](#)

PDF: [STRATEGIC PLAN.PDF](#)

IMAGE: [STRATEGIC PLAN SCREEN SHOT.JPG](#)

PDF: [THE SUPERINTENDENT SENTINEL - MARCH 2022.PDF](#)

Strategic Plan Implementation of Green Initiatives

10 Points

District

Program Summary: In the summer and the fall of 2021, the Readington Township School District enhanced our strategic plan with specific green initiatives. The strategic plan adjustments were informed by Board of Education committees, members of the leadership team, and the strategic plan goal sub committees. Eventually the final report was made to the full Board of Education in September and October of 2021. The strategic plan included three (3) district goals all of which infused green initiatives. The Partnerships Committee of the strategic goal met periodically throughout the school year (October and March) to revisit the green initiatives within the sub-goal. A final update was provided to the Board of Education on April 26, 2022 regarding the district's goals, including these green initiatives. The report falls under the "Superintendents Report" of the BOE agenda. Our green initiatives were also sent out via the Superintendent Sentinel (a newsletter) in January and March. The primary news article regarding the strategic work appeared in the March Superintendent Sentinel Newsletter.

PDF: [STRATEGIC PLAN COMMITTEE MEETING MINUTES-OCTOBER 2021.PDF](#)

PDF: [STRATEGIC PLAN COMMITTEE MEETING MINUTES.PDF](#)

PDF: [THE SUPERINTENDENT SENTINEL - MARCH 2022.PDF](#)

PDF: [DISTRICT GOALS FINAL PRESENTATION 2021-2022.PDF](#)

PDF: [BOE AGENDA APRIL 26 2022.PDF](#)

School Community Asset Mapping

10 Points

School District

Program Summary: Local and global community partnerships are a key component of our district mission and strategic plan. Our aim is to prepare all learners to become engaged and productive citizens through service to others, real-world connections, and collaboration in meaningful educational opportunities on local, regional, and global scales. Our schools are deeply rooted in our community. Our K-8 district serves as a hub for community activity, news, and resources. So much that in the 2019-2020 school year, our district created a new publication, Community News, published online and sent via genesis blast to parents every other week. While our Superintendent Sentinel and weekly school genesis blasts keeps parents abreast of what's happening in our schools, Community News is designed to support local civic, community, health, and social service organizations share important resources and information with our families and local community at large. Community resources are given prominence on our district site. The

main navigation includes a “Community/Parent” tab that points visitors to a page linking key community organizations, Community News, and a link to the Parent Portal. In the 2020-2021 school year, we adopted our new mission statement (note the emphasis on community): We empower members of our community to lead purposeful lives with integrity, to cultivate a spirit of discovery, and to embrace connections in our diverse, global society. As part of our Strategic Plan, our aim was to further identify opportunities for community partnership and exchange. Staff members in all schools were invited to contribute to the directory of community partnerships and assets via district google form. This collection allowed staff members to share added partnerships, including virtual contacts and field trips given the pandemic and remote/hybrid nature of school and community interaction. In 2021-2022, staff were invited to continue to add resources while integrating our strategic goal of partnerships, inquisitive learning, and social awareness into student learning, teaching praxis, and student support. All staff professional development plans (PDPs) integrated the strategic goals. Supporting resources, such as our Directory of Partnerships, are shared internally on our Partnerships and Sustainability Curriculum page. Information regarding Community Partnerships was shared during our October In-Service day as it will be at the start of each school year too. Staff across the district, including Teachers, Curriculum Supervisors, Principals, Superintendent, and committee members shared and discussed goals and partnership data with staff throughout the year at faculty meetings, in-service days, common planning time (CPT), team and leadership meetings to support the integration of community assets into learning and teaching, and to expand on and brainstorm opportunities. The Board of Education further approved funding for additional curriculum writing to integrate “Partnerships” and “Sustainability” across ALL K-8 curricula. A year-end article published in the Readington News celebrates the success of each of our schools and our community partners in working together for active learning in- and together with - our community.

PDF: [03 DIRECTORY OF RESOURCES.PDF](#)

PDF: [02 PARTNERSHIP GOALS & GOOGLE FORM.PDF](#)

PDF: [05 RPS COMM-ENGAGEMENT PLAN.PDF](#)

PDF: [UPDATED 01 RPS PARTNERSHIP RESOURCES OVERVIEW AND DOCUMENTATION.PDF](#)

PDF: [06 DISTRICT GOAL PARTNERSHIPS BOE PRES-PARENT LETTER.PDF](#)

Climate Mitigation & Renewable Energy

School Carbon Footprint

10 Points

 Bronze Priority  Silver Priority School District

Program Summary: December 2021 The school district's four schools' carbon footprint was calculated using January to December 2020 as the baseline year. The Sustainable Jersey Carbon Footprint spreadsheet was used to do the calculations and is attached. The facility uses natural gas and electricity as its utilities. Vehicle mileage and fuel use numbers were provided by the district's Transportation Department. The facility energy usage numbers were provided by the Facilities Manager. The school's carbon footprint was initially calculated in 2016 and has now been recalculated with 2020 data. Included in the submission is a narrative from each school with the results of the new calculations showing reductions in the district's schools CO2 equivalent emissions. Also included are the carbon spreadsheets for each school showing the data and calculations.

