



## Sustainable Jersey for Schools Certification Report

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

Holland Township School in rural western Hunterdon County has been "Going Green" for some time. We have had a Green Team in place since 2010. For two consecutive years, staff attended the GreenSchool Leadership Institute, a precursor to the Sustainable Jersey Schools program. These efforts continue to evolve. Our administration and staff enhance our ongoing sustainable practices while educating our stakeholders. This education is integral to our mission. Students, staff members and parents have allowed us to achieve many initiatives. Our school garden which is maintained by students from April through November serves as a model for sustainability. We also compost and collect water through the use of rain barrels. For our future we plan to continue to make Holland Township a better community.

### Contact Information

**The designated Sustainable Jersey for Schools contact for Holland Twp Elementary School (Hunterdon) is:**

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### Actions Implemented

Each approved action and supporting documentation for which Holland Twp Elementary School (Hunterdon) was approved for in 2016 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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#### Professional Development for Sustainability

20 Points

🏅 Bronze Priority 🏅 Silver Priority School District

**Program Summary:** HTS has ongoing PD in sustainability. A team of a board member, facilities manager, principal, superintendent and teachers attended “Green Team” PD the summer of 2013 and developed the mission and belief statements which guide our ongoing PD and were adopted by the BOE. HTS became the first Project Learning Tree School in NJ and the elementary staff received many PD hours from the Project Learning Tree. We continue to use the PLT manual as a planning tool. During the past two years HTS has been involved with the New Jersey Sustainable Schools Project which provided training for the leadership of Holland School and staff. In the 2015 school year PD was provided to all staff members. The purpose of the training was to review our belief statements and to view other definitions of sustainability as we continue to refine our curriculum aligning with the Next Generation Science Standards. HTS is also seen as a leader in Sustainability and teachers and the principal have provided many workshops through the New Jersey Science Convention and ANJEE. Members of the Green Team provided PD for staff during the fall of 2013, 2014 and 2015. A member also provided training to the Board of Education’s Executive Committee in the fall of 2014 to involve them in the green initiatives undertaken by staff and students. A member of the Green Committee provided training at a BOE meeting to demonstrate the quality of our sustainable programs and the importance of modeling. At the conclusion of her program each member received a re-usable bottle. Faculty, curriculum, and team meetings are used to provide ongoing PD for sustainable lesson development, curriculum writing, and turn-keying workshops.

**PDF:** [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION](#)

**POWERPOINT:** [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION](#)

**WORD:** [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOC 2](#)

**WORD:** [PROFESSIONAL DEVELOPMENT SUSTAINABILITY DOC 1](#)

**POWERPOINT:** [PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION](#)

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## District Sustainability Policy

10 Points

District

**Program Summary:** Our sustainability policy was adapted from a NJ policy and reviewed and edited by the district Green Team. It was presented to Board policy committee in the fall and was Board approved as a first read at the November Board meeting and then approved as a second reading and adopted at the December 15, 2015 Board meeting. The status of the implementation includes that our curriculum has integrated sustainability and programs in place and we continue to redevelop and expand the ideas. This policy was communicated to the staff at the December 15th board meeting (where nearly all staff were present), the policy is posted on our website for the community, and it went in our Virtual Backpack on December 23 to parents. It was also posted prominently on our district home page as a front page type item, and a message to parents along with the policy was posted to our Facebook page and Twitter account. Finally, it is posted in our school cafeterias for students and the classrooms where we do sustainability work with students. We also have been and continue to purchase materials, equipment, and develop procedures which support sustainability as ensured by our Green Team and school administration. The district has been thinking and acting with sustainable practices for years and continues to do so. Our recent big examples are we receive over 80% of our power through a solar field located next to our property and watch energy generation readings and graphs every day in our cafeteria, we are moving to using less paper through our 1:1 Chromebook implementation for students, and we switched our custodial cleaning products to green products with training on use.

**WORD:** [DISTRICT SUSTAINABILITY POLICY DOCUMENTATION](#)

## Green Enhancement of District Strategic Plans

10 Points

District

**Program Summary:** The process that developed the Strategic Plan that incorporates sustainability components began in the summer of 2014. From the start we wanted to include sustainability action items. The process started with an outreach and recruitment period in September that included local churches, stores, town government, town businesses, a local senior organization, parents, district staff, Board members, and students. The result was a team made up of these groups that had 27-37 people in attendance at each meeting - including members of our school Green Team. (see Strat Plan p. 3-4) Starting early in the planning process the discussion included "sustainability" as documented by three groups' reports. (Strat plan p. 33, 34, & 36). The final plan was vetted by the Board Education committee prior to going to the full Board. The entire time a Strategic Plan website for our district was developed which was updated starting with recruitment, after each meeting, during the outcomes and public presentation, and finally with the actual plan. The final copy of the plan has five major Goal Areas, one of which is titled Facilities/Sustainability (Strat plan p 8) and 4 out of the 5 objectives in this area are about sustainability. The details and 'major tasks' for each these objectives directed toward sustainability can be seen on pages 27, 29, and 30 of the plan. The plan was presented to the public at the Board meeting on June 23, 2015 and was formally voted on and adopted during that same Board meeting. (Agenda p. 3 and p. 8 item #5) All the team members were invited to the presentation and adoption; and the meeting was well attended. Right after the adoption of the Strategic Plan the ongoing website was updated with the adoption announcement and a copy of the plan. In addition the announcement was posted as a "News Item" on the front of our district homepage on July 2, 2015 and remained as the district front page story for three months. The staff was also made aware of our Strategic Plan via. internal email to them. An email went to the Green Team as an additional notification. Board members have been involved in the process from beginning though the final vote at the June 23, 2015 meeting.

WORD: JUNE 23RD BOARD MINUTES FOR STRATEGIC PLAN PRESENTATION AND ADOPTION

WORD: DISTRICT STRATEGIC PLAN WITH GREEN INITIATIVES (2015-2020)

WORD: HOMEPAGE "NEWS RELEASE" ANNOUNCEMENT FOR STRATEGIC PLAN

WORD: GREEN TEAM NOTIFICATION OF STRATEGIC PLAN

WORD: STRATEGIC PLAN NOTIFICATION TO COMMUNITY AND PARENTS

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## School District Foundation

10 Points

School District

**Program Summary:** Holland Township School has an Educational Foundation that supports our programs. The SEED Foundation (Source for Excellence in Education) continues to support the HTS Sustainable goals and projects. Each year SEED has provided funding that goes directly to the school gardens and classroom projects or clubs. During the 2014-2015 school year SEED held a Dinner Fundraiser which sold packaged dinners to our families and donated monies to our school garden and to the Camden Children's Garden. The connection to the Camden Children's Garden began with our middle school science club. The students wanted to help gardens in inner city schools and connected with the Camden Children's Garden. This year our Foundation agreed

to donate monies from the Dinner Fundraiser to them as well. SEED also supported a book club that tied reading to our garden and helped the students understand the importance of community gardens. SEED funded books and snacks for the fourth and fifth grade SEEDFOLKS Book Club started by our Enrichment teacher. Each year SEED contributes in some way to our Sustainable Initiatives. They have helped with our rain barrel project, our CROW (Connecting Reading to the Outside World Backpack Project and garden plaque and mural projects. Our SEED Foundation continues to be a supporter of our Green Team and projects that support sustainability. The SEEDFOLK grant directly benefited our families as they attended together. The monies donated for our garden impact our families as we share recipes from the garden and provide family lunches such as our Harvest Lunch. Our students are our best advocates and teach their own families the importance of sustainability including starting gardens and eating healthy.

