



## Sustainable Jersey for Schools Certification Report

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

George L. Catrambone Elementary School (Monmouth) was certified on August 24, 2021 with 880 points. Listed below is information regarding George L. Catrambone Elementary School (Monmouth)'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 George L. Catrambone Elementary School (Monmouth) is:**

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### Actions Implemented

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

#### Board Leadership & Planning

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##### District Sustainability Policy

10 Points

🏅 Bronze Priority 🏅 Silver Priority District

**Program Summary:** The board of education recognizes that responsible environmental

stewardship is an integral part of its mission in ensuring that schools are well run. The board supports conservation and sustainable planning and operations, and shall endeavor to implement green initiatives in all day-to-day district operations. Sustainability is defined as meeting the needs of the present while not compromising the future. The board recognizes that sustainability through the adoption of green initiatives in all day-to-day district operations will only succeed with the cooperation and support of the board, the students, the parents/guardians and the community. The district shall endeavor to engage all members of the school community in the conservation and green initiatives of the district. The board directs the chief school administrator or his or her designee(s) to oversee the districts programs for conservation and green initiative including but not limited energy efficient practices, recycling, sustainable programs and business practices within the district, environmental assessments, green construction within school facilities, and education and training programs for students, staff and the community.

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

**PDF:** [DISTRICT SUSTAINABILITY POLICY ON WEBSITE](#)

**IMAGE:** [DISTRICT SUSTAINABILITY POLICY SHARED WITH DISTRICT AND COMMUNITY VIA SOCIAL MEDIA](#)

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

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## Professional Development for Sustainability

20 Points

 Bronze Priority  Silver Priority School District

**Program Summary:** The Long Branch Public Schools Summit is an Annual Professional Development event designed to kick-off our Sustainability, Social Emotional Learning, and Future Ready programs. During the 3-hour gathering, close to 100 attendees from our schools and community learn about ways LBPS is fostering sustainability and adopting an innovator's mindset to serve our schools. The event includes opening presentations from various staff members and students, a keynote address, and finally various small group workshop options from outside speakers on related topics. In addition to in-house PD, the district encourages employees to attend outside opportunities like the Monmouth County Master Gardeners' annual school garden conference. Green Team members from each school also independently attend other sustainability-related training opportunities including the many Sustainable Jersey webinars throughout the year.

**PDF:** [2019 LBPS SUMMIT](#)

**EXCEL:** [2019 PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY](#)

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## School Community Asset Mapping

10 Points

School District

**Program Summary:** The Long Branch Public Schools District with the help of students, teachers, administrators, and community partners have developed a community asset map to identify community places that make our city a great place to live, work and play. The asset map was shared with the community and staff via social media, e-mail and posted on the district website under the district's sustainability tab. Students will continue to grow and develop this map to include additional places of interest in our community. Access our map here: <https://sites.google.com/longbranch.k12.nj.us/gardens/community-map>

**IMAGE:** [SCHOOL COMMUNITY ASSET PUBLICITY](#)

## Climate Mitigation & Renewable Energy

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### School Carbon Footprint

10 Points

 Bronze Priority  Silver Priority School District

**Program Summary:** Long Branch School District uses EnergyCAP to track and manage electricity, natural gas, and water usage. Scope 1 emissions from combustion of natural gas as well as Scope 2 emissions from purchased electricity were gathered from the EnergyCAP system. Mileage data for each vehicle in the fleet was collected. It was then converted to gallons of fuel consumed using the Fuel Economy Factors provided by GHG Protocol (a project of the World Resources Institute). The resulting value, representative of fuel consumed by the entire district's fleet, was allocated to each school according to known values of students who ride the bus from each school.

EXCEL: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

EXCEL: [SCHOOL CARBON FOOTPRINT DOCUMENTATION](#)

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### Buy Renewable Energy

10 Points

School District

**Program Summary:** Long Branch Public Schools are a NEW participant in the ACES consortium of purchasing renewable energy is such a positive action for the school district. First, it is a more efficient way to utilize the public school purchasing power for electricity which for a small up-charge per kWh allows the school to reduce its carbon footprint by not using fossil fuel generated electricity and we are expected to have as much as 40% renewable energy provided to us. This is another example of how the NJ Sustainable for Schools is making a difference. We are excited to see the percentage increase from 25% to 40% this year!