PDF: [CARBON FOOT PRINT DOCUMENTATION](#)

EXCEL: [CARBON FOOT PRINT DOCUMENTATION](#)

EXCEL: [CARBON FOOT PRINT DOCUMENTATION](#)

Onsite Renewable Generation System - Solar

20 Points

School

Program Summary: December 2021, The Readington Township Board of Education undertook an onsite solar generation project at three of the district's four schools beginning in 2015. The installation was completed in January 2018 and came online in February 2018. The solar project is a Power Purchase Agreement with Ameresco and includes 292 kilowatt ground and roof arrays at Readington Middle School, 642 kilowatt ground arrays at Holland Brook School and a 136 kilowatt roof array at Three Bridges School. These solar installations are estimated to annually offset 30% of the electricity usage at Readington Middle School, 64% of the electricity usage at Holland Brook School, and 28% of the electricity usage at Three Bridges School based on the previous 12-month period. In 2019, The Readington Middle School purchased and used electricity from our local utility company in the amount of 919,709 kWh over the 12-month period. The data was documented on monthly utility billing. The onsite solar PV system at Readington Middle School generated 326,457 kWh of electricity during the same 12-month period. The electricity generated by the PV system was documented on the solar company's utility billing. The total electricity use for Readington Middle School was 1,246,166 kWh for the same period. Based on the utility data collected from the utility, and solar company, and reported by the SchoolDudes Energy Manager software. The electricity generated by the onsite solar PV system accounted for 26% of the total electricity used in 2019. Based on the percentage of energy displacement, the Readington Middle School is requesting 20 points for this action. The solar PV system continues to be in operation in 2021 offsetting a percentage of the building's electrical power needs that would otherwise need to be purchased from our local utility company.

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

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

Digital Learning Leadership

Community Engagement

10 Points

School District

Program Summary: As a district, we actively strive to partner with our constituents. In the process, we recognize that we must also adapt and change with the cultural norms. Communication has evolved with new technologies, and so too has our robust approach to staying connected, while engaging with our school community. Our Community Engagement Plan not only incorporates the major aspects of our Communications Plan but also merges the tenets outlined in our Digital Learning Vision with our District Strategic Plan's "Inquisitive Learning" and "Partnerships" Goals (2020-2025). In summary, we target our stakeholder groups through various media channels while actively participating in outreach efforts to build upon several K-8 directories that we have created, including one for community partnerships, resources for families

in need, virtual field trips & “in-person” field trips, and student interest inventories (e.g., getting-to-know-you, academic and personal interests, learning style preferences, and social-emotional learning). Finally, we truly believe that our district’s slogan epitomizes our mission and our commitment to community engagement: Together, Inquire and Inspire!

PDF: [COMMUNITY ENGAGEMENT ACTION EVIDENCE- RTPS](#)

District Commitment to Digital Learning

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Readington Township Public Schools continues to grow and evolve with our commitment to digital learning at the forefront of our practices. The district has a diverse team of stakeholders that make up our Digital Learning Team and our District Technology Committee that meets throughout the school year. Our district provides 1:1 technology for all of our students and implements 24/7 equitable access to digital learning. We have supports in place to manage our hardware and software applications and infrastructure to allow for a safe learning environment for all. Additionally, we empower our staff to serve as technology ambassadors to further assist the staff with technology grade-level support. Professional development opportunities are plentiful to meet the needs of our staff and to share best practices for blending technology into the curriculum for the purpose of enhancing and deepening the learning. Our district learning team developed a vision for digital learning that is shared with all stakeholders, and our technology plan aligns with our overarching strategic plan. Our Board of Education provides necessary approvals and funding for professional development, infrastructure, devices, applications, data safety practices, and curriculum development in support of our district initiatives. As a district, we recognize and value the importance of digital learning within our school community to best prepare our students to succeed in the increasingly connected world.

PDF: [DIGITAL COMMITMENT TO DIGITAL LEARNING ACTION - RTPS \(1\).PDF](#)

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

10 Points

District

Program Summary: Readington Township School District offers a wide range of Professional Development to help teachers with new instructional technology and to promote creativity and innovative teaching and learning strategies. Professional Development needs surveys are administered several times a year focusing on teacher needs in all content areas, including digital learning/technology. The results are analyzed by the curriculum and PD supervisors to assist in planning Professional Development, during and after school, in-service days, and during the summer months. Our District Professional Development Plan for the school year is driven by those needs. Curriculum area supervisors also give additional input based on their staff and department needs. To meet the identified staff digital teaching and learning needs, we provide in-house technology Teacher Academy courses and in-service sessions designed for various skill levels, facilitated in both in-person and virtual settings. These sessions help teachers build their knowledge of digital learning tools and techniques, as well as share best practices for integrating the technology effectively into lessons to increase student learning. These sessions allow participants time to practice and ask questions, with facilitators available for follow-up support.