**WORD:** [SCHOOL DISTRICT FOUNDATION DOCUMENTATION](#)

**PDF:** [SCHOOL DISTRICT FOUNDATION DOCUMENTATION](#)

**PDF:** [SCHOOL DISTRICT FOUNDATION DOCUMENTATION](#)

**PDF:** [SCHOOL DISTRICT FOUNDATION DOCUMENTATION](#)

## Climate Mitigation & Renewable Energy

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### Buy Renewable Energy

10 Points

School District

**Program Summary:** Holland Township School has a purchase agreement for renewable energy. This is a 15 year agreement which took effect on August 1, 2014. The solar field is located adjacent to the school, and it provides renewable energy only to Holland Township School. It is guaranteed to provide 80% of the school's electricity during that timeframe. A copy of the Purchase Power Agreement entered into with Solartricity, LLC on August 1, 2014 is attached. Please refer to page 16 (2.1a) which states that the term of the agreement is 15 years. Also, on page 18 (3.1) please note that Holland Township School takes all of the energy produced. The minimum supply is 80% of the school's power capacity (page 19, 3.8). As you can see from a snapshot of the kiosk it has been averaging 90%. Also attached is an article about the project. This project has been a great learning experience for our students as they track the power generated.

**PDF:** [RENEWABLE ENERGY PURCHASE CONTRACT](#)

**PDF:** [RENEWABLE ENERGY ARTICLE](#)

## Diversity & Equity

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### Accessible Communications

10 Points

School District

**Program Summary:** The Holland Township School District has made communication to the school community and the greater local community a priority for at least the last two years. This process includes the creation of and using a demographic report to help make informed decisions. The report is an uploaded document for review and it reveals our community heritage, incomes, employment and other items which help to give a snapshot of the local culture. One of the key areas where we considered and reached out to our greater community was the outreach to begin our strategic planning process. To be inclusive of different groups of people and use various methods of inviting them to the process we used email, flyers, phone calls, formal invitations (via. US Mail), and meetings. This included local churches, retail stores, town government, town businesses, a local senior organization, parents, district staff, Board members, and students. A face to face meeting with a local Pastor and the Superintendent to recruit also was part of the communication outreach. (See strategic plan uploaded for attendees) The district has several policies helping to ensure effective communication including # 9200 Parent communication, #5420 Reporting of pupil progress, and #0155 establishing a Board Communications Committee (see uploaded) One of the key charges of the Board Communications committee is to ensure district communications are effective and reach as many people as possible in a user friendly means. Examples of the committee agendas have been uploaded for review and include topics for discussion and action such as setting up a booth at the local Community Day fair to communicate with the general public face to face and promote district news and information, how to best manage our email subscription outreach to parents, changes and additions to our district website to communicate more effectively, strategic planning outreach ideas, and the Communication district goals for the Superintendent. (see upload) The 2014-15 Goals for the district include two key items regarding improving district communication with varying methods for doing so. (see Goals upload) Goal #2 is increasing administration visibility and support for staff, students, and parents including having the superintendent being available for a minimum number of discussion meetings with parents. Goal #4 is about Communication with the public and community. This goal focused on developing multiple methods of communication to make our message more accessible for all which when completed included improved methods for website, email blasts, and new mediums such as Facebook, and Twitter with quantifiable outcomes. At the end of the year the data showed the outcomes met the goals as described in the Superintendent's Goals upload. One item that came out of this was creating "School to Home Communication" options menu for our parents that they can self-select what works for them. This was to show the various methods of communication available to them and allow self-selection for the amount and type of communication they receive. (See upload: School to Home Communication) All parents automatically are signed up for emergency communications to go to email, home phone, and texting to phones. Additional options for non emergency include other mediums and additional levels of notification for school news event and even all website content changes if they want a lot of communication. Finally, the district is constantly putting additional communication items in place on an as needed basis. Just some of the examples from the past 15 months include publishing the district goals and outcomes on our website, the Superintendent's update on district issues or plans, special public parent evening meetings such as PARCC information night, Internet Safety and Cyber bullying parent information meeting, HIB policy and school culture presentation for the PTO, and presenting district budget information at a town government meeting. Lastly, on our School To Home Communications upload, (pg 2) it provides an example of how we monitor our Virtual Backpack reading traffic and how we monitor our confirmed email accessibility coverage (97.8%) and the 12 families who do not have email access so we can accommodate them in other ways - usually by mail.

**WORD: COMMUNICATION POLICY & COMM BOARD COMMITTEE**

**WORD: STRATEGIC PLAN 2015-2020 WITH COMMUNICATION GOALS**

**WORD: HOLLAND TOWNSHIP DEMOGRAPHIC REPORT**

**WORD: BOARD COMMUNICATIONS COMMITTEE AGENDA MINUTES**

**WORD: 2014-15 SUPERINTENDENT'S GOALS INCLUDING COMMUNICATION**

**PDF: SCHOOL TO HOME COMMUNICATION OPTIONS**

## Food & Nutrition

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### School Gardens

10 Points

School

**Program Summary:** HTS began its school vegetable gardening program approximately five years ago. Our edible gardening program began with one 4 X 8 raised bed and has now grown to include 6 4 X 8 raised beds. The garden program has benefited from the work of two Eagle Scouts who helped to install beds and create cold frames to help extend our gardening season. This year we added a pumpkin patch for our preschool students. We also added another 4 X 8 raised bed to allow for a greater harvest. Our vegetable garden yields crops from approximately May through November. Families assist with the garden during the summer through a family sign up sheet and are rewarded with a basket of fresh vegetables. The vegetable garden is fully integrated as an educational classroom. Students not only learn about health and nutrition, but they learn about sustainable practices such as composting and water conservation practices. This garden has greatly benefited our school community as we hold several enrichment programs in the garden and it is utilized by our science club. During the summer months our extended school year students are provided with hands-on learning opportunities in the garden. Our students and parents are invited twice a year to a special harvest luncheon and celebration. Our lunch celebration is completely waste free and serves as a model. We have purchased resources to help us with the development lessons and have implemented many lessons with our students. We continue to share our success with the garden as we present at conferences.

**WORD:** [SCHOOL GARDENS DOCUMENTATION](#)

**WORD:** [SCHOOL GARDENS DOCUMENTATION](#)

**PDF:** [SCHOOL GARDENS DOCUMENTATION](#)

## Green Cleaning

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### Green Cleaning Equipment

10 Points

School District

**Program Summary:** Green cleaning equipment is just part of the district overall plan of a low environmentally 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.

