



# Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of First Avenue Elementary School (Essex), a Sustainable Jersey for Schools silver certified applicant.

First Avenue Elementary School (Essex) was certified on August 23, 2022 with 500 points. Listed below is information regarding First Avenue Elementary School (Essex)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

## Contact Information

The designated Sustainable Jersey for Schools contact for First Avenue Elementary School (Essex) is:

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## Actions Implemented

Each approved action and supporting documentation for which First Avenue Elementary School (Essex) 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

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#### District Sustainability Policy

10 Points

🏆 Bronze Priority 🏆 Silver Priority District

**Program Summary:** The Newark Board of Education (NBOE) has a strong commitment to sustainability as evidenced by the many instances in which the district is included in the

“Spotlight” section of a variety of SJS action items. However, the district has pursued these actions without a formalized District Sustainability Policy. It is important to note that NBOE has very recently regained local control after 25 years of state receivership, and as a result, the elected members of the Board of Education are working diligently with staff to work through their entire policy manual to update and create new policies that reflect the values and priorities of the community. The new District Sustainability Policy was intended to be presented and voted on by the Board in early spring 2020, but the impact of COVID-19 has dominated the agendas of the Board meetings for several months now. The District Sustainability Policy was approved unanimously by the Newark Board of Education at their regular board meeting on August 27, 2020, and has been promoted on the website and social media platforms. Website link: • Link to the dated policy on the District website: <https://www.nps.k12.nj.us/mdocs-posts/nboe-conservation-sustainability-and-green-initiatives/> Policy is announced on home page of district website under ‘News Feed’’: <https://www.nps.k12.nj.us/> Twitter: • Link to policy announcement on the District’s Twitter account (3,387 Followers): <https://twitter.com/NPSvoices/status/1299370840346300417?s=20> Facebook: • Link to the policy announcement on the District’s Facebook account (9,035 followers): <https://www.facebook.com/NewarkPublicSchools/posts/1895131753961883>

**PDF: [CONSERVATION SUSTAINABILITY AND GREEN INITIATIVES POLICY](#)**

**PDF: [RESOLUTION TO ADOPT POLICY](#)**

**IMAGE: [NBOE TWEET RE ADOPTION OF POLICY](#)**

**IMAGE: [NBOE FACEBOOK ANNOUNCEMENT RE ADOPTION OF POLICY](#)**

**IMAGE: [SCREEN SHOT OF POLICY POSTED ON DISTRICT WEBSITE](#)**

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## Professional Development for Sustainability

20 Points

 Bronze Priority  Silver Priority School District

**Program Summary:** New comments in response to reviewers request for information: the per-diem employees who were trained are not assigned to any particular school. As a group, they work at all the schools in the district. The school district has custodial staff assigned to each school during school hours, but the evening custodial duties - like handling recycling - are carried out by per-diem employees who receive daily assignments to various schools depending on the needs of the day. The per-diem employees received training in recycling in the same way that they received training on green cleaning procedures, so that regardless of the campus they serve, they will be trained in district procedures. They are trained as a group and collectively serve every school in the district. Please note: the district's submission for Green Cleaning Training was approved in the last round, and the same rationale was applied to the representation for each school by training the per-diem workforce. On 2/13/20 the District required all per diem custodial staff who conduct after-school custodial tasks for all schools in the District to attend a two (2) hour training on the updated recycling program that will be rolled out in the 2020-21 school year. There were sixty-five (65) attendees, including the District’s Director of Sustainability, Rodney Williams. The training was conducted by Jill Buck, M.S., Ed., CEO of the Go Green Initiative. Attached you will find the sign-in sheet for all attendees, the PowerPoint presentation, the course syllabus, photos from the training, and the instructor’s bio. Please note that the training did not include breaks, and lasted over two (2) hours.

**PDF: [POWERPOINT PRESENTATION FOR DISTRICT-WIDE RECYCLING TRAINING](#)**

**PDF: [SIGN IN SHEET FOR RECYCLING TRAINING](#)**

**PDF: [INSTRUCTOR BIO](#)**

**PDF: [PHOTOS FROM RECYCLING TRAINING](#)**

**PDF: [SYLLABUS](#)**

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## Green Enhancement of District Strategic Plans

10 Points

District

**Program Summary:** Since our district has recently regained local control, there is a tremendous opportunity to add sustainability efforts to the strategic plans being created by the superintendent, the school board and staff. We will upload documentation for the next submission deadline. The ESIP program will renew numerous mechanical systems, reduce energy consumption and have a significant impact on the districts carbon footprint. The LRFP and LRMP will provide a facilities plan to improve our current inventory of buildings as well as plan for the future growth of the district. The new Director positions that have come on board will improve the cleanliness, safety and operational efficiencies of the school buildings. Implementation of the Safe Schools program will put the district in compliance with mandated regulatory training requirements. In June 2020, the school board adopted a new Strategic Plan that will focus the district's efforts for the next ten years. The facilities section in that document is now 1.5, and you will note reference to this language, "district-wide modernization efforts with a focus on efficiency and sustainability." Please note: the entirety of the new Strategic Plan is not ready for distribution yet, because it is still going through the graphic design process. However, the relevant section of the document, section 1.5, is attached.

PDF: [PRESS RELEASE - NBOE APPROVES NEW STRATEGIC PLAN](#)

PDF: [MINUTES - NBOE VOTES TO APPROVE 10 YEAR STRATEGIC PLAN](#)

PDF: [DIR. OF FACILITIES' REPORT ON GREEN ENHANCEMENTS TO STRATEGIC PLAN](#)

PDF: [NPS CLARITY 2020 STRATEGIC PLAN](#)

PDF: [FACILITIES SECTION 1.5 OF THE NEW STRATEGIC PLAN - FOCUS ON EFFICIENCY AND SUSTAINABILITY](#)

## Digital Learning Leadership

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### Community Engagement \*Retires 8/31/2026\*

10 Points

School District

**Program Summary:** Communication goals will be for both parents/guardians and students. Digital and online communication will consist of forums such as Google Classroom, Dojo, and SchoolMint. Students will utilize Google Classroom for a digital classroom experience while interacting with classmates and teachers. Teachers will create a digital Bitmoji classroom to provide students with information needed for courses and daily work. Dojo will be used to continuously communicate with a whole school setting, individual classrooms, and messages for parents. School will conduct a survey to assess the needs of families and accessibility to communication that is being provided. Stakeholders, including administration and staff, will assess the needs based on the survey to determine next steps and additional resources that can be offered. The following messaging will be communicated using the forums listed above: emergency alerts, public relations, event promotion, special announcements, reminders, and school information. The school's district and school website, Facebook, and Instagram will be in use as well for such updates and information.