PDF: [DISTRICT PROFESSIONAL DEVELOPMENT PLAN ACTION - RTPS.PDF](#)

Equitable Access to Digital Learning

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Readington Township Schools is committed to providing equitable access to technology for students both in school and at home so they can access our online learning programs and they can participate in virtual instruction as needed. The district has a 1:1 device, 24/7 student program, with iPads in Kindergarten and Chromebooks for grades 1 - 8. School principals work with the teachers and guidance counselors to connect with the families to ascertain who has working internet at home. In addition, as new students register for school, parents are given notification of our 1:1 device program and asked about home connectivity. We assist families with gaining connectivity as needed. The district uses Standard Operating Protocols for Student Internet Access Assistance to ensure that all families are connected. Our business office and technology department work with the teachers, guidance counselors, and families to connect, and have assisted several families who needed help. A hotspot contract sample is included that the district used for a family that did not have the ability to connect due to their location. In addition, the district had connected carriers who are offering free internet to low-income families to assist families losing internet access at any time due to financial insecurities. Teachers and counselors are told to be on the lookout for those who lose service. Attached are correspondences showing issues addressed and certification that all students have devices and connectivity. In addition, a newsletter sent to parents from the superintendent and a sample from a school shows that the families are informed that is checking about connectivity and advertising how families can obtain free internet. The district utilizes our Spanish speakers to assist our families who need assistance and are more comfortable working on the connectivity issues in Spanish rather than English.

PDF: [EQUITABLE ACCESS TO DIGITAL LEARNING ACTION - RTPS.PDF](#)

Digital Learning Practices

Digital Citizenship

10 Points

 Bronze Priority  Silver Priority District

Program Summary: Readington Township Public Schools has long had a strong foundation in technology access and instruction in the district. Building upon this, a committee was formed to review our existing curricula and practices to ensure that key digital citizenship ideas were consistently integrated across grade levels and subject areas for students, proactively presented to staff, and shared with parents and community members. The unique needs of these key stakeholders were identified and met with both revised and new initiatives that incorporated the updated New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, most specifically those pertaining to Digital Citizenship and Media Literacy. These standards were strategically scaffolded in the Information Literacy Curriculum that was revised over the summer of 2021 and that will be formally adopted in 2022. The process to infuse these standards across the district was spearheaded with full faculty presentations at each school and subsequent articulation with Library Media Specialists, technology/computer teachers, guidance counselors,

and content area teachers. Key lessons that incorporated these standards, as well as lessons from such resources as Common Sense Media and ISTE, were presented to students in the first marking period of the 2021-2022 school year, as well as those previously given in the 2020-2021 school year. In order to engage with key groups outside of the schools themselves, resources about digital citizenship best practices were shared through websites, social media, and local publications. Readington Township Public Schools recognizes that all stakeholders play a key role in modeling and encouraging positive behaviors as digital citizens and will continue to refine their instruction and programming to engage everyone in its mission.

PDF: [DIGITAL CITIZENSHIP ACTION - RTPS.PDF](#)

Digital Technology Access

Data Safety and Security Policy

10 Points

District

Program Summary: Readington Township Board of Education has approved and implemented a number of data Safety and Security policies for the district. In addition, the district employs a number of standard operating procedures to assist in monitoring and implementation of expected network acceptable use practices across the district. Through these policies and standard operating procedures, the district strives to maintain a safe and secure platform for our students, staff, and business/curriculum operations.

PDF: [DATA SAFETY AND SECURITY ACTION - RTPS .PDF](#)

PDF: [DATA SAFETY AND SECURITY POLICY - REVISIONS.PDF](#)

Digital Device Life Cycle Management

10 Points

District

Program Summary: Readington Township School district Utilizes three primary components in our digital life cycle management process. All district assets are tagged/entered and managed in an asset management system (Incident IQ). The district utilizes Google Chromebook device management licenses and Apple school manager MDM for iPads. This allows the district to monitor and maintain the 1 to 1 deployment of Chromebooks/iPads to all students. In addition, our district relies on device monitoring and utilization to ensure all devices are serviced and performing at expected levels. An annual review is conducted of all district assets to ensure all devices are within supported vendor life cycle windows. Devices scheduled to be at vendor end of life cycles are identified at a minimum, one year prior expiration. This allows the district to budget accordingly to refresh devices as needed.

PDF: [DIGITAL DEVICE LIFE CYCLE ACTION - RTPS.PDF](#)

Infrastructure

10 Points

District

Program Summary: Readington Township Schools adopts IT system management frameworks (ITSM) in the service delivery, monitoring, and management for all IT hardware and software components. Implementation of industry-standard best practices and operating procedures are the foundational principles for district-wide technology service and support. The district's network infrastructure (Internet, wired, and wireless LAN/WAN network) is continuously monitored by the district's technology team and regularly evaluated by external service providers. Our district maintains a network monitoring platform utilizing Meraki, Google and PRTG to provide real-time alerts on service utilization, outages, and network traffic management. Through the use of these hardware and software tools, the district strives to maintain best in class service levels across the entire district. Infrastructure implementation examples are included in supporting documentation.