PDF: [BUY RENEWABLE ELECTRICITY DOCUMENTATION](#)

## Digital Learning Leadership

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### Community Engagement

10 Points

School District

**Program Summary:** Community Engagement is at the heart of schools and learning communities. The George L Catrambone School and the Long Branch Public Schools system know this and are committed to providing transparency between the schools and community. We want to engage community stakeholders in our digital learning vision, our pedagogy, school culture and resources. We want the community to be involved in the learning process for all of our students and this begins with open communication. We use a variety of ways to reach out and connect with our students, families, staff and community. Through platforms like Blackboard Connect we can use auto dialing features to call families with important events dates and even absences. With genesis our parents are able to connect through the portal for emails regarding important flyers, conferences and report cards. Parents are part of our digital bulletin board through class dojo where we celebrate and promote students' events and achievements. Social Media plays an important role in reaching all stakeholders. Through twitter, Facebook, and Instagram we are able to reach a broader audience and promote, celebrate and share the events and goings on of our schools. YouTube connects our families and friends for live events and special videos. Crisis Go is a tool used for communication in the district for emergency and district and school safety alerts. Staff emails, zoom meetings, text messages are another way to keep the lines of communication open and available for every stakeholder in the LBPS system. GLC and the LBPS believe that engaging all stakeholders is essential to fostering understanding of the district's/school's mission, policies, and practices, developing strong school-home relations, generating support, and helping commit the entire community to the success of our students. With effective communications we can make better and more sustainable decisions, new ideas and resources, and reduce the real or perceived walls between schools and the outside world.

PDF: [DISTRICT COMMUNICATION PLAN.PDF](#)

PDF: [COMMUNITY ENGAGEMENT SAMPLES OF COMMUNICATIONS](#)

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## District Commitment to Digital Learning

15 Points

 Bronze Priority  Silver Priority District

**Program Summary:** Long Branch School District has a very strong commitment to Digital Learning. The district has a diverse team of stakeholders that makes up their Executive Committee that meets monthly. In addition, each school has a team. Other artifacts uploaded for this action include support provided to our children and families with digital learning during remote learning. They include Useful Resources During School Shutdown, a survey to assess technology needs, and a schedule to prepare for remote learning. We live in a digital society, all manner of preparation for the world, work and life is our priority. Long Branch Public Schools is committed to providing all of the tools and opportunities to maximize student and educator success. This includes equitable access for our diverse population to ensure academic student growth through their virtual learning experiences. These digital learning experiences also offer social emotional learning strategies that support students, teachers and parents. Our goal is to ensure that students have access to the digital devices and tools in order to be successful both in school and at home. Flexible learning is possible through technological resources as students, staff and the community engage in authentic and personalized learning experiences

PDF: [DIGITAL SCHOOLS TECH PLAN 2021.PDF](#)

PDF: [BUDGET - 20-21 \(DIGITAL SCHOOLS\).PDF](#)

PDF: [GRADING DURING HYBRID AND VIRTUAL LEARNING\\_.PDF](#)

PDF: [LESSON PLAN AND CURRICULAR DIGITAL LEARNING INTERGRATION EVIDENCE.PDF](#)

PDF: [LBPS DISTRICT COMMITMENT TO DIGITAL LEARNING SUBMISSION FORM FINAL](#)