PDF: [COMMUNICATIONS OF ENGAGEMENT AND PLAN.DOCX.PDF](#)

PDF: [FIRST AVENUE SCHOOL- COMMUNITY ENGAGEMENT.PDF](#)

## Digital Learning Practices

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### Authentic Application of Digital Learning Tools and Content

10 Points

School

**Program Summary:** Authentic Application of Digital Learning at First Avenue School can be defined as the use of digital resources in order to promote student engagement and learning in a virtual setting. Staff and students at First Avenue School will actively engage in online digital learning. Students will use platforms, such as Dojo and Google Classroom, to receive and submit assignments. Students will engage in unique projects and learning from a district wide curriculum that has been adapted to our online learning setting. School will conduct a school wide survey to gauge the needs of our students and staff to discover new methods of professional development that can be implemented. Professional development opportunities will be provided to teachers virtually throughout each month to address tools and strategies that can be implemented in the classroom. Teachers will engage students in digital learning, not only through forums such as Google Classroom, but through engaging platforms such as Kahoot, Quizlet, and Peardeck. Student performance opportunities through the arts will be continuous throughout, as students will utilize programs such as Flipgrid and SmartMusic to submit work and receive feedback. Teachers will continuously collect data from students in order to modify their own lessons.

PDF: [AUTHENTIC APPLICATION.DOCX.PDF](#)

PDF: [AUTHENTIC APPLICATION - LESSON COMPONENTS AND STUDENT WORK .PDF](#)

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### Personalized Learning and Growing Independent Learners

15 Points

School

**Program Summary:** Personalized learning at First Avenue can be defined as instruction provided to each student based on their own individual previous knowledge, specific needs, and interests. Students at First Avenue School are engaged using programs such as Aleks, Lexia, Khan Academy, and SmartMusic. These programs that have been provided track student growth in a personalized setting. Staff has been provided professional development in order to best understand the programs listed above and to guide students in their learning. Lexia works with students at their own level to provide them with personalized learning experiences in reading, spelling, and writing. Aleks and Khan Academy provide students with individualized learning in mathematics and our students use Aleks in school classes as well as after-school academic support time. SmartMusic is an online music/practicing tool that monitors students' performance on their musical instrument. Students' practicing time is recorded and they receive on the spot feedback based on their own progress.

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

PDF: [LESSON PLANS STUDENT WORK - PERSONALIZED LEARNING AND GROWTH OF INDEPENDENT LEARNERS.PDF](#)

PDF: [PERSONALIZED STUDENT LEARNING PLANS .PDF](#)

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## Professional Growth and Collaboration

15 Points

School

**Program Summary:** First Avenue School's overall professional growth goals are to provide staff with opportunities to expand their knowledge of digital learning through various platforms. Administration will provide teachers the opportunity to attend off-site professional development, to then turn key their knowledge on weekly Friday PD's hosted by teachers. Teachers will gain knowledge of platforms such as (but not limited to) Google Classroom, Dojo, Peardeck, Padlet, and Google Suites. (Virtual Setting) Teachers meet weekly in grade level meetings (GLM) as well as professional learning communities (PLC) to discuss and collaborate upon the needs of their students. Weekly, teachers provide professional development to staff in an online setting. This professional development is based upon the needs of our own learning community and any knowledge a staff member has to pass on to others. Teachers are able to sign up for professional development that they are interested in or in need of, which they will then attend on that Friday. In an effort to improve our overall staff wellness, a question was asked in a survey to ask staff what additional support and resources they need. Our school hosted CST (child study team) and SST meetings in order to best collaborate and develop plans to support students in need.

**PDF:** [PROFESSIONAL GROWTH AND COLLABORATION.PPTX.PDF](#)

## Digital Technology Access

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### Support for Digital Teaching and Learning

20 Points

District

**Program Summary:** In order to ensure we are providing the most relevant and useful digital learning devices, tools, software and applications the Newark Board of Education has implemented a process to support technology for all users. Tools, software and applications are vetted through a multiple step process. Needs are identified and potential solutions to these needs are identified with respect to tools, software and applications. Once these potential solutions are identified, the Office of Educational Technology works with various stakeholders to review the solutions and determine which ones they believe will best solve the problem addressed. Once a solution is chosen a pilot program is implemented and feedback is provided from all stakeholders including students, educators and administration. If the pilot is successful then full implementation is put into place beginning with professional development sessions, training material creation and dissemination and tracking of the success of the implementation. Tools, software and applications are reviewed annually to determine their effectiveness. Adjustments and changes are made as needed. Digital learning devices are implemented by the Department of Information Technology in collaboration with the Office of Educational Technology. These devices are chosen based on their ability to support our current platforms, applications and software and to provide our students and educators with what is needed for them to have a successful educational experience. Digital teaching and learning support is provided to all educators through multiple means. School based technology leads attend a week long summer training session. During this session the lead uses information from school based surveys, informal observations and school and district priorities to create a school technology plan. This plan uses this information to develop professional

development sessions, professional learning communities (PLCs), partner educators in need and recognize what areas may need additional support from the district level. These school based technology plans are utilized by the Office of Educational Technology as well as district priorities to develop an overall district technology plan to support the entire district. Attached survey results garnered 4604 responses from parents throughout the District. The information gleaned helped the District tailor tech support staffing and infrastructure to the needs of students, particularly during periods of at-home learning.

PDF: [NBOE - SAMPLE- TECHNOLOGY ACTION PLAN TEMPLATE](#)

PDF: [LINKS TO NBOE SUPPORT FOR DIGITAL LEARNING - RESOURCES FOR STUDENTS, FACULTY, STAFF AND PARENTS](#)

PDF: [NBOE AT HOME TECH SURVEY QUESTIONS](#)

PDF: [NBOE TECHNOLOGY SUPPORT STRUCTURE FOR DIGITAL LEARNING WITH SLA](#)

PDF: [NBOE AT HOME TECH SURVEY RESULTS - STUDENT ID INFORMATION DELETED](#)

## Diversity & Equity

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### Breakfast After the Bell

20 Points

School District

**Program Summary:** The Newark Board of Education recognizes the importance of supporting student achievement and making sure that all students are provided with access to the resources they need for success; breakfast being one of the essential resources to begin their day. We want all students prepared and equipped to handle the challenges of the academic day by providing them with the opportunity to have a nutritious breakfast at the start of the day. Access to breakfast benefits students, teachers and staff by creating a school community where students are prepared to take on the rigorous challenges of the academic day. Breakfast before the school day will give all students the opportunity to focus on academics and not feelings of hunger and fatigue from lack of nourishment. After all, the intent of breakfast as the word suggests is to Break the Fast, and we want to provide that opportunity to all students attending Newark Board of Education Schools.

PDF: [NBOE WELLNESS POLICY.PDF](#)

PDF: [2022 NBOE SUPT. BULLETIN BREAKFAST IN THE CLASSROOM.PDF](#)

PDF: [NBOE BREAKFAST AFTER THE BELL - 2022 PARTICIPATION RATES.PDF](#)

PDF: [LINKS TO SOCIAL MEDIA PROMOTION OF BREAKFAST AFTER THE BELL](#)

## Energy Efficiency

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### Energy Efficiency for School Facilities

20 Points

 Bronze Priority  Silver Priority School District

**Program Summary:** New comments (June 2020): LGEA's have been performed on all schools in the District. Please see the attached document entitled, "LGEA's for all NBOE Schools." Additionally, though it is only required that we submit one school's calculated change in EUI, we have submitted EUI calculations for six schools on the attachment entitled, "Sustainable Jersey for Schools Calculator for Energy Efficiency." Please note that the % change EUI for Weequahic High School was 30.3%!