PDF: [INFRASTRUCTURE ACTION - RTPS .PDF](#)

PDF: [INFRASTRUCTURE - REVISIONS.PDF](#)

Diversity & Equity

Accessible Communications

10 Points

School District

Program Summary: Accessible communications involves examining our demographics and parent population to determine how to best reach all groups and promote social equity. Based on the New Jersey School Performance Reports from the 2019-2020 school year, school profiles were developed. In light of the green movement and our status as an award winning green school, we now predominantly utilize electronic communication measures. We send out weekly notification email blasts, create electronic monthly newsletters, and send most handouts electronically. This year, 2021, our district updated to a new website which includes a translate feature for accessibility. Furthermore, our district has developed a Diversity, Equity, and Inclusion plan that identifies areas where we can create more accessible communications. We also work with our world language teachers to translate any documents into different languages as needed. The superintendent held a coffee chat in December as a parent focus group to learn more about enhancing communications. The result of the meeting suggested that enhanced use of social media and COVID updates were areas that could be enhanced. All of our communications efforts are discussed in the Board of Education Policy/Communications Committee. There is a sample committee meeting agenda where Equity and the Communications Plan are discussed. The minutes from the Policy and Communications meeting held on January 31 were then reported out at the Board of Education meeting on February 8, 2022, see agenda item F and minutes attached.

IMAGE: [DISTRICT WEBSITE TRANSLATE BUTTON.JPG](#)

PDF: [READINGTON SAFE RETURN PLAN - SPANISH VERSION - FINAL 6-2021.PDF](#)

PDF: [SCHOOL PERFORMANCE REPORT.PDF](#)

PDF: [SUPERINTENDENT COFFEE CHAT_ COMMUNICATION NOTES.PDF](#)

PDF: [BOE MINUTES FEBRUARY.PDF](#)

PDF: [COPY OF 'POLICY COMMITTEE AGENDA 1.31.22.PDF](#)

Breakfast After the Bell

20 Points

School District

Program Summary: Readington Township BOE established a breakfast after the bell program during the 2021-2022 school year through the USDA SSO program. This program allows all students to obtain breakfast for free at all our schools each morning. Breakfast is served in a prepackaged grab-and-go style container to allow students to eat during homeroom or first periods of the day while educational lessons are provided. Breakfast offerings are designed to be within USDA nutritional standards to include grains, fruit, vegetable, meat or meat alternative, and milk. The district is serving over 7,500 breakfast meals per month on average.

PDF: [ANNUAL SSO APPLICATION APPROVE](#)

PDF: [CAFETERIA LETTER TO PARENTS RE: FREE MEALS](#)

PDF: [FOOD SERVICES-GENERAL INFO WEBSITE](#)

PDF: [READINGTON FREE BREAKFAST FREE LUNCH FLYER](#)

PDF: [RMBS MONTHLY VOUCHER REPORTS](#)

PDF: [SSO AGREEMENT-BREAKFAST](#)

Energy Efficiency

Energy Tracking & Management

10 Points

School District

Program Summary: December 2021 The Readington School District's energy conservation program began in 2011-12 and is ongoing in 2021-22. The district's Facilities Manager regularly monitors and reports energy usage data to the school community. The district Coordinator of Green Initiatives & Sustainability engages both staff and students by introducing energy saving activities and strategies that benefit the district through better operations management, student education on conscious energy use, and monetary savings for our schools. Each of the District's four schools are applying for 10 points for this action for our ongoing energy tracking. In 2021 we updated our building interview forms documenting the inventory of each facility. Electricity and natural gas usage data are entered into SchoolDudes Energy Manager energy tracking software and flows into Energy Star's Portfolio Manager. Each quarter results are shared with the school community in an email results report. The results are also reviewed with the district's Green Team at their quarterly meetings and published on the Green Initiatives section of the district's website. In the 2018-19 school year, after solar PV systems were installed at Holland Brook, Readington Middle, and Three Bridges Schools, a new baseline was established as a comparison for district energy performance moving forward. We have a yearly goal to reduce our district annual energy use by 10% compared to the baseline year. While we only had a 5% reduction in total energy use, we reduced our electric use by 12% and electric demand by 11% and avoided \$61,000 in energy

costs.

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

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

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

IMAGE: [ENERGY TRACKING & MGMT DOCUMENTATION](#)

Food & Nutrition

Promote Locally Grown Foods

10 Points

School District

Program Summary: The Readington Schools District Green Committee incorporated the requirement to promote locally grown food into our school food operations as part of the district's Food Service RFP covering 2021-2026. The District contracts with Maschio's Food Services located in Chester, NJ. Maschio's in turn partners with local farms through their Farm-to-School program and participation in the Buy Fresh, Buy Local program. Our shared aim is to provide fresh, locally-grown produce for students and staff. Maschio's has worked in conjunction with our district to develop the nutrition component in our Wellness Policies. Working in tandem, we share the importance that proper nutrition has in developing healthy children with healthy minds. We also stress the importance of using sustainable agricultural and food service practices to protect our ecosystems. Farm fresh seasonal foods are incorporated into the school lunch menu and are advertised to our school community. Related newsletters, menus, and posters, as well as vendor, school, and parent communications are attached to this submission.