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

10 Points

District

**Program Summary:** The Chief Academic Officer organized a district professional development committee to formulate the 3 year 2019-2022 district professional development plan. The diverse committee met several times to collaborate on this document. The committee created 3 year goals which included activities for implementation based upon research evidence. The areas addressed in the 3 year PDP plan include but are not limited to: school safety, security, and code of student conduct, health, interscholastic athletics, educator evaluation, equity and affirmative action, special education, prevention, reading, preschool, and mentoring. Since 2017, our EdTech specialists have provided district, school-level, department-level, and personalized professional learning opportunities. In order to make this meaningful and reach all stakeholders, they have created a district-wide technology survey to assess each professional's and student's needs. Professional learning has been provided through written documents, emails, in-person, video conferencing, and recorded tutorials. Professionals are able to contact the EdTechs through email, chat, helpdesk, and phone. In addition to internally provided professional learning, outside opportunities such as those provided by New Jersey Institute of Technology, Kiker Learning, and Pear Deck are made available to staff.

**PDF:** [LBPS DISTRICT PD PLAN 2019-2022](#)

**PDF:** [DISTRICT PD SURVEY.PDF](#)

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## Equitable Access to Digital Learning

15 Points

 Bronze Priority  Silver Priority District

**Program Summary:** With the recent increase in virtual learning, Long Branch Public Schools became more aware of the differences in access to technology resources. In order to support our learners and our staff, we gathered information about access to technologies including devices and network connections. Going into August of 2020, we learned that 7% of our students did not have Wi-Fi at home and almost 22% of students did not have access to computing devices like a Chromebook, laptop, or desktop computer. Additionally, we assessed our students academic progress in order to identify learning gaps through various systems including i-Ready and LinkIt! Spring benchmark assessments will be given to identify gaps in learning from the 2020-2021 school year. Curriculum teams will be assembled to review student assessment data and progress toward the learning standards at each grade level. Teacher teams will work with the prerequisite skill and concept documents available through the NJDOE to develop a scope and sequence for 2021-2022 that will best meet the needs of the students. The scope and sequence will specifically address learning loss and provide teachers with resources to help students who are continuing to struggle. In order to assist us in addressing the technology gaps, LBPS partnered with T-Mobile to provide wireless access points for families in need. Prior to the pandemic, LBPS maintained the fleet of Chromebooks on campus. In order to meet the computing needs of students, LBPS planned and executed safe and secure technology pick up days. Families in need were able to obtain Chromebooks. Additionally, LBPS partnered with HP to provide seniors with laptops. As new students arrive, their needs are determined and met with technology provided by the district thereby preventing the creation of a digital divide.

**PDF:** [COMMUNITY SURVEYS \(ENGLISH/PORTUGUESE/SPANISH\)](#)

**IMAGE:** [TWEET SHOWING RESOURCES CITE FOR PARENTS STUDENTS COMMUNITY](#)

**PDF:** [LBPS GAP PLAN & REPORT \(SAMPLE\).PDF](#)

**PDF:** [PARTNERSHIP EVIDENCE - GOOGLE DOCS.PDF](#)

## Digital Learning Practices

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### Authentic Application of Digital Learning Tools and Content

15 Points

School

**Program Summary:** A school wide culture of digital learning has been developing over the past 4 years and specifically this past year and a half with the change to digital learning that came with the pandemic. Teachers and students have embraced the change of instruction styles and worked continuously throughout the year to improve and enhance their pedagogy to include delivering lessons and authentic learning to students via live virtual instruction using a variety of platforms. As a school, we define authentic learning as making connections for our students that are meaningful, applicable, and relevant in today's growing and changing world. Authentic Learning is motivational because it places high value on students' interest and connects to real world experiences. A high value is placed on 21st century learning skills like collaboration, critical thinking, problem solving, Authentic learning empowers students for their futures and take on the learning by doing approach. To ensure our students were receiving authentic learning experiences in a changing year, teachers attended training and searched for new, innovative, and authentic ways to reach our students and provide them with the best learning experience possible amidst a year with many pivots, transitions, and adaptations. Members of the School Improvement Team met monthly to plan and implement strategies and ideas to ensure classroom success. Even with the changes and the majority of our students on virtual instruction, we wanted to ensure they had the opportunity to engage in lessons essentially learning by doing. We wanted to ensure that our students were learning about impactful issues with creative solutions so that they continue to develop critical thinking, empathy, and problem solving strategies, ensuring they become lifelong learners. For this reason we pushed to continue with specials and unique programs after school hours like our Future Leaders Club, Debate Team, PowerSave Team and Green Team. Students were able to dive into learning with topics related to their interest both in the classroom and after school. For this to happen our teachers needed the training to support our students' needs in a unique learning environment. We have adapted, grown and pushed to provide these authentic learning experiences and empower our students to grow as learners and leaders. Below is a list and explanation of the many trainings and programs for staff and students as well as the clubs and opportunities for our kids to participate in.