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The Newark Public School District instituted a \$17 million ESIP project encompassing 63 Energy Conservation Measures (ECMs) over 1.4 million sq. ft. Actions included lighting retrofits, boiler replacement, roof replacement, solar installation, upgrading systems and components to improve the safety of energy use, and performance monitoring. From 2017-19, the district saved \$1.9 million, 4.7 million kWh, and 460,000 therms of gas. - Attached are the LGEA Audits for the following schools: Harriet Tubman, Fourteenth Ave., Early Childhood Academy West (formerly Speedway), Camden Street, Boylan Street Early Childhood Academy, and Alexander Street. - Also attached is the final report to the school board for energy audits completed at Arts H.S., Barringer H.S., George Washington Carver, Malcom X Shabazz, Technology H.S., and Weequahic H.S. which predicted annual energy savings of 27,950 Therms and 2,582,834 kWh. The district is applying for 40 points for this action item. Attached you will find the Calculator for Energy Efficiency which shows a -25.9% change in facility EUI.

**PDF: [SUSTAINABLE JERSEY FOR SCHOOLS CALCULATOR FOR ENERGY EFFICIENCY](#)**

**PDF: [REPORT TO BOARD OF EDUCATION - ENERGY EFFICIENCY PROJECT](#)**

**PDF: [ESIP OVERVIEW NOV. 2019](#)**

**PDF: [LGEA AUDIT RESULTS FOR NEWARK PUBLIC SCHOOLS](#)**

**PDF: [LGEA'S FOR ALL NBOE SCHOOLS](#)**

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## Energy Tracking & Management

20 Points

School District

**Program Summary:** \*Note: NBOE earned 20 points for this action item in 2020. This is a recertification of those points. Please see attachment of exported building portfolio where the following is included: Name and address/location Square footage, year built, and occupancy/usage schedule List of the utility accounts (fuel and electric) associated with each building Gas and Electrical accounts have been updated, but there are locations that share campuses and meters such as George Washington Carver and Bruce Street; Weequahic High School and Eagle Academy for Young Men of Newark; and ECC-Central and Quitman. Dr. E Alma Flagg School will not have a gas account since it currently uses an electric boiler. In the summer months the boilers/schools in the district are offline therefore therms are low. All meters were included in our Energy Star, some meters have a value of 0 as provided by our PSEG data. ECC West is registered as a NBOE school in SJS, but is no longer operating/consuming energy.

**PDF: [REPORTING PROCESS FOR ONGOING ET&M](#)**

**EXCEL: [BUILDING PORTFOLIO](#)**

**EXCEL: [STATEMENT OF ENERGY PERFORMANCE AND BENCHMARKING](#)**

**EXCEL: [NBOE ENERGY USAGE](#)**

## Food & Nutrition

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## Healthy Food Choices Beyond the Cafeteria

10 Points

School District

**Program Summary:** The Newark Board of Education (NBOE) Wellness Policy stipulates that all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards. The policy outlines guidance for food that is included in celebrations, rewards, classroom snacks brought in by parents, and lists alternatives to providing food as an incentive for students. The policy further stipulates that schools will not use food for fundraisers, and instead recommends numerous physical activity fundraisers, e.g. fun runs and walk-a-thons. - NBOE has posted its wellness policy on the district website, its Facebook page, and on its Twitter account. - As of the 2021-2022 school year, the district is adhering to the nutrition guidelines in the Wellness Policy as it distributes both breakfast and lunch to its students during the COVID-19 response.

PDF: [WELLNESS POLICY ONLINE-LINK](#)

PDF: [WELLNESS POLICY \(P. 8\)](#)

PDF: [\[COVID\] SAFE RETURN TO SCHOOL PLAN & MEALS \(P. 9\)](#)

PDF: [FUNDRAISING POLICY RE\\_NON-FOOD ITEMS COMMUNICATED TO ENTIRE COMMUNITY.PDF](#)

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## Promote Locally Grown Foods

10 Points

School District

**Program Summary:** NBOE participates in the Fresh Fruit and Vegetable program (see memo and district-wide purchase orders attached). Complementary educational activities that emphasize food and nutrition are found throughout the K-12 curriculum. One example of an educational activity that “emphasize[s] food, farming and nutrition” is Unit 5 in the 9th grade Health Curriculum (see attached). Two of the Lesson 1: Day1 Learning Intentions are: “learning a variety of factors that influence food choices”; and “learning the environmental influences on food choices.” One of the key resources for the NBOE 9th Grade Health Curriculum is the textbook, “Nutrition and Wellness for Life,” copyright 2012, Goodheart-Wilcox Company, Inc. In Part 6 of this textbook called, “Making Informed Choices,” students learn the reasons why shopping for locally grown food is important, (see pg. 516).

PDF: [FFVP AWARD MEMO 2021-22.PDF](#)

PDF: [NBOE FFVP PURCHASE ORDER AUGUST 22-0003067 SEASHORE FFVP.PDF](#)

PDF: [NBOE FFVP PURCHASE MAY 22-0013939 FFVP.PDF](#)

PDF: [NBOE 9TH GRADE HEALTH CURRICULUM UNIT 5](#)

PDF: [NBOE FFVP PURCHASE JANUARY 22-0008354 SEASHORE FFVP.PDF](#)

PDF: [NBOE 9TH GRADE CURRICULUM TEXTBOOK EXCERPT](#)

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## School Gardens

10 Points

School

**Program Summary:** School gardens have been planted around the school grounds and in raised garden beds. During our time working virtually and hybrid, students brainstormed garden

vegetables that they would like to have grown on school grounds. Students conducted research in ways to grow produce in their own homes as well as concepts such as composting. Those self-reflections and ideas were then used in the development in our own gardens. Volunteers in our community assisted us in establishing placement for our raised garden beds to ensure proper sunlight. They also helped us prepare soil to plant vegetables in the ground. All of our produce, soil, and tools were donated from organizations such as SnapEd and our own school staff. We began to grow herbs, such as cilantro, mint, and rosemary. Students assisted in the planting process and continued to tend to the gardens ensuring that they were properly watered and taken care of. In our prepared soil, we planted larger produce, such as lettuce, peppers, and tomatoes. We continued to monitor that growth and shared an end of year report (Google Slide) with our school community. Our herbs grew so well in our raised garden beds, that we began trimming them to distribute to staff in our building.