**PDF:** [GREEN CLEANING EQUIPMENT DOCUMENTATION](#)

## Healthy School Environments

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### Asthma Friendly Schools

10 Points

School

**Program Summary:** Complications related to asthma can lead to increased missed school days, decrease student productivity, and increased health office visits. Managing asthma in school aged children is a joint effort between the student's family, physician, and the school. Staff have been educated about asthma, at a staff in service, and know which students in the school have this condition. By working with parents I can ensure the Asthma Action Plan is completed by the child's physician and submitted to the school nurse. As a result, we have an effective way to manage asthma in the school setting. Here are HTS we have a wellness committee that consists of administration, teachers, parents, and students. This has been a wonderful way to promote health and wellness in our student population. For example, we will be instituting a walking club for both staff and students this spring. At Holland Township School we completed the necessary requirements to achieve the PACNJ Asthma Friendly School Award. The six steps are listed below: School nurse completed Asthma education for faculty at a staff faculty in service- "Asthma Management in the Classroom - What Teachers Need to Know" School nurse viewed the required videos "Asthma Basics for School Nurses" and " Gadgets and Gizmos for Asthma Control" and took the required quiz. Superintendent signed the NJ DEP "No-Idling Pledge" for our school district School Nurse watched the power point program "Asthma Treatment Plan: NJ School Nurses Leading the Way" and took the required quiz. School nurse and facilities person attended the NJDHSS/PEOSH Indoor Air Quality Training. School nurse has a nebulizer in the school. Please find the following documents to support the commitment Holland Township School has to becoming an Asthma Friendly School: Asthma Friendly School Award Ed Pico's (Head of Maintenance) Certificate of Completion - PEOSH Indoor Air Quality Designated Persons Course TJ Hirsch's (School Nurse) Certificate of Completion - PEOSH Indoor Air Quality Course for Designated Persons and Nurses No Idling Pledge

PDF: [ASTHMA FRIENDLY SCHOOL DOCUMENTATION](#)

PDF: [ASTHMA FRIENDLY SCHOOL DOCUMENTATION](#)

PDF: [ASTHMA FRIENDLY SCHOOL DOCUMENTATION](#)

PDF: [AFSA CERTIFICATE HOLLAND TOWNSHIP SCHOOL](#)

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### Anti-Idling Education & Enforcement

10 Points

School District

**Program Summary:** Holland Township School's 5th and 6th grade Gifted and Talented students, led by teacher Chris McWilliams, decided to tackle the problem of air pollution at the school. One of the sources of air pollution comes from vehicles idling during pick-up and drop-off. The students hoped to increase air quality and reduce traffic on and around school grounds. Three campaigns were developed: Pool to school, Ride the bus, and No idling. To promote the effort, the students sponsored three contests: a clean-air poster contest, a contest in which students throughout the school created clean-commute songs, cheers and raps, and a contest in which students created a clean air superhero and wore the hero's costume to school. A school wide pep rally kicked off the



whole project. G&T students also, carried posters through the parking lot during pick-up and drop-off to alert parents to the effort. In addition, Principal Nancy Yard dressed as the Clean Air Bear and greeted students in the morning. Every Holland student received a wristband with the message "Be the solution to air pollution" The students approached the experiment in behavior change as would good scientists. They compared the Clean Commute Week counts with pre-intervention data. The results were encouraging. Holland township school will now work with the Hunterdon County Sustainable Transportation Organization HART, to replicate the No-Idling program in the other Hunterdon County schools. The HART organization worked with Holland Township School to install No-Idling signs by The Holland Township, municipal Parks and Rec committee donated a free, family membership to the community pool. Parents needed to log onto the school website and fill out a clean commute form, in order to be entered into the drawing for the pool membership. Another clean air week is planned for May 2016. Anti-Idling Board Resolution was approved in final version December 15, 2015 (attached)

**WORD: [CLEAN COMMUTE LOG](#)**

**WORD: [NEWSPAPER ARTICLE](#)**

**WORD: [FLIER](#)**

**WORD: [PLAN OF EVENTS](#)**

**PDF: [RESOLUTION BY TOWNSHIP](#)**

**PDF: [ANTI-IDLING RESOLUTION SIGNED COPY DEC 15 2015](#)**

## Innovation Projects

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### Innovative Project #1

**10 Points**

School District

**Program Summary:** Holland Township's 7th Grade Innovative Project is titled Nets for Nets. This is a service learning project that ties into our cross curricular thematic unit on diseases. Students raise funds to assist impoverished children in the country of Uganda. Over the five years since we have instituted the project, our donated funds have been utilized for mosquito nets, water harvesting system, medical supplies, latrine building, and classroom refurbishment. All of these ventures have greatly improved and impacted the daily lives of children in Uganda. In our own community, the students and staff were able to provide awareness of the poverty of children in other countries. This was accomplished through speaking at churches and rotary clubs to support our endeavor. The 7th grade students collected pledges to from the community for their Nets for Nets event. The 7th graders hosted a middle school basketball shooting event in which money was raised. At this time, recognition was given to the leading fundraisers.

**PDF: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)**

**PDF: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)**

**PDF: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)**

**PDF: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)**

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**PDF: [INNOVATIVE PROJECT #1 DOCUMENTATION](#)**

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### Innovative Project #2



10 Points

School District

**Program Summary:** I am pleased to highlight our middle school recycling program which was developed to provide a service to our school but has developed into so much more. The program which is part of our self-contained multiply disabled classroom incorporates sustainability, math, science and social skills. This program was awarded the New Jersey Innovation in Special Education award by the New Jersey School Board Association. It was presented at the New Jersey Association Luncheon. The students attended and show cased their project so it could be duplicated in other schools. Our unique students, who are between the ages of 10-13 have a variety of disabilities and learn best through hands on experiences. Our student recycling teams visit all the classrooms and offices every Friday to collect recyclable products. Our teachers have been trained to pack their recyclables and leave them by the door. Elementary and middle school teachers as well as their students help toward building a sustainable future for our school community. This experience teaches our students work ethics, how to engage in social situations with the teachers and makes them aware of how to protect our environment. This opportunity allows the students to expand their social skills as they engage and interact with the staff. In the classroom we have taught modified lessons about landfills and why trash is a threat to the environment. We have also learned about the three -R plan, Reduce, Reuse, and Recycle. In collaboration with the ACE teacher we create and display student artwork with recycled materials throughout the school. We also created a webpage to educate our community on the benefits of recycling. Included are pictures, reading materials and web links of students work. This recycling program is embedded into our curriculum and will expand as we strive to be a green school.

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

PDF: [INNOVATIVE PROJECT #2 DOCUMENTATION](#)

## Learning Environment

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### Student Participation in the Arts

10 Points

District

**Program Summary:** The students of Holland Twp. School are very active in Visual and Performing Arts. Beginning in Kindergarten, students are exposed to music and art both in the classroom, and throughout the school itself. Each wing of the school is decorated with framed works of art ranging from primitive cave paintings, to Renaissance masterpieces, and all the way to Modern Art. Students also have opportunities to create large-scale murals, both inside and outside our school. The Drama Club designs their own sets and performs plays for students and also the community. Each Halloween, Grade 7 students organize a Thriller dance production that is also performed for the school and community. Students practice choreography, design costumes and sets, and apply makeup. Students K-4 have weekly classes in both visual art and music. Beginning in grade 5, students have the opportunity to explore further. Art Studio, Show Choir, Jazz Band, and Rock Band are all elective programs in which students can participate in addition to their regular art and music classes. Our school showcases the music programs by

hosting Winter and Spring concerts featuring performances by the Chorus, Show Choir, Chime Choir, Rock Band, Jazz Band, Concert Band and pennywhistles. Each Spring, students K-8 display their artwork in a school Art Show. Artwork is also displayed around the community in places like the Hunterdon County Library.