PDF: [ARTIFACTS AND SUMMARY](#)

PDF: [ALL CONTENT AREA LESSON PLANS AND SAMPLES](#)

PDF: [AUTHENTIC APPLICATION OF DIGITAL LEARNING SUBMISSION FORM](#)

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## Digital Citizenship

10 Points

 Bronze Priority  Silver Priority District

**Program Summary:** As we continue to integrate more technology into our schools, the Long Branch School District recognizes the importance of teaching and instilling good Digital

Citizenship. Teachers/Media Specialists use the curriculum from Common Sense Media, as well as Google's iKeepSafe program. In addition, the ISTE standards for Digital Citizenship is an important guide that is reviewed often by both administrators and educators. These resources combined, allow our educators to guide our students to make sound choices and to develop a positive digital footprint. Virtual PD on Digital Citizenship has been offered to the entire staff, and a more personalized PD on how to become a Common Sense Educator has been provided to all the Media Specialists in our district. Our Media Specialists and our EdTech Specialists work together to reach out to as many students and teachers by providing lessons for grades K-12, updating the Digital Citizenship page on our district's EdTech site, and through ongoing conversations.

**PDF:** [DIGITAL CITIZENSHIP \[OPTIMIZED\].PDF](#)

**PDF:** [DIGCITEVIDENCE\\_REDACTED.PDF](#)

**PDF:** [DIGCITROADMAPS.PDF](#)

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## **Personalized Learning and Growing Independent Learners**

**15 Points**

School

**Program Summary:** Personalized Learning at the George L Catrambone School looks different in every classroom. This year with the need for virtual, hybrid, and in person learning, it pushed boundaries and got teachers to think way outside the box when planning to meet the needs of each of their students. Personalized learning is a diverse mix of ed programs, learning experiences, strategies, and instructional approaches, and of course delivered over a variety of tech platforms and in person to meet the unique needs of each of our learners. Stepping away from the fit all general approach to education, our teachers are meeting students' needs through mixed platforms using individual instruction, small group, and even whole class instruction. Lessons are differentiated to meet the needs of each individual students and assignments are tailored to those needs. This approach places all of our students at the center of planing, and instruction. To identify these needs and track student progress, the long branch school district implemented the i-ready platform and database as an educational instructional learning tool for both students and teachers to collect data and monitor progress. It is a platform where teachers have data to support and conference with peers in PLC's, administrators, students, and parents to monitor, discuss and strategize student growth. The program is used for an individual learning path. At weekly grade level PLC's teachers discuss glows and grows with the subject matter for reading and math instruction. In addition, we utilized the use of Classlink, which allowed students access to all of the applications they would be using throughout the school year. This helped to connect the variety of platforms needed to address all of our students. They could log into one place and find their google classroom, seesaw, Epic!, nearpod, peardeck, google suite, digital portfolios, and other digital resources needed for success. Teachers were able to use diagnostic data from each student, and used that information to provide students with personalized learning opportunities in small group instruction while using the digital tools listed above. In addition to weekly PLC's, faculty meetings, and professional development sessions, we also had a school improvement and planning team that looked at the data holistically to determine the best needs for the school. This was used to tailor instruction, bring in additional PD and meet the unique needs of our learning in so many different settings.