PDF: [FIRST AVENUE SCHOOL GARDEN REPORT.DOCX.PDF](#)

PDF: [SUSTAINABLE APPLICATION SCHOOL GARDENS PRESENTATION FOR PARENTS EVIDENCE \(1\).PDF](#)

## Green Cleaning

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### Green Cleaning Equipment

10 Points

School District

**Program Summary:** NBOE has worked for many years to develop a comprehensive Green Cleaning Program. In fact, NBOE's work on Green Cleaning is highlighted in the "Spotlight" section of several of the SJS action items pertaining to Green Cleaning. The purchase of Green Cleaning Equipment has been a multi-year commitment to ensure that every school in the district has green cleaning equipment available for daily use by their custodial staff, but the attached letter represents only recent purchases since January 2019, per SJS guidance. Due to supply chain issues and other circumstances beyond NBOE's control, Green Certification Standards as listed in SJS guidance were not always available for the equipment needed. However, the District worked with our vendors to procure equipment that would help the District deliver green cleaning standards in every school. Please see the letter attached for specific information on the equipment procured by NBOE.

PDF: [GREEN CLEANING EQUIPMENT](#)

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### Green Cleaning Supplies

10 Points

School District

**Program Summary:** NBOE has worked for many years to develop a comprehensive Green Cleaning Program. In fact, NBOE's work on Green Cleaning is highlighted in the "Spotlight" section of several of the SJS action items pertaining to Green Cleaning. The purchase of Green Cleaning Supplies has been a multi-year commitment to ensure that every school in the district has green cleaning supplies available for daily use by their custodial staff. The attached letter represents supplies being used during the current school year. Due to supply chain issues and other circumstances beyond NBOE's control, Green Certification Standards as listed in SJS guidance

were not always available for the supplies needed. However, the District worked with our vendors to procure supplies that would help the District deliver green cleaning standards in every school. Please see the letter attached for specific information on the supplies procured by NBOE.

PDF: [NBOE CLEANING SUPPLIES LETTER](#)

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## Green Cleaning Training & Education Programs

10 Points

School District

**Program Summary:** The Newark Public Schools District employs per diem custodial staff to conduct after-hours cleaning in all schools in the district. Per diem custodial staff members are required to complete habitual training on green cleaning equipment, supplies and procedures. In 2022, all per diem custodial staff members completed three (3) hours of green cleaning training. Attached you will find sign up sheets and instructional materials for training conducted on March 31, April 5, and April 28, 2022. Training was conducted by Facilities Department personnel and Building Managers representing all schools in the district, and were each one (1) hour in length. The 3/31 and 4/28/22 sessions utilized training videos from Kaivac, the training on 4/5/22 utilized training materials from Atra, and links to the training materials are in an attachment labeled, "Link to Green Cleaning Training." The training sessions focused on general green cleaning and chemical management techniques from pages 2-6 of the Green Building Operations and Maintenance Manual (attached), and bathroom cleaning which is covered in pages 16-20 of the Green Building Operations and Maintenance Manual. The PowerPoint Slides attached (NBOE Green Cleaning Slides) serve as an overview of Green Cleaning at the start of each training session.

PDF: [GREEN BUILDING OPERATIONS AND MAINTENANCE MANUAL.PDF](#)

PDF: [LINK TO GREEN CLEANING TRAINING.PDF](#)

PDF: [KAVIAC TRAINING 3.31.2022 \(1\).PDF](#)

PDF: [ATRA TRAINING APRIL 5TH 2021 \(1\).PDF](#)

PDF: [KAIVAC TRAINING 4.28.2022 \(1\).PDF](#)

PDF: [NBOE GREEN CLEANING SLIDES.PDF](#)

## Green Purchasing

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### Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

**Program Summary:** Newark Board of Education adopted the attached Green Purchasing Policy on May 26, 2022. For many years, NBOE has purchased Green Cleaning equipment and supplies, and is now using the best practices from the Green Cleaning program to expand Green Purchasing practices into wider applications. Administrators and Facilities leaders have been made aware of the Green Purchasing Policy, and will receive ongoing training and resources in the coming months. The District Green Team and the School Business Administrator will work together to make recommendations to the Superintendent for policy implementation. The policy outlines the following objectives: Conserve natural resources; Minimize environmental impacts such as

pollution and the use of water and energy; Eliminate or reduce toxins that create hazards to workers and our community; Support strong recycling markets; Reduce materials that are routinely land filled or disposed of; Increase the use and availability of environmentally preferable products that protect the environment; Identify environmentally preferable products and associated distribution systems; Contract with manufacturers and vendors whose practices reduce the environmental impacts of their production and distribution systems or services; and Collect and maintain up-to-date information regarding manufacturers, vendors and other sources for locating/ordering environmentally preferable products. The Green Purchasing Policy is aligned with NBOE's commitment to health and well-being of students and staff, as well as the District's Sustainability goals.

**PDF: [LINK TO GREEN PURCHASING POLICY ON NBOE WEBSITE](#)**

**PDF: [SCREENSHOT - EMAIL SENT TO ALL PRINCIPALS AND FACILITIES HEADS RE\\_ GREEN PURCHASING POLICY](#)**

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## Learning Environment

### Curriculum Mapping

15 Points

School District

**Program Summary:** First Avenue School uses Pacing Guides to assist teachers and staff in staying on track while staying consistent in across classrooms and schools in the district. Please see the example of pacing guides that are utilize and discussed with staff attached to the application.(Pacing map starts on Page 19) Our personalized learning programs, such as Lexia and Khan Academy, also track student growth and determine where students need to review information and when they are ready to move on.

**PDF: [GRADE 6 CURRICULUM 2020 - GOOGLE DOCS.PDF](#)**

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### Outdoor Classroom

10 Points

School

**Program Summary:** \*Please note that our Outdoor classroom is used with ALL grade levels, however, for this application, we focused on our 1st grade students and their lessons. Our first graders have had a busy year learning many topics in which we were able to use our outdoor classroom environment. In the fall, we went on a nature hunt. We read the story, "We're Going on a Nature Hunt " and many others about the fall and the changes of the season. We were able to go outdoors to collect leaves, sticks, and acorns. Students were able to learn about the seasonal changes as well as make pictures using the leaves and sticks. During the winter, we went outside on a snowy day and collected some snow to play with and observe the process of solids turning to liquids as it was one of our science lessons. Our most extensive outdoor learning has happened during the spring season, where we cleaned out the outdoor area for Earth Day, then on other occasions we planted seeds and some plants such as tomatoes, watermelons, peas, strawberries, peppers and flowers. We have been going outdoors multiple times a week to water and maintain the garden. We compared the plants to the seeds that we had planted indoors in our classrooms.

This was a great opportunity to observe the life cycle of various plants. We used our observation sheet to draw and write about what we are doing and learning outdoors in our garden.

PDF: [LESSON PLAN OUTDOOR CLASSROOM - FIRST GRADE.PDF](#)

PDF: [OUTDOOR CLASSROOM- VIEW OF SPACE.PDF](#)

PDF: [STUDENT WORK .PDF](#)

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## Student Participation in the Arts

10 Points

District

**Program Summary:** Based upon the School Performance Report from the New Jersey State Department of Education for the most recently available school year, Newark Public schools had a 93.2% average for Middle School participation in music and the visual arts and the high schools had a 48.5% participation rate (as compared to the state average: middle school – 89% and high schools – 51%). See attached NBOE NJ School Performance Report pg. 44.