**PDF:** [STUDENT PARTICIPATION IN THE ARTS DOCUMENTATION](#)

**PDF:** [THRILLER LESSON PLAN](#)

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

**PDF:** [UNIT COVER SHEETS K-8](#)

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## Curriculum Mapping

20 Points

School District

**Program Summary:** HTS is committed to ongoing curriculum development which includes curriculum mapping to determine that all standards are taught to mastery and to ensure the development of integrated learning experiences for our students.. HTS has unique structures in place that allow us to use professional learning communities to update our curriculum as an ongoing process. Curriculum mapping is done to ensure that our curriculum is aligned to all standards including our own standards and beliefs about what is important in teaching and learning. We have teachers that are appointed as curriculum chairs for each content area for grades k-4 and 5-8. The curriculum chairs meet on a weekly basis with their department to update curriculum, write integrated units, map curriculum areas and discuss student progress. Using this structure we are able analyze, revise and update our curriculum. Our curriculums become living documents. Each curriculum area has curriculum maps, curriculum units and assessments. At HTS we believe what is supported and adopted is what is taught. We have made a commitment to outdoor education and education for sustainability and therefore require that each grade level has units that are part of our science curriculum and are adopted by the BOE. The most recent map that has been completed is our 5-8 outdoor and sustainability education curriculum map. This map was completed during the summer of 2015 as we transitioned our middle school science to the Next Generation Science Standards. Curriculum units are now being rewritten or revised and we are currently mapping the k-4 curriculum to provide alignment to the NGSS. This summer we also had a committee of teachers work on our curriculum for 21 century learning and financial literacy. Attached you find examples of curriculum maps, interdisciplinary maps and unit development, all updated in the 2014-2015 or 2015-2016 school year.

**WORD:** [CURRICULUM CHAIRPERSONS](#)

**PDF:** [VISUAL ARTS CURRICULUM MAP 2014-2015](#)

**PDF:** [CURRICULUM MAPPING CAREER READINESS JUNE 2015](#)

**PDF:** [CURRICULUM MAPPING FINANCIAL LITERACY JUNE 2015](#)

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## School Grounds

### Biodiversity Project

10 Points

School

**Program Summary:** During the spring of 2015 our science teacher Rosemary Martin and Special Education Teacher Wade Chilmonik worked with our 5th grade science classes to refurbish our butterfly garden. Our butterfly garden was originally created approximately ten years ago and was designed to be a Monarch Waystation. The goal of the fifth grade during the 2014-2015 school year was to add a variety of plants to provide habitat for a wide variety of birds and butterflies. This included the removal of many donated plants that did not fit our purpose or that had become quite invasive such as mints and butterfly bushes. The selection of plants included a greater selection of host plants to provide food for a larger variety of caterpillars while still keeping our classification as a Monarch Waystation. The soil of the garden also needed to be replenished as this is a completely organic garden. Another concern was that during the time of year when the pollination garden would be at its peak our fifth grade students are not present for formal instruction. Therefore there was a desire to make certain that garden would have an educational purpose during the summer months. Wade Chilmonik and Tom Welsh teach in the summer program for special needs students and felt that they could integrate the garden with the students. After receiving the full support of the supervisor of special services Kathy Stannard, the decision was made to have all the extended year summer students rotate through a garden block that would incorporate math, science, health and nutrition. Fifth grade student also had the opportunity to sign up to care for the garden during the summer through a family sign up. Sample lessons are included as well learning tools to teach students to identify common birds by sight and sound and to use a field guide to identify and document garden visitors.

**WORD: [FIFTH GRADE STUDENTS CREATE POLLINATOR GARDEN](#)**

**WORD: [POLLINATOR GARDEN BUDGET AND PLANT LIST](#)**

**WORD: [POLLINATOR GARDEN SUCCESS](#)**

**WORD: [LESSON PLAN COUNTING BUTTERFLIES](#)**

**WORD: [BIODIVERSITY LESSON TUAGHT](#)**

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## Green Infrastructure Installation

10 Points

School

**Program Summary:** Holland Township School has installed four rain barrels to support water conservation efforts in our Discovery Garden. The K-4 Enrichment teacher Stephanie Bacscai is a certified rain barrel trainer for building and installing rain barrels through Rutgers Cooperative Extension. Mrs. Bacscai worked with the elementary students to identify areas close to the garden where water could be collected from the surface area of the school roof and used in the garden reducing the amount of runoff into storm drains. This has been an ongoing and developing process of investigating infrastructure problems around our garden area and developing the solutions with the students through curricular engagement, class activities and school projects. Last spring, the Sustainability team including our Facilities added two more barrels donated by our school's SEED (Source of Excellence in Educational Development) organization, which were obtained from Stoneybrook Watershed. Our facilities installed the barrels as an overflow system and the students use them with watering cans. The students even learned how the barrels are cleaned and how they are treated to control mosquitoes. We plan to install more barrels in the spring of 2016 to support our passive solar dome greenhouse that is being built thanks to an NJEA sustainability grant.

**PDF: [GREEN INFRASTRUCTURE INSTALLATION DOCUMENTATION](#)**

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## Student & Community Outreach

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### Green Team

10 Points

 Bronze Required   School   District

**Program Summary:** Holland Township School has had a Green Team in place for over five years. The efforts of the Green Team together with many staff members and parents have allowed us to achieve many initiatives. Our school garden which is maintained by students from April through November serves as a model for sustainable practices. We compost and collect water through the use of rain barrels. A rain barrel workshop has been held for parents and the community members. This has directly resulted in more rain barrels being used in our community. During the 2015-2016 school year we received a \$10,000 grant from NJ Sustainability and NJEA to install a 22' Geodesic Passive Solar Growing Dome that will allow our students to take part in learning activities throughout the year. We have reduced the amount of paper going home by using other more efficient and effective methods of communication. This has allowed our parents and community members to receive regular updates and notices from the school. It has also provided a forum for community organizations to share information electronically. Our students were instrumental in calculating the savings from our Virtual Backpack. Our Wellness Committee has surveyed our staff members and are working to expand programs targeting nutrition, stress reduction and fitness. Focusing on the importance of student wellness our PTO received a grant from the Hunterdon Medical Center Foundation for \$4,770.00 and also pledged over \$10,000 for the development of "Kinesthetic Classrooms." Through our partnership with the Hunterdon County Park System we were able to assist each other by providing programs for our students and training for their staff to prevent bullying. Most importantly we are finding that green events are no longer an add on. They are becoming part of our school culture, part of what we do here at Holland School. You will find attached documentation of our green team including our goals and a newsletter highlighting many of our sustainable programs.

**PDF:** [GREEN TEAM DOCUMENTATION](#)

**WORD:** [GREEN TEAM ACCOMPLISHMENTS/SUMMARY](#)

**WORD:** [NEWSLETTER SPRING 2016](#)

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### Community Education & Outreach

10 Points

 Bronze Priority    Silver Priority   School

**Program Summary:** Community Education Outreach at Holland Township School has many facets. We would like to highlight two. During the 2015-2016 school year we utilized the Enrichment program and also the Science Club at the school to educate and promote water awareness. Discoveries are extended beyond the students to not only the school families but also the town members. In June 2015, the 3rd grade sustainable students surveyed the local Riegel Ridge Community Center and they identified the problem of runoff by the pool center. They donated a rain barrel painted by the school children and recommended to install this rain barrel at this community location. The township moved promptly in installing this rain barrel. Then, the

local Environmental Commission requested that a Holland teacher who is a Rutgers Cooperative Extension Rain Barrel Trainer join the Environmental tent at the town's Community Day, continuing to educate community with water conservation. The students recognize March as World Water Month and promote it through signage, flyers and fun events. this was shared at the March town council meeting when the students also thanked the environmental commission for donating reusable water bottles to every child at the school. Science club students produced brochures that highlighted ways to conserve water and to inform the public of what the school is doing. These brochures were distributed to town council and through our local community center.