PDF: [01 MASCHIOS FARM TO SCHOOL PROGRAM AND PRESS RELEASE .PDF](#)

PDF: [02 CAFETERIA CONNECTION NEWSLETTERS FOR SCHOOL STAFF-PARENTS-PUBLIC .PDF](#)

PDF: [03 DISTRICT FRESH FOOD ORDER ACKNOWLEDGEMENTS PDF.PDF](#)

PDF: [04 DISTRICT LUNCH MENUS FARMS TO SCHOOLS SCREENSHOT.PDF](#)

PDF: [05 MONTHLY JERSEY FRESH POSTERS - SCHOOL CAFETERIA - PARENTS SEPT - JUNE.PDF](#)

PDF: [06 LOCAL PRODUCE WEBSITE AND SCHOOL UPDATES STAFF-PARENTS-PUBLIC.PDF](#)

Green Cleaning

Green Cleaning Policy & Plan

10 Points

School District

Program Summary: A proactive plan started by the district's green committee (now the District Green Team) several years ago, replaced several harmful cleaning chemicals being used to clean the buildings. Now an all-purpose peroxide based cleaner that provides a safer and more effective alternative to previous products used. Several other procedures were changed that increased the

cleanliness of the buildings and reduced costs such as microfiber cloths for dusting and floor care. This year for the Sustainable Schools Program, the District Green Committee has been revived as the Green Team. As a refocused team, we started reevaluating our cleaning plan, and to create a policy to assist us in becoming "Greener" in our sustainability efforts. The team worked with our district custodians and our contracted cleaning services to create a written cleaning plan, and with the help of the district policy committee added key points to what would become the green cleaning policy. The policy has been adopted by the board of education, and as a living document, along with the cleaning plan will be updated as technologies become available. The policy has been distributed to staff through an email, and will be presented as part of a green cleaning awareness program for staff, parents, and the community. The info will also be available on the schools' website. The district had a solid and effective cleaning plan in place, but it has been refined, and by continually improving cleanliness, the health of occupants, and further lowering costs will continue to have a positive impact for students, staff, and the community who use our buildings. The plan is reviewed and adjusted annually to keep up with current cleaning practices and technologies.

PDF: [GREEN POLICY AND PLAN DOCUMENTATION](#)

PDF: [GREEN POLICY AND PLAN DOCUMENTATION](#)

PDF: [GREEN POLICY AND PLAN DOCUMENTATION](#)

Green Cleaning Equipment

10 Points

School District

Program Summary: December 2021 Green cleaning equipment is just part of the district's overall plan of a low environmentally impacting cleaning program that incorporates prevention, product selection, equipment efficiency, and effective procedures. Through the purchase and use of green motorized cleaning equipment, our custodians are able to clean more efficiently and ensure allergy- and asthma-friendly environments by improving indoor air quality and eliminating harmful cleaning products. By utilizing a local purchasing coop, we have been able to replace older less efficient equipment while also controlling costs. The newer equipment is quieter, ergonomically designed, uses HEPA filtration, and optimizes chemical use. Older equipment that is still being used is sent out for refurbishment to maintain standards and efficiency. In 2021, new equipment was purchased for the custodial team to replace aging equipment.

PDF: [GREEN EQUIPMENT DOCUMENTATION](#)

Green Purchasing

Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

Program Summary: The Readington Green Committee worked to draft a comprehensive Sustainability Policy which was adopted by the Readington Board of Education on July 25, 2017. It was revised after that time to include additional sections, one of which is the Green Purchasing

Policy (page 3 of the document attached). The Green Purchasing Policy section lays out guidelines for the selection of products that are environmentally friendly and targets, at least initially, green cleaning supplies green cleaning equipment, recycled paper, and energy efficient appliances. The Sustainability Policy has been uploaded which includes green purchasing. A reminder email was sent out to all staff as we prepare for next year's purchases. This serves as notification of the policy.

PDF: [GREEN PURCHASING FINANCE MEETING MINUTES 07112019.PDF](#)

PDF: [GREEN POLICY REVIEW AT BOE MEETING MINUTES.PDF](#)

IMAGE: [GREEN POLICIES ON WEBSITE.JPG](#)

PDF: [SUSTAINABILITY POLICY GREEN PURCHASING AND GREEN BUILDING LINK.PDF](#)

PDF: [GREEN PURCHASING REMINDER POLICY LETTER.PDF](#)

Healthy School Environments

Access to Healthy Water in Schools

20 Points

School

Program Summary: December 2021 A goal of Readington Middle School is to ensure that clean and healthy drinking water is available to all students during the school day and to promote water as the primary hydration option. This school is connected to a private well on the property and is regulated under the Safe Drinking Water Act and required by the NJDEP to complete regular water testing for all regulated contaminants, including lead and copper. In August of 2021, the district tested its 73 drinking water outlets for lead as per a NJDOE mandate that requires schools to test for lead every three years. All but one of the 24 drinking outlets at Readington Middle School passed testing with no other locations above the NJDEP lead limit of 15 ppb (parts per billion). The faucet location that was above the limit was removed from service, and will be put back into service at a later time. The faucet is not needed at this time, and will remain turned off to restrict use. Results of the testing were shared with parents and staff via letter, and is posted on the Facilities page of the District website. The Green Team evaluated and completed the drinking water needs assessment for this school year to determine the school's strengths and discover areas of improvement. A plan has been developed to address some needs and how to further promote the healthy benefits of water following the CDC's program Increasing Access to Drinking Water in Schools.