PDF: [NBOE STUDENT PARTICIPATION IN THE ARTS.PDF](#)

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

PDF: [2022 STUDENT PARTICIPATION IN THE ARTS BY SCHOOL.PDF](#)

## School Culture and Climate

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### Inclusive Environments Where All Can Thrive

10 Points

School

**Program Summary:** Staff members, in collaboration with a student council, conducted an inventory of programs and classes that were currently being offered that meet, not only the academic needs of students, but their social and emotional needs as well. Students and parents were surveyed to investigate the needs of our community that needed to still be met, however, were not currently being offered. Key staff members then discussed the results of both the inventory and the survey. Through that, we determined programming, such as assistance for ELL students or families during virtual learning, was most beneficial before or after school. BASA (or Bilingual After School Academy) was then established to further build the skills of our bilingual students and their families. We found that during the pandemic, our students in our bilingual and ELL population, were not getting the same resources or development of certain key skills that they would get inside of the school building. BASA offered students the opportunity to not only continue working on their academic schoolwork and receive extra help, but to build upon their social and communication skills in both English and Spanish.

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

PDF: [FAS PROGRAM INVENTORY .DOCX.PDF](#)

PDF: [BASA BILINGUAL AFTER SCHOOL PROGRAM.PPTX.PDF](#)

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## School Culture and Climate Needs Assessment

20 Points

School

**Program Summary:** School will collect an inventory of systems and programs that are already in place. This will be done using a school climate assessment survey to assess students' social and emotional needs during this time. It is vital that as a school we can meet the needs of students socially and emotionally during our current virtual learning setting. Moving forward, it would benefit students to have resources to express themselves and have an outlet within their school system. Students will be provided the survey electronically, using platforms such as Google Forms, in order to obtain the data. To better understand the data, once the initial survey is conducted, a follow up survey, or multiple, will be distributed in order to fill in the gaps in our data. Key components we are looking for are how students currently feel in their learning environment, how they are currently adapting to their at home learning, and what they would like to see in their school environment. Once the survey is completed, it will be determined how we can better meet the social and emotional needs of our students and community. After school activities and in school initiatives, such as a Fun Friday, will then be implemented to provide students with the opportunities they need. We will also assess the needs of our staff, their needs, and how to support their social/emotional and professional needs.

PDF: [FAS PROGRAM INVENTORY.DOCX.PDF](#)

PDF: [FIRST AVENUE SCHOOL ACTION PLAN 2020-2021.PDF](#)

PDF: [SCHOOL CULTURE AND CLIMATE 2020-2021.PPTX.PDF](#)

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## Social Emotional Learning Integrated Unit

10 Points

School

**Program Summary:** Students in grades K – 8 will study skills, in a variety of performing arts classes, with social emotional learning competencies aligned with each lesson. In a virtual or hybrid learning setting, students will participate in lessons that include opportunities for them to reflect upon their own needs as a learner. Self-Awareness, students will recognize their own feelings and emotions as it relates to the arts and the story "Uptown". Students will connect the impact the arts can have on one's emotions. Data will be collected through Google Forms, discussions through chat in our Webex classes, and Flipgrid to assess student progress. Self-Management, students will understand the steps that they need to take to meet their own goals. We will develop practice strategies and work plans when needed to assist in individual student needs to accomplish their own self-management. Students will sign in for class when scheduled, and teacher will collect this data of attendance. Social-Awareness, students will develop skills needed to interact with peers appropriately in a virtual arts classroom. They will discuss and practice conversations that provide feedback to peers. Responsible Decision-Making, students will reflect upon their own choices and completion of work within the class setting. They will understand how to fix and model good behavior in class in order to have a positive outcome. Relationship skills, as a group, we will work together to accomplish common goals. Students will understand the importance of their work and presence in class as it relates to the relationships of others. At the conclusion of the unit, students will have demonstrated skills in their prospective art form (such as dance, drama, or music) and reflect on their own connection to the story Uptown.

PDF: [FIRST AVENUE SOCIAL AND EMOTIONAL QUESTIONNAIRE.DOCX.PDF](#)

PDF: [SEL INTEGRATED UNIT\\_FIRST AVENUE SCHOOL.DOCX.PDF](#)

PDF: [SEL RUBRIC.DOCX.PDF](#)

PDF: [SAMPLES OF STUDENT WORK .PDF](#)

## Student & Community Outreach

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### Green Team

15 Points

 Bronze Required School District

**Program Summary:** The District Green Team that was appointed in 2020 is still operational and meeting (see attached updated appointment letter). On March 16, the District Green Team chairperson, Rodney Williams, updated the School Board's Operation Committee (minutes attached) to discuss the team's goals for the year, which include the steps required to earn points for all the SJS action items on which the team is working. In addition to renewing expired points for action items that were earned in 2020, the District Green Team has expanded its work outside the Facilities Department to work with the Business Department, Office of Teaching and Learning, and the Division of Information Technology to bring sustainability into those departments, as well. The District requests 15 points for this action item, because the accomplishments of the Green Team were publicized via press release (see attached). Later in the year, we will upload an annual report.

PDF: [UPDATED DISTRICT GREEN TEAM APPOINTMENT LETTER](#)

PDF: [NBOE PRESS RELEASE ON BRONZE CERTIFICATION.PDF](#)

PDF: [OPERATIONS COMMITTEE MEETING MARCH.PDF](#)

PDF: [NBOE GREEN TEAM ANNUAL REPORT 2021-22](#)

PDF: [NBOE DISTRICT GREEN TEAM MEETINGS 2021-22](#)

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### Civic & Stewardship Volunteer Initiatives

10 Points

School

**Program Summary:** On behalf of First Avenue Elementary School, we proposed two initiatives to highlight our civic stewardship throughout our community. As we show our support for our furry friends at the animal shelter, Eleventh Hour Rescue, students from our very own visual arts department created a flyer to help communicate a school wide donation drive. The donation drive was held from May 23rd to May 27th and we collected hand sanitizer, toys, paper towel, toilet paper, and food to assist the needs of the animals. Our second initiative supported residents at Wesley Towers, a local nursing home. Students in our performing arts department performed choreography inspired by the theme of resilience. Following the performance, our students discussed literacy that they found to be impactful and listened to the thoughts, ideas, and inspirations from those who have experienced life to the fullest. Our initiative concluded with the gifting of book donations and personalized bookmarks collected over the course of the school year.