**PDF:** [LESSON PLANS WITH STUDENT WORK SAMPLES](#)

**PDF:** [SAMPLES OF PERSONALIZED STUDENT LEARNING PLANS](#)

**PDF:** [PERSONALIZED LEARNING AND GROWING INDEPENDENT LEARNERS SUBMISSIONS FORM](#)

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## **Professional Growth and Collaboration**

15 Points

School

**Program Summary:** Professional Growth is at the forefront of preparation and planning for a school year in the Long Branch Public School System. Whether through professional development, Professional learning communities, summer workshops, PD days, Weekly trainings or others, Administration provides the tools and supports to help teacher strive and grow in their pedagogy. With the switch to virtual and hybrid instruction this year. PD was offered weekly in What's Up Wednesday session and pertained to various digital platforms, apps, digital assessment tools, and learning opportunities for students. The majority of teachers choose to include a commitment to digital learning as part of their professional development plan. With that in place training were set up throughout the year to support staff needs. From iReady assessment, Linkit Data Storage, Google Classroom, Google Suite, SeeSaw, Pear Deck, Jamboards, Slip and Slide, FlipGrid, Nearpod, Blooket and many more teachers gained the support and confidence necessary to teach through a year relying on Zoom and google meets to reach their students. Gains were made throughout the school and we continue to strive to offer additional professional growth opportunities. Even our districts Ed Tech Team supports the growth of teachers in our school by providing digital opportunities for growth through virtual libraries of training and instructional videos. (Check it out here: <https://sites.google.com/longbranch.k12.nj.us/edtech/training-video-archive?authuser=0>) GLC is a learning community from your youngest students to every staff member that enters our building. We strive to give our students the best and meet all of their individual and unique needs by challenging ourselves and growing in our evolving profession.

PDF: [TEACHER PROFESSIONAL DEVELOPMENT PLANS THAT INCLUDE COMMITMENT TO DIGITAL LEARNING](#)

PDF: [PROFESSIONAL LEARNING OPPORTUNITIES AND ATTENDANCE](#)

PDF: [PLC AGENDAS ACROSS BUILDING](#)

PDF: [EXAMPLES OF PROFESSIONAL LEARNING IN DIGITAL TOOLS](#)

## Digital Technology Access

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### Data Safety and Security Policy

10 Points

District

**Program Summary:** Long Branch Public Schools has created several committees in key areas which include board members, administrators and specifically identified personnel. (Note: In this case, as it pertains to Data Safety and Security, the Technology Team is involved in identifying and explaining pertinent aspects.) To properly address policy, the Governance Committee meets quarterly to write, remove and/or revise the policies for the district. Once a structure has been created and agreed upon, drafts are released to the Leadership Team for further input and review. Once the verbiage is decided upon, the policy is presented to the district's attorneys for approval. Upon completion, the policy is adopted into board policy at a board meeting and presented to the staff. Long Branch Public Schools has several key factors in place to assure our digital information is protected... The district has 2 firewalls in place that assure all internal data is protected from outside sources. The district has 2 Proxy Filters in place that assure all staff and students are filtered while browsing the Internet in accordance with our district policy. The district installs and maintains a full Enterprise Endpoint Solution for Antivirus on all servers and computers. The district maintains extensive network and user policies to assure users only have access to data that they are permitted to see. The district maintains strict password policies that



have a set length/strength with a time period for password changes. If LBPS uses a vendor to house data, i.e. a cloud based program for student information, a formal review and questionnaire is provided to assure the company properly protects our data and follows guidelines to keep it private. Additionally, we have provided opportunities for leadership and staff to participate in data safety/security simulations. Attached is a simulation that we modified from <https://studentprivacy.ed.gov/> to make relevant to various offices and departments.