**PDF: [SCIENCE CLUB BROCHURE WATER CONSERVATION](#)**

**WORD: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)**

**PDF: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)**

**WORD: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)**

**PDF: [COMMUNITY EDUCATION & OUTREACH DOCUMENTATION](#)**

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## "Green" Your Green Fair or School Event

10 Points

School

**Program Summary:** At Holland Township School we continuously strive to make our events green. We are highlighting three events sponsored by our Physical Education department, Enrichment program, and our Student Council that have taken place during the 2015-2016 school year that have enhanced and educated our students' knowledge on sustainability. The first event event that was held was a completely sustainable luncheon that took place in our second grade Food and Heritage day held on November 9, 2015. A luncheon was held for second grade students and a family member in the school garden. Families were asked to bring their own dishes and a healthy family entree to share. The second grade students harvested food from our garden to make a large salad. A large family table was set up in the courtyard for everyone to set and eat together. The students composted their waste at the end of the material and a recipe book of healthy family meals was distributed. The second event was our whole school event held for Jump Rope for Heart on February 25th & 26th. This is a whole school event pairs our elementary students with middle school students who serve as mentors. This was a fully sustainable event and it focused on exercise, health, and nutrition. We sent home flyers within our virtual backpack at school and were able to tell the students at Holland Township School to bring their reusable water bottles as opposed to having parents send in cases of bottles water. This event focused on student fitness while bringing awareness to healthy choices while supporting the American Heart Association. The students had a station during the event where they would go with s their mentors to the water filling station to fill their bottle. The third event we held was our "Green Dance "which was also our St. Patrick's Day dance on March 11, 2016. This event was planned by the students. They wanted to have a green dance and selected St. Patrick's Day to bring aware to our school initiatives and receive input from the middle school. In the uploads below we added a flyer that notified the students that when they arrived at the dance if they gave the Student Council their sustainable feedback about the school they would be entered into a raffle to win a gift card. We received a lot of student involvement and valuable feedback. The students also knew that we were not only wearing green for St. Patrick's day but for Sustainability. It was wonderful to see the involvement that everyone had and the effort that was put forth by our Student Council to create such a fantastic event. Students worked to create a menu for the event that reduced waste and made certain that at the end of the evening all trash was recyclable. Our students have become accustomed to using their reusable water bottles and creating a sustainable lifestyle for our school community. Our attention to green events has carried over into many events planned by homeroom parents and our PTO including this year's field day to be held in June.

**WORD: [STUDENT COUNCIL ST. PATRICK'S DAY "GREEN" FLYER](#)**

WORD: [JUMP ROPE FOR HEART 2016 FLYER](#)

WORD: [HERITAGE RECIPE BOOK 11.9.15](#)

PDF: [INVITATION TO FOOD AND HERITAGE GARDEN LUNCHEON](#)

PDF: [GREEN EVENTS SUMMARY](#)

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## Green Challenges

10 Points

School

**Program Summary:** During the 2014-2015 school year Holland Township students and families took part in a green challenge to reduce trash in the cafeteria and on early dismissal days which generate the most waste. This program was so successful in raising awareness that it was continued in the 2015-2016 school year. Foam free Friday's were designed to bring attention to the use of polystyrene trays and to try to find alternative solutions. Our goal was also to bring awareness to the importance of reduction as an important part of our sustainable goals. On Fridays the student leaders in the elementary cafeteria sort and weigh the trash that goes into the landfill and the recyclables. Appropriate waste is sorted and composted in the garden. Baseline Data for the Green Challenge in the cafeteria was 47 pounds for the landfill and 24 pounds for recycled items. On March 4, 2016 our data for Landfill shows a decrease to 21.25 pounds and our recyclables to 10 pounds. Our students sort and weigh the components and record and analyze the data. The class that generates the least amount each week receives stamped green thumb prints. Our baseline data for classroom waste for K-4 was 18.11 pounds of waste. We set a goal for June of 4 pounds for the entire k-4 which is about a 75% reduction. Families that pack completely sustainable lunches receive a coupon donated from our local ice cream stand. We have found that by posting the data and sending reminders we are consistently getting our message out to our families. The students have become our greatest resource in reducing trash.

WORD: [GARBAGE FREE LUNCH SEPTEMBER 23, 2015](#)

WORD: [WASTE DATA 2015-2016](#)

WORD: [GREEN CHALLENGES DOCUMENTATION](#)

WORD: [GREEN CHALLENGES DOCUMENTATION](#)

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## Civic & Stewardship Volunteer Initiatives

10 Points

School

**Program Summary:** Holland Township School has a long standing history of participation in service learning projects and activities. These annual projects involve our entire school community and are open for all students to participate. Action 1: Each year, our fourth graders organize, publicize, and coordinate a school and community wide food drive. All food is donated to the NORWESCAP (Northwest New Jersey Community Action Partnership) Food Bank, a local organization that is dedicated to ending hunger and reducing food waste by distributing donated food products to charitable organizations. Students make posters, visit classrooms, and write weekly updates for the daily announcements to inform our school community about the food drive. Boxes are distributed and collected in each classroom by students. Students sort and weigh all donations and create baskets of food for families in need. Last year, students collected over 2,200 pounds of food. Action 2: Our annual Holland Township School Thanksgiving Luncheon is held each November to honor local community veterans. 150 senior citizens from our community

attend the event planned and hosted by our Student Council students. Veterans are honored with a special presentation and entertainment from our school band and chorus. Middle school students serve a delicious Thanksgiving feast and converse with our seniors to hear and share their experiences. All grade levels are involved in the planning of this event. Our kindergarten students make place mats for each guest. Our first and second graders make the centerpieces the tables. The third and fourth graders roll and wrap silverware. Girl scouts and boy scouts assist with creating decorations. Our student community service group, Helping Hands, sets the table before our guests arrive. Admission to this event for our seniors includes a request to bring a canned good for our food drive.

**PDF:** [FOOD DRIVE FLYER](#)

**PDF:** [FOOD DRIVE EMAILS](#)

**PDF:** [THANKSGIVING LUNCHEON PROGRAM AND LETTER FROM COMMUNITY MEMBER](#)

**IMAGE:** [VETERANS AT THANKSGIVING LUNCHEON](#)

**IMAGE:** [FOOD DRIVE VAN](#)

**PDF:** [THANKSGIVING LUNCHEON INVITATION AND FOOD DRIVE LETTER](#)

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## Enrichment Programs through Partnership

10 Points

School

**Program Summary:** Holland Township School has developed a unique partnership with the Hunterdon County Park System. The Science Club is led by Carrie Grundhauser, middle school science teacher, and Nancy Yard, the principal of the school. The partnership with the Hunterdon County Park System has developed over the last five years and has continued to grow thanks to the commitment of Tom Sheppard, Chief Park Naturalist. This is a mutual relationship which directly benefits our students in science club and the Park System. The science club has a very limited budget and it was difficult to take the students on field trips or to bring in programs. The Park System has a need to train its summer counselors to prevent bullying and to implement preventative/positive discipline strategies. Working with Tom Sheppard, the chief naturalist for the Park System, a partnership was formed to fill both needs. The principal provides training each spring for the park staff on Anti HIB and positive discipline. The science club students also have provided a service of identifying flora and fauna at a local park. Tom Sheppard in return has offered important environmental programs either completely free or at a reduced rate. Thanks to this relationship Mr. Sheppard has accompanied our science club students on an overnight trip to the Delaware Bay to learn and see the horseshoe crab and shorebird connection, to Island Beach State Park where the students learned about marine biology and released their fostered Terrapin Turtles, local parks to learn about migrating birds and the importance preserving vernal pools. These trips continue to be wonderful learning experiences thanks to this continued partnership. Mr. Sheppard has come to our meetings to provide workshops on identifying birds, animal signs, composting and amphibians and reptiles. This ongoing relationship with the Park System provides our students in the science club with meaningful programs and allows us to help the Park System with their own environmental programs which take place in the summer. You will find uploaded a thank you letter to the Park System for supporting our club during the 2014-2015 and the 2015-2016 school year, a letter from Mr. Sheppard recognizing our continued partnership and a program form with the fee waived. We are also uploading our science club budget and a permission slip for one of the trips that took place in the spring of 2015.