PDF: [CIVIC STEWARDSHIP 2021-2022.PDF](#)

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## Enrichment Programs through Partnership

10 Points

School

**Program Summary:** (Virtual Setting) School partners and visitors will provide students with workshops and classes during the school day or in an after-school setting. Students will participate in discussions, trivia games, and hands-on activities during these programs. Programs and workshops include a Nutrition class with SnapEd (6 classes), Black History Month workshop with Jersey Cares (1 class), a visit from the National Medical Orchestra, and more. It is our goal as a school community to maintain our partnerships and continue to provide our students with the opportunity to grow in their learning through these new experiences.

PDF: [ENRICHMENT PROGRAMS.DOCX.PDF](#)

PDF: [ENRICHMENT PROGRAMS EVIDENCE.PPTX.PDF](#)

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## Green Fair

10 Points

School

**Program Summary:** The Green Fair was an exciting event that occurred during the 2021-2022 school year! We were able to put forth two separate events that highlighted student work both inside of the classroom and during extracurricular classes before and after school. Due to Covid-19 restrictions and safety policies within the district during the school year, we were unable to have parents in our school building. Furthermore, we did have to limit the amount of visitors at this time. We were however able to document and share our successes and provide WebEx links for visitors who wanted to see the event. Our first event occurred on May 13th when First Lady Tammy Murphy visited our school to see our successes with Climate Change lessons and our focus around Sustainability. It was during this time that we presented to her our "Mini Green Fair", showcasing projects that would be presented during our June fair. This was an excellent way to promote the fair in June as we were able to show pictures to families and staff members to promote participating in June. On June 2nd, we had our larger fair with over 15 projects from all grade levels. Partners, such as Snap Ed, Empowered Schools, and EZ ride assisted all year with lessons and tools that were showcased during the event. We had virtual visitors from Sustainable Jersey and partnered with Empowered Schools to further promote the event.

PDF: [GREEN FAIR 2022 PRESENTATION.PDF](#)

PDF: [QUALITATIVE\\_ASSESSMENT\\_TEMPLATE\\_1.DOCX.PDF](#)

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## Student Learning

### Education for Sustainability Integrated Unit

10 Points

School

**Program Summary:** This unit is built to raise awareness of climate change and brainstorm ways to prevent climate change. The visual art team used color theory and art making techniques to represent the intertwining climates of the earth. Students in 3rd and 4th grade participated in the lesson virtually and in a hybrid setting. Students created their own artwork with guidance from the teacher. Teacher was able to assess their work as it was submitted through Google Classroom.

PDF: [UNIT PLAN CLIMATE CHANGE \(1\).PDF](#)

PDF: [EFS\\_INTEGRATED\\_UNIT\\_QUESTIONNAIRE.DOCX.PDF](#)

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## Education for Sustainability Kindergarten

5 Points

School

**Program Summary:** Students in Kindergarten celebrated Earth Day by discussing ways we can turn unused items into something new and beautiful! Parents were tasked with collecting recyclable items from their homes to send to school for their children to use. Students discussed recycling and items that they should recycle in order to help our planet. One topic of focus became animals and how to ensure that they are safe on our planet. Students then created various animals from their recyclable materials and discussed their projects during our annual Green Fair!

PDF: [KINDERGARTEN ASSESSMENT RUBRIC \(RECYCLING\).PDF](#)

PDF: [KINDERGARTEN EARTH DAY LESSON.PDF](#)

PDF: [KINDERGARTEN SJS\\_EFS\\_QUESTIONNAIRE.DOCX.PDF](#)

PDF: [KINDERGARTEN WORK SAMPLES AND EVIDENCE.PDF](#)

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## Education for Sustainability 1st Grade

5 Points

School

**Program Summary:** 1st grade students are learning all about energy! They will participate in a lesson that discusses three types of energy; thermal, sound, and solar. Students will experiment with these different types of energies using their bodies to create heat and musical instruments to feel the vibrations that sound can make. On their own, students will look at pictures to identify which energy group they belong to. They will cut out those pictures and paste them in the appropriate categories. Thinking beyond their text, they will then think of their own energy sources for each category to share with the class. Students will be assessed on their ability to recognize the energy sources as well as thinking beyond the pictures they are provided to recognize energy on their own.

PDF: [SJS\\_EFS\\_QUESTIONNAIRE \(3\).DOCX.PDF](#)

PDF: [ENERGY 1ST GRADE SCIENCE LESSON .PDF](#)

PDF: [ENERGY RUBRIC.PDF](#)

PDF: [STUDENT SAMPLES\\_1ST GRADE\\_ENERGY.PDF](#)

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## Education for Sustainability 2nd Grade

5 Points

School

**Program Summary:** 2nd grade learned about Sustainability and the importance of saving our natural resources and conserving energy. During the school year, they participated in several lessons, such as conducting an energy audit and a draft audit in the building, to learn about the importance of energy and how to use it efficiently. They learned about wind turbines and how to effectively use natural resources in order to create energy. They wrote about what they learned and created their own wind turbines to learn in a hands-on-way how they work to generate energy.

**PDF:** [2ND GRADE WIND TURBINE SJS EFS QUESTIONNAIRE.DOCX.PDF](#)

**PDF:** [ENERGY AND WIND TURBINES-2ND GRADE.PDF](#)

**PDF:** [2ND GRADE RUBRIC .PDF](#)

**PDF:** [ENERGY AUDIT AND WIND TURBINES \(1\).PDF](#)

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## Education for Sustainability 3rd Grade

5 Points

School

**Program Summary:** 3rd grade learned about climate change its effects on our planet. They discussed the difference between weather and climate and how this varies throughout our world. They discussed the effects that human beings have on the planet and how this could be leading to a raise in temperature, known as global warming. Students responded in a reading response sheet before discussing their predictions with their classmates. Students then illustrated their predictions and solutions on their own.

**PDF:** [3RD GRADE CLIMATE CHANGE SJS EFS QUESTIONNAIRE.DOCX.PDF](#)

**PDF:** [CLIMATE CHANGE LESSON 3RD GRADE.PDF](#)

**PDF:** [CLIMATE CHANGE RUBRIC.PDF](#)

**PDF:** [CLIMATE CHANGE STUDENT WORK .PDF](#)

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## Education for Sustainability Grades 4-12 Arts

5 Points

School

**Program Summary:** The Bird Diner Project Students grades 6-8th made a decorative bird feeder for the school gardens. This bird feeder is unique to all kinds of birds that fly around the trees in the school yard. The students learned and now understand how reducing, reusing and recycling can play a big part in our daily lives and help the environment. It also taught them how to maintain nature's healthy ecosystem. With this understanding, the students collected used milk cartons. They built modulus, creating a unique bird feeder to fit into the environment and feed our birds in the school yard. \*\*Note: In this lesson, there are digital components to be considered. (Identified in questionnaire)

PDF: [6TH-8TH GR LESSON 1 BIRD DINER.DOCX.PDF](#)

PDF: [QUESTIONNAIRE\\_ART\\_MEYER.DOCX.PDF](#)

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

PDF: [RUBRIC .PDF](#)

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## Education for Sustainability Grades 4-12 English Language Arts

5 Points

School

**Program Summary:** Students were able to gain knowledge about our social interdependence and the need to work together when making decisions about our community and environment. Using this real world scenario, students could see how they too can be involved in community issues that can have lasting effects on them and others. They were asked to write a letter to the mayor and city council about the redevelopment of a parcel of land that has been vacant for many years as the land aerates. In addition, they researched three fast food or restaurant chains to see what they offer and how the community could benefit by having one built on the vacant land. Through their research, they were able to personally decide on which fast food restaurant or food chain would be beneficial for their neighborhood based on a number of factors, including the food served and humanitarian benefits offered by the restaurant. Through this lesson, students were taught the importance of community involvement and how they can have a voice through letter writing to government officials. This is evidenced by their uploaded letters, which contain various choices of different restaurants chosen and how they feel such a business would benefit the community.