PDF: [ACCESS TO HEALTHY WATER IN SCHOOLS DOCUMENTATION](#)

PDF: [ACCESS TO HEALTHY WATER IN SCHOOLS DOCUMENTATION](#)

WORD: [ACCESS TO HEALTHY WATER IN SCHOOLS DOCUMENTATION](#)

WORD: [ACCESS TO HEALTHY WATER IN SCHOOLS DOCUMENTATION](#)

PDF: [WATER - HEALTH PROMOTION](#)

IMAGE: [FACILITIES WEBPAGE](#)

Reporting Process for Indoor Air Quality Concerns *Retires 10/31/23*

10 Points

School

Program Summary: The process for reporting IAQ concerns was presented at a staff faculty meeting as part of an IAQ awareness training session. The "designated person" for the district presented a power-point with basic info on the importance of IAQ, sources of contaminants, basic control strategies, and how to report concerns and the steps taken to resolve issues. Forms were developed for concerns, and follow up. All concerns and outcomes will be logged and filed as an ongoing IAQ record of the school building and compliance with PEOSH standards. Information and the reporting process will be made available in the facilities section of the school website for staff and the community to view and report issues. As a result of the awareness training and the facilities department proactive approach to building maintenance, there have been minimal reports of IAQ issues for this building to date.

WORD: [REPORTING IAQ CONCERNS DOCUMENTATION](#)

PDF: [REPORTING IAQ CONCERNS DOCUMENTATION](#)

POWERPOINT: [REPORTING IAQ CONCERNS DOCUMENTATION](#)

PDF: [REPORTING IAQ CONCERNS DOCUMENTATION](#)

IMAGE: [REPORTING IAQ CONCERNS DOCUMENTATION](#)

Innovation Projects

Innovative Project #2

10 Points

School District

Program Summary: All of our schools in the Readington School District are both Sustainable Jersey certified and National Green Ribbon Schools – which means the students and staff in each school and district administration are all actively working toward sustainability within their school communities. As the coordinator of green initiatives and sustainability in the district, I've been challenged to further strengthen the link from students to stewardship, and to deepen the connection between students (and teachers) across schools too so that we articulate, share, grow, evolve, and celebrate our efforts to make our school communities healthy, happy, eco-friendly, and fair places to be. So we begin to look at education for sustainability in and across our schools and communities as interdependent and dynamic systems. Our collective view shifts from well-functioning parts to unified whole. Our EcoAction ReadAloud Program connects schools and students across the district as they explore what it means to be sustainable in their own schools, and also illuminates the path for students to grow and evolve their eco-thinking and action as they interact with the "future versions of themselves" (for elementary students looking to middle schoolers as role models), and early versions of themselves (for middle schoolers renewing their perspective of where they've been, but also how to view the world from the perspectives of their younger peers so that they learn to support, lead, and learn from them too. The selection of our seemingly simple picture books by middle school students included Little Acorn, Trout are Made of Trees, Mottainai Grandma, Because of an Acorn, and The Empty Pot. The books sparked discussion around the many ways of knowing, across cultures or biological divides between the human, plants, and animals. In developing an ecoaction, the 30+ middle schoolers focused on student engagement and a meaningful connection to their respective and shared environments – in this case, trees and the ecosystem services they provide, and how we can better value and protect them and the resources they provide for all. The Eco Action ReadAlouds will also be an ongoing component of our Climate Change Education practices. Given the ongoing precautions related to the pandemic during this school year, field trips were finally permitted in the spring. The Eco Action ReadAlouds were led by 24 middle school students on To-Go teams to each of our

K-3 schools. They engaged (17) K-1 classrooms serving more than 275 students and 20 teachers. Since the student-selected focus of this series was trees and their value to all life, the middle schoolers determined a parallel action they and their younger peers could identify with and share is reducing the amount of wasted paper in their school. Thus elementary and middle school students collaborated on an eco action to use discarded bulletin board paper to create regenerative art that re-seeds nature while diverting paper from the recycling bin to be trucked miles away. They also discussed how the eco action art kits upcycled and repurposed many diverse materials too. Next school year, as pandemic precautions allow, the elementary students will be invited to the middle school and vice versa to grow the program further. The attachments below include docs noting planning at district, school, and student levels; a student-created website that was shared with elementary principals and teachers explaining what the Eco Action ReadAlouds are; diagrams showing the anatomy of student-developed sustainable art kits; pictures of the students in preparation and working together onsite; as well as a generous thank you from elementary school friends.

PDF: [STUDENT ECOA READALOUD WEBSITE FOR TEACHERS.PDF](#)

PDF: [ECO ACTION READALOUD PLANNING DOCS.PDF](#)

PDF: [STUDENT-DESIGNED SUSTAINABLE ECOACTION ART KITS.PDF](#)

PDF: [ECO ACTION READALOUD PICS \(1\).PDF](#)

IMAGE: [ECO ACTION READALOUD KINDERGARTEN THANK YOU.JPG](#)

PDF: [BULLETIN BOARD PAPER HARVEST INVITATION.PDF](#)

Learning Environment

Curriculum Mapping

15 Points

School District

Program Summary: The Science Curriculum Map provides a clear overview of the district's science curriculum and the sustainable standards that are a natural fit with each of the units. The curriculum map was shared with the teaching staff at faculty and department meetings. Discussions about implementation and resources available were part of the meetings. It is also posted on the district website for easy access by the community and has been shared at the District's Green Committee meeting.