**WORD:** [THANK YOU LETTER MR. SHEPPARD](#)

**WORD:** [CONFIRMATION PARK/SCIENCE CLUB TRIP SPRING 2015](#)

**WORD:** [SCIENCE CLUB INVITE AND BUDGET 2015-2016 SCHOOL YEAR](#)

**WORD:** [PARTNERSHIP LETTER](#)

**WORD:** [PERMISSION SLIP 2015](#)



## Student Learning

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### Education for Sustainability Kindergarten

10 Points

School

**Program Summary:** Change is all around us-in nature and in our lives. Through this unit of study, kindergartners have the opportunity to observe the changes that a butterfly goes through during its life cycle, and share their student learning with the third-grade students and other students and staff within the school. Raising the butterfly from egg to butterfly will bring the outdoors into our own classroom. This is also an ecological, social, and cultural system that ties into kindness and respect . The children will gain an appreciation of the organisms that are found in our own backyard and also an understanding of organism interdependence. Butterflies are the symbols of the unique transformation that an individual goes through, while also being a part of a specific community or group due to likeness. This collaborative project comes to a cultivating point when during the school's Respect and Kindness Week in October the Third Grade students visit the classrooms to make butterfly nature sun catchers together. These artistic student creations promote peace, respect and diversity for all in our school community to see. This October 2015 the butterflies were hung in our breezeway but during October 2014 they were hung outside by our schools peace pole. As the unit concludes, conversations and activities help the students focus on individuality, diversity and the changes that have taken place during their year as kindergartners.

**WORD:** EDUCATION FOR SUSTAINABILITY KINDERGARDEN DOCUMENTATION

**WORD:** EDUCATION FOR SUSTAINABILITY KINDERGARDEN DOCUMENTATION

**WORD:** EDUCATION FOR SUSTAINABILITY KINDERGARDEN DOCUMENTATION

**WORD:** EDUCATION FOR SUSTAINABILITY KINDERGARDEN DOCUMENTATION

**WORD:** EDUCATION FOR SUSTAINABILITY KINDERGARDEN DOCUMENTATION

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### Education for Sustainability 1st Grade

10 Points

School

**Program Summary:** For several years now, our first graders have taken part in tracking change in seasons and climate around the globe. Each fall, we, along with other people across the Northern Hemisphere plant Red Emperor tulip bulbs in Journey North Test Gardens to help monitor seasonal change in a scientific way. In the spring, when the plants emerge and bloom, we and the other test gardeners report our data to the maps. One garden at a time, the relationship between climate, geography and the greening of spring is revealed. Local climate affects where, when, and how plants grow. Over time, the timing of plant growth can be used as an indicator of climate change. Everyone who participates in this international tulip test garden project contributes valuable information to a long-term database. Planting instructions can be found at [https://www.learner.org/jnorth/tm/tulips/plant\\_detailed.html](https://www.learner.org/jnorth/tm/tulips/plant_detailed.html).

**WORD:** EDUCATION FOR SUSTAINABILITY IN THE 1ST GRADE CLASSROOM DOCUMENTATION

**WORD:** EDUCATION FOR SUSTAINABILITY IN THE 1ST GRADE CLASSROOM DOCUMENTATION

WORD: [EDUCATION FOR SUSTAINABILITY IN THE 1ST GRADE CLASSROOM DOCUMENTATION](#)

WORD: [EDUCATION FOR SUSTAINABILITY IN THE 1ST GRADE CLASSROOM DOCUMENTATION](#)

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## Education for Sustainability 2nd Grade

10 Points

School

**Program Summary:** In second grade at Holland Township School, we believe that sustainability goes beyond the classroom. We are extremely fortunate to have several outdoor learning spaces to educate our students not only ABOUT the natural environment, but to educate them IN a natural learning environment. Activities such as outdoor observations, nature scavenger hunts, and using teachable moments in our natural world create in our students excitement and a sense of responsibility for the protection of our Earth. In addition, we include the students' families in activities to compare sustainability in the past to the present to create a generational connection. Our ultimate goal with our year long and ongoing environmental emphasis with the students is to infuse environmental education across the curriculum and empower students to realize their potential as not only leaders in sustainability in their own communities, but their ability to impact the world on a global scale.

WORD: [ENVIRONMENTAL INSPECTION](#)

WORD: [NATURE OBSERVATIONS](#)

WORD: [OIL SPILL](#)

WORD: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

WORD: [REPURPOSED WOOD GIFTS](#)

WORD: [EDUCATION FOR SUSTAINABILITY 2ND GRADE DOCUMENTATION](#)

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## Education for Sustainability 3rd Grade

10 Points

School

**Program Summary:** Third grade students from Holland Township School “Trick-or-Treat” for Hunger within the community to raise awareness of hunger issues and participate in an authentic experience of helping others. Students will explore what it means to be a self-reliant community and how they, as third graders, can contribute to their communities in meaningful ways. Teachers work with students to discuss issues of hunger in our community, create brochures to solicit food and monetary donations and plan and participate in a food drive. Students will also share in the experience of loading donations to be delivered to the NORWESCAP Food Bank. Students will participate in a written reflection of how we work together and rely on one another to meet one’s needs and support a sustainable, self-reliant community. This reflection will also be used to facilitate conversation between grade levels to raise awareness and motivate others to contribute in a meaningful way.

PDF: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION](#)

WORD: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION](#)

PDF: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION](#)

IMAGE: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION](#)

WORD: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION](#)

PDF: [EDUCATION FOR SUSTAINABILITY 3RD GRADE DOCUMENTATION](#)

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## Education for Sustainability Grades 4-12 Arts

10 Points

School

**Program Summary:** Middle school visual art classes at Holland Township School have been making strides in various ways to become more sustainable and eco-friendly, while being educated on the effects of our actions as individuals, communities, schools, and people as a whole on our planet. Students have been focusing on using found objects and re-purposing materials in ways to create art and minimize waste. Classes have discussed ways in which waste can be used and recycled in ways that do not pollute our land and water, but instead used to create works of art. Classes have also looked into different cultures that relate and co-exist with nature, and the art created to show the cultures appreciation of their land, water, and other living beings. Art studio students have created sculpture in nature using only what was provided by the land and was then left in nature to them return to the land. Holland Township School has put a much greater emphasis on understanding the importance of sustainability looking into not only our own future, but also the futures of generations to come. Throughout past months, each grade has been incorporating different aspects of creating a more sustainable school and community. Both 7th and 8th grade have been working on 2 separate projects working with recycled materials and found object sculptures. Younger grades have been and are currently brainstorming ways in which to green our school and community, how they can give back to nature, and raise awareness through art about the effects of individual and group actions. In addition, over past years and still continuing today, the hallways in Holland Township School display student designed and painted murals relating to different cultures, new jersey nature, and different living beings, all relating to sustainability.