PDF: [STUDENT WORK SAMPLES \(1\).PDF](#)

PDF: [HARRIS AND LITTERIO\\_SUSTAINABILITY LESSON PLAN \[ELA 21-22\].DOCX.PDF](#)

PDF: [8TH GRADE LETTER RUBRIC \(2\).PDF](#)

PDF: [HARRIS AND LITTERIO\\_SJS\\_EFS\\_QUESTIONNAIRE \[ELA 21-22\].DOCX.PDF](#)

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## Education for Sustainability Grades 4-12 Health

5 Points

School

**Program Summary:** Students in 7th and 8th grade participated in a lesson to learn and discuss their own rights and the rights of others. In a group discussion, they discussed human rights and watched a video to make connections to their own rights in the school building and at home. Once brainstorming their own rights individually in a Google Document, they were able to have an open discussion with their classmates regarding the rights of others. We all have our own rights and opinions. Therefore, students discussed who they related to the most and least during their discussions. Doing this activity allowed students to recognize that we are all in this together in our journey for social and emotional mental health. \*\*NJ Learning Standard: 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

PDF: [SJS\\_EFS\\_QUESTIONNAIRE \(3\).DOCX.PDF](#)

PDF: [SOCIAL SKILLS\\_FAIRNESS LESSON PLAN.PDF](#)

PDF: [EDUCATION FOR SUSTAINABILITY-HEALTH.PDF](#)

PDF: [MY RIGHTS\\_RUBRIC .PDF](#)

PDF: [HEALTH LESSON STUDENT WORK SAMPLES - SHEET1.PDF](#)

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## Education for Sustainability Grades 4-12 Math

5 Points

School

**Program Summary:** In order for students to explore their understanding and knowledge of the greenhouse effect, ozone depletion, and climate change; students were given the opportunity to do research and be exposed to various lessons to deepen their understanding. To ensure students' understanding and knowledge, students found resources in their research to create models of explanation for these occurrences and display sources of information by creating surveys on awareness, and students' findings were exhibited using graphs. Students were exposed to videos, and articles that supported and enhanced their research. Students worked cooperatively to develop an action plan that addresses issues related to climate change and share with school and/or community members. The lessons were used in order to make students climate change literate. They had an understanding of the following: 1. The causes of climate change 2. Its potential for harm 3. What is required to avoid significant climate destabilization 4. Actions needed to ensure a livable future 5. The key people and institutions involved in implementing those actions State Standards Assessed: 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans. ESS3.D: Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming).

PDF: [HOW\\_CAN\\_I\\_HELP\\_\(1\).PDF](#)

PDF: [BARREIROS\\_SJS\\_EFS\\_QUESTIONNAIRE\\_\(3\).DOCX.PDF](#)

PDF: [REDUCING CARBON FOOTPRINT RUBRIC .PDF](#)

PDF: [CARBON FOOTPRINT STUDENT WORK.PDF](#)

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## Education for Sustainability Grades 4-12 Science

5 Points

School

**Program Summary:** Students in 6th and 7th grade were given the opportunity to recycle their used paper and create new paper. Students learned about the process of making pulp in order to reuse materials in the classroom that would usually go to waste. Ultimately, they learned how to make our environment healthier by recycling paper. Students were able to experiment using our outdoor space and have a hands on experience creating the paper and learning the process with peers and staff. They were able to communicate this step by step during various points in the year, including during our Green Fairs.

PDF: [PAPER MAKING LESSON PLAN.PDF](#)

PDF: [PAPER MAKING RUBRIC.PDF](#)

PDF: [PIERCE\\_SCIENCE\\_SJS\\_EFS\\_QUESTIONNAIRE.DOCX.PDF](#)

PDF: [STUDENT EVIDENCE.PDF](#)

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## Education for Sustainability Grades 4-12 Social Studies

5 Points

School

**Program Summary:** Students were able to gain knowledge of the systems of indentured servitude and slavery in American History. These two economic systems showed the students that The United States always had a diverse beginning, and although lines and rights were drawn based on that diversity, all people that contributed to early colonial America affected its future. To develop their reading comprehension and ability to make relevant connections, students were given source documents to read and cite from to answer questions. One uploaded student document consists of questions that students answered to demonstrate their knowledge and understanding of the the two systems; a timeline is another uploaded student document that showed students how American diversity is one of our strengths and how we need to continue to take into account the concerns of all members of our community, especially when enacting changes within a community so as to have a better and more harmonious future. As part of the lesson reflection / closure, students were able to engage in a discussion with guided questions related to the article we read and for which they completed the timeline. The discussion brought the issue closer to home in our local Newark community to show some of the enduring effects of the institution of slavery on diversity and the importance of continuing to see diversity as an American asset to be promoted and improved upon.

PDF: [SS LESSON\\_SJS\\_EFS\\_QUESTIONNAIRE \(1\).DOCX.PDF](#)

PDF: [SS LESSON\\_SUSTAINABILITY LESSON PLAN.DOCX.PDF](#)

PDF: [RUBRICS.DOCX.PDF](#)

PDF: [SOCIAL STUDIES STUDENT WORK.PDF](#)

## Student and Staff Wellness

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### School Wellness Council

20 Points

 Bronze Priority  Silver Priority School

**Program Summary:** Our school has compromised a Wellness Council to meet the needs of our staff, students, and community during the Covid-19 pandemic. Our team discussed how to best communicate information to our school community in order to bring awareness regarding Covid-19 and resources available. We also assessed any improvements that can be made in the coming school year by completing a School Healthy Improvement Plan (SHI) with key stakeholders. Those key stakeholders included school administration, physical education teachers, school nurses, parent liaison, cafeteria staff, and our custodial team. It was then that we developed a school improvement plan to implement in the 2021-2022 school year. The Wellness Council met with the administrative team to discuss our findings and the actions we would like to implement. After finalizing our School Improvement Plan, we posted our document on the school's website and informed our school community using Dojo. Dojo is an app that was greatly used for communication purposes as all families are connected and use it daily.