PDF: [READINGTON TOWNSHIP SCIENCE CURRICULUM MAP K-8](#)

Student Participation in the Arts

10 Points

District

Program Summary: Readington Fine and Performing Arts Department offers the highest quality arts instruction and performance opportunities for students as it prepares them to be accomplished, passionate performers and artists and imaginative, effective contributors to the arts and society. The arts are a vital component of every child's core education, designed to cultivate creativity, innovative thinking, problem-solving, and personal expression. These are

skills students bring as assets to the school community future endeavors. While supporting students as they find unique ways to express the inexpressible, we strive to make the arts an accessible and integral part of students' intellectual and cultural lives. Attached is a letter from Dr. Hart providing more detailed data of the district's participation in the arts.

PDF: [READINGTON TOWNSHIP SCHOOL DISTRICT SUSTAINABLE JERSEY FOR SCHOOLS CERTIFICATION ARTS LETTER.PDF](#)

Student & Community Outreach

Green Team

15 Points

 Bronze Required School District

Program Summary: December 2021 The Readington Township Public School District has a long term commitment to sustainability and has utilized Green Committees over the years to provide stewardship as environmental initiatives have presented themselves. In January 2015, the Green Committee at the district level as well as Green Teams at each of the district's four schools became formalized and began moving forward with leadership for the Sustainable Jersey for Schools program. The district Green Committee served to steer the efforts taking place in the district while the school Green Teams evaluated implementation in their specific schools. Each group included a diverse membership from administration, teachers, nurses, facilities, and the community. Included in the membership are two representatives from the Readington Township Education Association. The district Green Team has worked closely with various administration committees to develop new sustainable initiatives that correspond with new district strategic plans moving forward. The Green Committee has a webpage on the districts website where it reports its activities, and meeting agendas. The green committee chair reports on activities during a school board meeting following the quarterly meetings. Meeting minutes are available to the public through the district website. The district has been involved with many green activities and programs, and has received many awards and recognitions for its continued goal of promoting sustainability and environmental awareness. The district has a dedicated "Green Initiatives" page on the district website where it shares and recognizes the awards the schools have received. An example is that in 2018, the district four schools were recertified in the Sustainable Jersey Schools program.

PDF: [READINGTON DISTRICT GREEN TEAM LETTER](#)

PDF: [GREEN TEAM SUMMARY AND MINUTES MARCH 2022](#)

PDF: [GREEN TEAM ACTIVITY REPORTING](#)

IMAGE: [GREEN COMMITTEE WEBPAGE](#)

IMAGE: [GREEN AWARDS AND RECOGNITIONS](#)

PDF: [4TH QUARTER GREEN COMMITTEE AGENDA/MINUTES](#)

Student Learning

Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

Program Summary: In grade 8 English Language Arts students are challenged to "find their own truth" in this Journalism unit. The attached lessons and student samples demonstrate both the inquiry and choice that students had in determining their own topics in these research-based assignments. As they identified relevant facts to support their arguments, essays, and infographics, they also recognized their own (and each others') views and biases as they conducted peer reviews. The attached samples reflect students' authentic and differing views on climate change, and they respectfully provided feedback for each other. The attached infographics created by students illuminates their concerns about pollution and its impact on human health. Students pointed to human contribution to climate change, what we can do to curb it, or understand it better. There are many conflicting views on climate change in our area. Students and teacher affirmed from the start that views would be respected, and civil discourse would be engaged. Graded rubrics are also attached to the student writing samples.

PDF: [ELA8 LESSONS.PDF](#)

PDF: [ELA8 SJS_EFS_QUESTIONNAIRE.PDF](#)

PDF: [ELA8 STUDENT POSTER SAMPLES.PDF](#)

PDF: [ELA8 STUDENT DEBATE GLOBAL WARMING REAL AND RUBRIC UPDATED.PDF](#)

PDF: [ELA8 STUDENT DEBATE GLOBAL WARMING NO THREAT AND RUBRIC UPDATED.PDF](#)

Education for Sustainability Grades 4-12 Math

5 Points

School

Program Summary: During the first day of the lesson, in order to ensure all students had a minimum baseline of understanding of the concepts of Reducing, Reusing, and Recycling, we viewed several recycling videos. These videos and review of some basic comprehension questions served to give all students a basic understanding of the recycling process, specifically of paper products. We also investigated local recycling and ultimately contacted the maintenance department to discover previous years figures for waste and recycling in our school district in order to provide the students with further background knowledge. Over a two week period, the contents of the recyclables bin in our classroom was set aside at the end of each school day by our class. After we had gathered everything found in the recycling container over that two year period, we began to catalog each of the items collected into groups. Our categories included: waste products, plastic bottles/cans, printer/ writing paper, and other paper-based materials. Then each item was counted and put into a spreadsheet. During the next lesson, we utilized ratios and proportions to predict how much material could be recycled in our school, our district, our county, our state, and even the country. This project allowed the students to see realistic estimates of the expansive amount of waste production and recycling in American classrooms. It provided students an opportunity to envision how high quality, efficient recycling programs and hybrid/ digital classrooms could reduce waste output and save trees. Students were able to reflect on the collaborative network of people required for an effective Reuse, Reduce, Recycling program to be impactful and how the various participants in a successful recycling program need to work together for such a program to be effective. The project also inspired discussion and written reflection on how the pandemic-driven digital classrooms influenced these numbers and how they compared with traditional classrooms. Finally, the students attempted to predict what the relationship between future classrooms and environmental objectives might look like.