**WORD:** [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ARTS DOCUMENTATION](#)

**WORD:** [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ARTS DOCUMENTATION](#)

**WORD:** [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ARTS DOCUMENTATION](#)

**WORD:** [EDUCATION FOR SUSTAINABILITY GRADES 4-12 ARTS DOCUMENTATION](#)

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

10 Points

School

**Program Summary:** Understanding ourselves, as well as each other, is a vital component in creating a compassionate culture of diverse citizens who can live together peacefully. Empathetic and peaceful co-existence is the backbone of the health and well-being of our world. Literature is one opportunity which enables us to understand the importance of empathy and its role in our lives through both fiction and nonfiction works. Characters that evoke strong emotions from the reader create parallels to personal experience and reason for self-reflection. The connections students make with characters are essential to understanding and unlocking one's capability to empathize and act on that emotion. Empathy is not only understanding and experiencing another's feelings, but the actions that follow. The emotions that parallel an empathetic literature theme evoke feelings within and create in-depth conversations between students and teachers alike. Empathy is literally the experience of one mind learning to understand the thinking of another. Understanding each other, through literature, is an important component in creating a compassionate culture of citizens who can live peacefully together. These are the actions that will

sustain our cultural future and improve the climate of our world.

PDF: [GRADES 5-8 LA UNITS](#)

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## Education for Sustainability Grades 4-12 Health

10 Points

School

**Program Summary:** Our Middle School Health Curriculum covers all of the New Jersey standards. One of the subjects that we cover a lot of information is our Nutrition unit. During our Nutrition unit we learn about My Plate and go over how important every food group is for our bodies. We go over the importance of fresh fruits and vegetables are and how it is sustainable for us to eat them daily not only for our bodies but also the environment. Along with the importance of the food groups and My Plate we also have a day where we learn how to pack a waste free lunch. It is important for the students to understand how they can become fully sustainable especially with the use of reusable lunch bags and containers. The most important part of this unit is when the students create their own PowerPoint's and teach each other about all of the food groups. They get a lot out of this part of the unit and learn a lot themselves from their research. After they are self taught, I use a rubric to grade the students on their presentation and information presented and also have them grade themselves. It is always important for them to self assess especially when they are taking the initiative to teach others and create a thorough lesson. Lastly, Their final project during the lesson is to create game boards about My Plate and the five food groups. They play the game boards the create with the elementary students in our school. It is great to see them working collaboratively with our elementary students and seeing them get a lot out of the lesson. Attached are lesson plans, pictures, our rubric, PowerPoint's that are presented, and the Survey for our lesson. This is one of the most informative lessons that the students enjoy in our nutrition unit. We do this unit primarily with our seventh grade students but cover all the basics of Nutrition in our middle school curriculum.

WORD: [MY PLATE SUSTAINABILITY LESSON PLAN](#)

POWERPOINT: [MYPLATEPOWERPOINT NUTRITIONAL INFORMATION](#)

POWERPOINT: [NUTRITIONAL LITERACY EDUCATIONAL POWERPOINT](#)

WORD: [LESSON PLAN SUSTAINABILITY QUESTIONNAIRE](#)

WORD: [NUTRITION/SUSTAINABILITY PROJECT RUBRIC](#)

WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 HEALTH DOCUMENTATION](#)

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## Education for Sustainability Grades 4-12 Science

10 Points

School

**Program Summary:** 8th Grade: Shad Program Eight grade students have experienced the value of the American shad, its history, its importance to the environment, and its impact on local areas. The unit revealed an effective understanding of sustainability through various authentic learning opportunities that allowed students to realize the delicate balance of nature and work toward preserving or improving our nature resources. 7th Grade: What is the Price of Our Environment? Students were presented with the scenario of going into our bathrooms in our school and seeing the wastefulness of paper towels. They created procedures for comparing the absorption rates of 3 different brands of paper towels, researched hand dryers, and formulated conclusions. The students then presented their findings to the class and a member of our sustainability team at

school. The students solved a real life school sustainability issue and offered solutions. 6th Grade: Watershed Health Students investigate watershed health through a variety of inquiry-based modalities. Students participate in the 'Trout in the Classroom' program. They also read the book World Without Fish, which provides them with an understanding of the role we play in the health of our oceans as well as the impact it has on not only the organisms that live there, but the human population as well. At the end of the school year, students release the trout into a local river. 5th Grade: Monarch Butterflies Students will learn the importance of sustaining the living world and will extend that knowledge to understand that the growth cycle of monarch butterflies. Their survival is being threatened. With the help of the 5th grade students, we may be able to ensure their survival through sustaining their environment. The monarch butterfly is an important way to motivate people to get involved in stewardship and an appreciation for wildlife survival.

**PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)**

**WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)**

**PDF: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)**

**WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)**

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**WORD: [EDUCATION FOR SUSTAINABILITY GRADES 4-12 SCIENCE DOCUMENTATION](#)**

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## **Education for Sustainability Grades 4-12 Social Studies**

**10 Points**

School

**Program Summary:** Social Studies units on every grade level from 4 to 8 fall into the category of sustainability. There is a large emphasis on democracy, human welfare, sensible use of resources, understanding the need for diversity and building peaceful relations. The units highlighted are: immigration (4th grade), migration and the importance of environmental stewardship (5th grade), accepting diversity and building peaceful societies (6th grade), and the importance of promoting democracy and compromise(8th grade). In 4th grade, students learn why people immigrated in the past and build an understanding of why people immigrate today. This connects to sustainability because scarce resources will impact people's need to relocate, for example during the potato famine. In 5th grade, students learn about the monarch butterfly and how its survival depends on the cooperation of countries working together to conserve its habitat and promote long-term preservation of resources. In 6th grade, students learn about different cultures. Through an exchange of innovation, creativity, and differences, students realize that diversity is the key to a mutually enriching future for humankind. Cultural diversity unites individuals, societies, and people. In 8th grade, students learn about democracy and that people have a voice in political decision making, implementation and scrutiny. Individuals have a responsibility to work collectively to promote shared rights for future people and to protect the environment and its resources. The idea that democracy is still evolving and being learned, encourages the notion that the ability of democracy to address serious environmental and social problems remains in the hands of individuals and their governments. In democratic societies, pupils develop shared values around concepts of democratic process, community participation in decision making, volunteerism, and social justice. Each of these approaches contributes to the overall goal of sustainability.

**PDF: [4TH GRADE UNIT](#)**

**PDF: [5TH GRADE UNIT](#)**

**PDF: [6TH GRADE UNIT](#)**

**PDF: [8TH GRADE UNIT](#)**

## Student and Staff Wellness

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### School Wellness Council

10 Points

 Bronze Priority  Silver Priority School

**Program Summary:** Our wellness committee at Holland Township School consists of parents, students, administration, and staff. Our main goals within our committee consist of providing staff, students, and community with information about health and safety to improve our overall school wellness. Our wellness committee meetings involve teachers, administrators, school nurse, parents, and students. In the beginning of every year, the wellness committee presents a power point in hopes of enhancing participation within the committee. During our last wellness meeting, our students had great ideas about including a walking club and stress management/organizational classes that they would enjoy to improve the wellness in their every day lives. We continue to grow and enhance our committee to create a more sustainable and healthy lifestyle for our community.