PDF: [FIRST AVENUE SCHOOL INFORMATION AND SHI.PDF](#)

PDF: [FIRST AVENUE SCHOOL IMPROVEMENT PLAN.DOCX.PDF](#)

### Policies to Promote Physical Activity

10 Points

**Program Summary:** The Newark Board of Education (NBOE) is committed to creating healthy learning environments for our students, and promoting a healthy lifestyle. To that end, our district has adopted a wellness policy that incorporates nutrition, physical activity and guidelines for activities that will be coordinated at the elementary, middle, and high school levels. Of the four (4) options for which points may be awarded for this action item, we have chosen “Use of Facilities Outside School Hours” and “Recess.” 1. Use of Facilities Outside School Hours a. Please see the attached document for use of facilities, which includes the URL on the NBOE website where the Use of Facilities form is available, and a link to the Use of Facilities form. 2. Recess a. Our Wellness Policy states, “Children and adolescents should participate in at least 60 minutes of physical activity every day... Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the district will be encouraged to participate in Let’s Move! Active Schools ([www.letsmoveschools.org](http://www.letsmoveschools.org)) in order to successfully address all CSPAP areas. b. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason: “This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.” Please see attached documentation with links to District Partners who help our schools fulfill the recess policy.

**PDF: [USE OF SCHOOL FACILITIES POLICY](#)**

**PDF: [WELLNESS POLICY](#)**

**PDF: [PUBLIC INFORMATION ON FACILITY USE](#)**

**PDF: [LINKS TO INFORMATION RE: DISTRICT PARTNERS FOR RECESS AND PHYSICAL ACTIVITY](#)**

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## Programs to Promote Physical Activity

10 Points

School

**Program Summary:** Through an after school virtual setting and a partnership with SNAP Ed, students will be provided with guidance in nutrition and physical activity. Students will learn about healthy eating habits and different choices that they can make within their own home. Students will also participate in movement activities, such as guided dance, guided exercise, and yoga. Students will reflect upon the information provided and express how they can teach what they have learned in their own homes. In our after-school programming, teachers will provide students with the opportunity to participate in various physical activities through yoga, dance, and movement. In our school, students are engaged in physical activity during their scheduled physical education activities and are provided information on how to stay active in their own homes. Physical education teachers ask the following questions to students and document their responses: -What form of physical activity have you completed on your own, or plan to complete on your own this week? -Describe one or more healthy meals you had or plan to have this week. Our school has Playworks with a coach that meets with various classes throughout the week. Playworks helps students stay active while building in social and emotional components.

**EXCEL: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY .XLSX](#)**

**PDF: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY.PPTX.PDF](#)**

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## Staff Wellness Program

10 Points

School District

**Program Summary:** School will conduct a staff needs and wellness survey to assess the interests of the school community. In our virtual setting, staff will be provided weekly or bi-weekly opportunities to meet on Webex to participate in a group activity. Such social activities will include group painting, cooking, and game nights. Staff wellness, physical activity and nutritional needs, will also be addressed during this time. Staff will be provided virtual opportunities for group exercise and nutritional cooking meetings to participate as a group. School will provide opportunities for guest speakers to come into classes in order to provide resources for staff. Staff will be surveyed throughout their experience to address what programming they feel most beneficial and what they would like to see in the future. Based on feedback, classes and additional resources will be provided to staff. Communication of classes will be done through email and staff will meet virtually during this time. Staff will be encouraged to seek resources on their own, which will be reflected to the group when we meet.

PDF: [STAFF WELLNESS\\_FAS.PPTX.PDF](#)

## Student Safety

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### Safe Routes to School District Policy

10 Points

District

**Program Summary:** New comments: the policy language that was explained by the reviewer is encapsulated in the District's Wellness Policy (attached). Please see pages 13-14 of the policy for information on active transport and collaboration and community partnerships.

Per the Transportation Routes and Services policy (updated in March 2019), the Newark Board of Education is concerned with the safety of pupils who walk to and from school along roadways determined to be hazardous routes. The Superintendent is directed to work in conjunction with municipal officials to determine the criteria necessary for the classification of a hazardous route and shall maintain a list of all hazardous routes in the district. The Superintendent develops rules and regulations to supply courtesy transportation for pupils who must walk to and from school along routes designated by the Board of Education to be hazardous routes. Guidelines for safe routes to schools is outlined on this page of the District Website: <https://www.nps.k12.nj.us/newark-enrolls/shuttle-services/safe-routes/>, where maps are provided for families in these areas. For students in areas considered too hazardous for walking to school, the District has a partnership with the City of Newark to provide bus service. The City of Newark administrates the Safe Routes to Schools bus program with the regional coordinator, EZ Ride.

PDF: [TRANSPORTATION ROUTES AND SERVICES POLICY](#)

PDF: [SCREENSHOT OF NPS DISTRICT WEBPAGE ON SAFE ROUTES TO SCHOOL](#)

PDF: [POLICY](#)

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### Pedestrian and Bicycle Safety and Promotion Initiatives

10 Points

School

**Program Summary:** The U.S. Department of Health and Human Services reports that at least 30 minutes of moderate to intense physical activity each day can contribute to a range of health benefits, and recent recommendations indicate additional health benefits when this is increased to an hour a day (U.S. Department of Health and Human Services 2008). Cycling provides a practical means for students and people who are not very active to increase their daily physical activity and health with 30 minutes each day. To promote a healthy lifestyle in school, First Avenue Elementary School has developed an after school cycling program (Knight Riders) to teach bicycle safety and provide students with the knowledge and skills to improve their lifestyle through cycling. Using the New Jersey BikeSchool curriculum, students will learn various bike safety skills, including wearing a helmet, bicycle care, and signaling. Each student will be provided with their own bicycle in good working order and their own helmet. Students will train at school on the playground to employ their bicycle safety skills, and they will be encouraged to do the same when biking at home or to school. In addition, EZRide, one of eight Transportation Management Associations for the state of New Jersey's Department of Transportation, will be invited to our school to do an on-bike safety skills events to teach students safety rules and the benefits of cycling. Documentation to follow in June

PDF: [EDUCATION PROGRAM 1.PDF](#)

PDF: [EDUCATION PROGRAM 2.PDF](#)

PDF: [TRANSPORTATION BEST PRACTICE AND INFRASTRUCTURE.PDF](#)

PDF: [EDUCATION 3.PDF](#)

## Waste Reduction & Recycling

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### Materials Reuse

10 Points

School

**Program Summary:** Due to the pandemic, we found that many of our families were in need of essential items, especially during the winter months. From October - January, we set forth to collect unwanted clothing/coats from our community to redistribute to families in need. Our parent liaison advertised this initiative using various platforms our school used to communicate on during virtual learning. (school website, Dojo) Once families dropped off their donation, items were cleaned and washed using our in house washer and dryer. Parents were provided pick up information using flyers, at which time they could come and take what they needed for the winter months. Our school continues an ongoing initiative to collect unwanted or unused uniforms to provide those to students who currently do not have one. In order for us to reach our entire community, we use our current food distribution days to set up the clothing outside on racks.

PDF: [FIRST AVENUE\\_MATERIAL\\_REUSE.DOCX.PDF](#)