PDF: [MATH6 STUDENT RECYCLING PLAN WEEK.PDF](#)

PDF: [MATH6 RECYCLING LESSON DAY.PDF](#)

IMAGE: [MATH6 PIC.JPG](#)

WORD: [RUBRICNJSUSTAINABILITY.DOCX](#)

PDF: [MATH RECYCLING STUDENT DATA AND WORK- ENDURING UNDERSTANDING REFLECTION QUESTIONS FOR RECYCLING PROJECT 21-22.PDF](#)

WORD: [SJS_EFS_QUESTIONNAIRE ONEIL.DOCX](#)

Student and Staff Wellness

Staff Wellness Program

10 Points

School District

Program Summary: The Readington Twp BOE has a no cost to employees employee assistance program available. This program is available to all employees and employees were notified of this program from Dr. Hart via email (see attachment). The employee assistance program has a mission of ensuring that staff feels connected, valued, and secure. Employees and their family members of the district can use the program (see attached brochure) and the program provides short-term counseling, assessment, and referral for types of problems such as family marriage, addictions, financial, legal as well as stress-related issues. Amerihealth, which is our district's health insurance provider has a "Embrace Well-Being" Program for its active subscribers, spouses, and dependents (see flyer attached). This program promotes its members to be active by providing discounted gym memberships, workout videos, health coaching, and rewards for living an active lifestyle. Our director of social and emotional learning provides training to staff of the district about employee self-care (see attached). Our SEL director also sends out daily emails (see samples attached) with inspirational quotes, appreciation messages for staff, yoga videos for staff/students, and music to listen to.

PDF: [EAP BROCHURE](#)

PDF: [MINDFUL MONDAY EMAIL](#)

PDF: [WAKE UP WEDNESDAY EMAIL](#)

POWERPOINT: [SELF CARE FOR CUSTODIANS AND MAINTENANCE STAFF PRESENTATION](#)

PDF: [EMPLOYEE ASSISTANCE PROGRAM](#)

PDF: [WELLNESS PROGRAM](#)

Student Safety

Safe Routes to School District Policy

10 Points

District

Program Summary: The Readington Township School District recognizes that Safe Routes to School is a nationwide movement aimed at encouraging students to walk or bike to school. Although this is a challenge for our district due to our geographic region, this year we have taken aim at promoting this movement. As the Board of Education reviewed the current District

Sustainability policy #7461 in the fall of 2021, we made the decision to enhance our policy to include safe routes to school. This policy revision has been posted to our school district website. The updates to the policy were also sent out in a parent newsletter titled the "Superintendent Sentinel."

PDF: [THE SUPERINTENDENT SENTINEL - JAN 2022.PDF](#)

IMAGE: [GREEN POLICIES ON WEBSITE.JPG](#)

PDF: [SUSTAINABILITY POLICY NOW INCLUDES SAFE ROUTES TO SCHOOL_.PDF](#)

Waste Reduction & Recycling

Waste Audit

10 Points

 Bronze Priority  Silver Priority School

Program Summary: RMS EcoAmbassadors (EcoAs), a school-wide club more than 45 members strong, align their action goals with the UN Global Goals for Sustainable Development. This year, their aim was to make progress towards Goal 12.2 Halve Global Per Capita Food Waste, Goal 13.3 Build Knowledge and Capacity to Meet Climate Change, and Goal 4.7 Education for Sustainable Development and Global Citizenship. They are an action-research based group rooted in both peer-to-peer knowledge sharing and action. This year one of their goals was to better understand the waste we produce in our school cafeteria, how that might contribute to climate change, and what we can collectively do about it. The pandemic continued to prove a challenging year for cafeteria practices in the school. As the students discovered, excessive single-use packaging was a significant finding as were the unintended consequences of the free breakfast and lunch program. The free meals may have unintentionally resulted in added packaging and food waste due to the bundling required for government reimbursement. The students conducted multiple cafeteria waste actions this year including Breakfast Waste Audit, Student Waste Survey, Smarter Lunchroom Audit, Plate Waste Audit, and Cafeteria Lunch Waste Audit. They shared findings and recommendations with the School Principal, included in the attached Waste Audit Data and Findings document. They also presented their research and process, joining with peer partners across schools, at the NJ Climate Change Education Conference. Their presentation, Collaborative Action to Curb Climate Change and Food Waste Across Schools is attached. Two of the students also published the story of the team's audit goals and efforts in an ArcGIS storymap entitled True Cost of Cafeteria Waste. The link to their storymap is included in the Waste Audit Data and Findings document. The Principal has given the go-ahead for the students' recommendations for the coming school year.

PDF: [21-22 CAFETERIA WASTE AUDIT DATA-FINDINGS.PDF](#)

PDF: [22-0203 FINAL UPDATED RMS NJ CLIMATE ED SUMMIT.PDF](#)

PDF: [RPS RELATED MEETING AGENDAS.PDF](#)