**WORD:** [SCHOOL WELLNESS COUNCIL DOCUMENTATION](#)

**WORD:** [SCHOOL WELLNESS COUNCIL DOCUMENTATION](#)

**POWERPOINT:** [SCHOOL WELLNESS COUNCIL DOCUMENTATION](#)

**WORD:** [SCHOOL WELLNESS COUNCIL DOCUMENTATION](#)

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### Programs to Promote Physical Activity

10 Points

School

**Program Summary:** During the 2015-2016 school year Holland Township School created a committee composed of parents, administrators, PTO members, and teachers to develop a plan to increase the amount of student movement throughout the school day. A sign in sheet from our May meeting is attached. We wrote a grant that was submitted to the Hunterdon Medical Center and received a grant for \$4,770.00 to purchase desk cycles for our classrooms. The PTO also donated \$10,000 to support the purchase of kinesthetic items for our classrooms. The Get Moving Grant and PTO Order form are attached. The selections of kinesthetic items were recommended by our occupational therapist and teachers. Our teachers have also incorporated movement/brain breaks into their classroom. Our teachers have been researching the importance of movement and have developed "Get Moving" breaks into their instructional day. Students take part in mini breaks to "wake up their brain" as they transition to the next learning activity. A second grade lesson plan is attached. All students in grade pre-K through 8 have recess each day. We have designated play areas for our preschoolers, elementary students and middle school students. Middle school students have the opportunity to lead games for the elementary students through our peer helpers program. We have added programs after school that are open to all students at the middle school level and this includes our newly formed cross country and track programs. During PE classes all of our students in grades K-8 take part in the Presidential Fitness Program. The Presidential Youth Fitness Program is used to help our students strive to live a healthy lifestyle and to reach fitness goals that enhance their lifetime physical activity. The program provides a model for fitness education within a comprehensive, quality physical education program. We have a garden area that continues to grow each year. Our students often choose to join our enrichment teacher in the garden during lunch where they can assist with the many

tasks. This year we collaborated with our PTO, parents and PE teachers to plan an extensive field day that mixes the students in grades K-2 and 3-5 on teams as they complete a variety of non competitive activities. Due to the success of our staff wellness day we are in the process of developing a full health and wellness day for students in grades 6-8. Attached is the field day plan. Our school plans and hosts the New Jersey Tournament of Champions Program which is held each spring at Delaware Valley High School. This program is open to schools in Hunterdon County. Our special needs students prepare for the event by participating in an afterschool program and each student is recognized for their participation and given a ribbon at an awards ceremony. One of our district goals for the 2016-2017 school year is to continue to build on our success this year by continuing to increase movement into our school day for all students in PreK through 8. Many teachers have made this part of their professional development goal. Attached are our district goals and a middle school and elementary Professional Development Plan. We have scheduled a workshop on the first day back to school for all staff members on the importance of "Keeping Kids Fit through Activity Breaks." The invoice for the teacher workshop is attached.

**PDF: [GET MOVING COMMITTEE SIGN IN SHEET](#)**

**PDF: [GET MOVING GRANT AND PTO ORDER FORM](#)**

**PDF: [FIELD DAY JUNE 2016](#)**

**PDF: [DISTRICT GOALS AND PROFESSIONAL DEVELOPMENT PLANS](#)**

**PDF: [LESSON PLAN WITH BRAIN BREAKS](#)**

**PDF: [PROFESSIONAL DEVELOPMENT KEEPING KIDS FIT](#)**

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## Staff Wellness Program

10 Points

School District

**Program Summary:** Holland Township School developed a Wellness Committee to look at both staff and student wellness. We developed an action plan to guide our staff wellness to address areas of health, fitness, stress management, and morale. We recognize that our teachers are our most valuable resource and impact the well being of our students. Providing programs for our teachers throughout the year is essential for our school culture. Our Health and Wellness Committee consists of administration, teachers, school nurse and community members. One of the first things that we did was to develop a full inservice day to introduce our faculty to a range of programs that focus on the goals of our action plan. We followed this up with a survey that is being used to continue to develop programs for our staff. During this school year, we have worked with outside agencies to provide programs for our staff. These include: The Hunterdon Medical Center, local fitness programs, our local grocery store and parents with expertise in the field of health and wellness. Our school also offers a flexible spending program and an employee assistance program. We recognize the need to develop a supportive and collaborative atmosphere for our staff. Therefore, we implemented an HTEA program that provides monthly activities to boost morale. Some of these programs have been our random acts of kindness program for staff, ESP appreciation month, special breakfasts and monthly pick me up's deposited in staff mailboxes. In the past, we have had staff socials and as a direct result of our Wellness Committee we are now building activities into these socials that include such events as walking, kayaking and hiking. Staff also participates in the weight loss events such as the biggest loser and a local fitness facility that hosts "Teacher Boot Camp" which is open to all Holland Township School staff. We also hold a spring volleyball program for staff to participate in after school. Our school nurse provides regular updates for staff and makes programs available for staff during the school day or during faculty meeting time. This included flu shots and The Optical Academy. Along with all of the wellness work we have done we have also added a staff garden which holds fruits and vegetables that the staff can take home so they always have nutritious foods within their life. Survey data shows a very positive response from staff and is important to us in setting the direction for the 2016-2017 school year.



PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)

WORD: [STAFF WELLNESS PLAN](#)

WORD: [STAFF WELLNESS SURVEY](#)

WORD: [STAFF WELLNESS DAY SCHEDULE & PROGRAMS](#)

PDF: [STAFF WELLNESS BULLETIN BOARD](#)

PDF: [STAFF FLEX SPENDING DOCUMENTATION](#)

## Waste Reduction & Recycling

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### Materials Reuse

10 Points

School

**Program Summary:** Our school staff and students organize events and activities that include our school community in recycling efforts. Action 1: Students and staff members held a material collection for Habitat for Humanity. Families donated large gently used furniture items and tools including dressers, power saws, nails, screws, wood, metal, and other building materials. All items were donated to our local Habitat for Humanity Restore. Donated materials were used to build new homes for families in need. Our community collected over 100 items for donation. Representatives from the organization came out and did a program for our students and all of our students were able sign a piece of lumber that was used to build a house for a family in need. Action 2: Our librarians organized a "Book Swap" to encourage students to read over the summer. Students were able to donate up to five gently used books. We had 90% student participation school wide with a total swap of 1150 books. Leftover books were donated to our school library, shared with classroom teachers for their libraries, and donated to Warren County Habitat for Humanity.

WORD: [MATERIALS REUSE DOCUMENTATION](#)

IMAGE: [MATERIALS REUSE DOCUMENTATION](#)

IMAGE: [MATERIALS REUSE DOCUMENTATION](#)

PDF: [MATERIALS REUSE DOCUMENTATION](#)

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### Recycling Non-Mandated Materials

10 Points

School

**Program Summary:** Students and staff have taken the initiative to establish various recycling programs. Students, staff, and our local community have been working together on three different projects. Our first program is the collection and recycling of printer ink cartridges which offset the high cost of field experiences. Several pounds of metals have been collected through the recycling of ink cartilages. Our school collected 125 pounds of toner cartridges and 8 pounds of printer cartridges. The second program is "Caps for Love" which raises money to provide wheelchairs for disabled children by recycling polypropylene and polyethylene plastic caps and lids. This program has environmental benefits locally and abroad as discarded caps are put into our landfills or incinerated which harms our earth if not recycled. Holland Township School

students and staff have collected over 2,000 caps this year. Our Helping Hands community service club has organized a Crayola Color Cycle program. We have collected over 235 used markers which are shipped to the Crayola factory to create new markers. Students have packaged these recyclables. In class assignments involved students designing model explaining the benefits of recycling. These recycling initiatives are effectively reducing waste in our school, our local community, and our world.

**PDF: [RECYCLING NON-MANDATED MATERIALS DOCUMENTATION](#)**

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