**PDF:** [COMPREHENSIVE TECHNOLOGY POLICIES AND REGULATIONS.PDF](#)

**PDF:** [DATA SAFETY1.PDF](#)

**PDF:** [DATA SECURITY SIMULATION.PDF](#)

**PDF:** [DATA-SAFETY-EVIDENCE-TECHNOLOGY-PAGE.PDF](#)

**PDF:** [DATA-SECURITY-EVIDENCE-TECHNOLOGY-PAGE.PDF](#)

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## Digital Device Life Cycle Management

10 Points

District

**Program Summary:** As more and more technology entered into schools, Long Branch Public Schools identified a need for properly managing not only in production technology but end-of-life / end-of-usability technology as well. As such, the Technology Team deployed software to track our equipment and worked closely with the Business Department to develop specific criteria that would trigger disposal of equipment that was no longer in use. Using these criteria as our guiding factor, equipment is evaluated regularly and discussed bi-weekly at Operations Meetings with administration as well as quarterly with the Operations Committee which has board members included. Inventory is of utmost importance. Keeping track of, and being able to manage software, laptops, tablets, Chromebooks, etc. is a huge priority to assure we can properly manage and maintain all of our equipment. Using a suite that PDQ offers, we currently run PDQ Inventory and PDQ Deploy. These 2 pieces of software allow for us to both track our networked computers, laptops etc. as well as deploy software to them through pushes & schedules on an individual and/or mass basis. It also allows us to pull detailed information on any device. Again, thinking progressively and adapting to the rigorous demands of the Technology field, Long Branch Public Schools has created a position for an Inventory Technician. While having a full technical skillset with the ability to perform daily break/fix duties, this technician has been in the field and understands the needs of our department. Pairing him with an office area inside of Tech center has allowed us to use this amazing resource to gather quotes and keep track of inventory such as projector bulbs, solid state drives, network wires, etc. (things that are not connected to the network). We have a full suite which houses most of our employees (the network team has a separate office a few doors down) that has personal space, locked storage, shelving units and filing cabinets. The person in this position keeps the storage areas clean and organized so our techs can quickly and efficiently find anything that is needed. Designated areas are always labeled and stocked appropriately. The resources are reviewed by the inventory technician on a daily basis and he contacts various vendors to supply the Head of Technical Services with the lowest quotes. The quotes are then reviewed and submitted to the Technology Director with written explanations for purchasing.

**IMAGE:** [CHROMEBOOK.JPG](#)

**PDF:** [INVENTORY MANAGEMENT SOLUTION](#)

**IMAGE:** [OHS.JPG](#)

**PDF:** [DECOMMISSIONING AND RECYCLING PLAN](#)

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## Infrastructure

10 Points

District

**Program Summary:** For FY2022 we will be replacing our 2 district firewalls and our 2 district web gateways. A perfect example of our process is shown by the measures we took before deciding upon the equipment to purchase. A direct call to a manufacturer, which involved a representative and an engineer, allowed us to choose the proper firewalls for our environment. With their recommendation after an extensive conversation being a direct upgrade of our current equipment, it was apparent there was no need to look elsewhere as it is a proven solution without any benefit to changing the product line and/or brand. On the other hand, while we were evaluating our web gateways, we addressed a few of issues and concerns of our current product by involving multiple vendors and demoing their product and/or speaking with Technology Departments of other school districts. After extensive research and conversations, it was decided that a full hardware replacement would best suit our needs while maintaining the same manufacturer of the software but upgrading to a newer version.

PDF: [DISASTER RECOVER - NIST FRAMEWORK.PDF](#)

PDF: [VETTING NETWORK EQUIPMENT.PDF](#)

PDF: [INTERNET ACCESS SATISFACTION SURVEY INSTRUMENT.PDF](#)

PDF: [INTERNET ACCESS SATISFACTION SURVEY - 2021 \(RESPONSES\).PDF](#)

PDF: [INTERNET SATISFACTION SUMMARY AND AREAS IN NEED OF IMPROVEMENT.PDF](#)

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## Diversity & Equity

### Accessible Communications

10 Points

School District

**Program Summary:** The Long Branch Public School District is committed to providing on-going communication to both our schools and the local community. It is our priority to provide all communications based on our dynamic demographics by using a variety of methods and ALWAYS in multiple languages (English, Spanish, and Portuguese). Throughout the school year, we invite families and community members to attend a variety of extra-curricular, sports, and academic events. We also use many platforms to communicate important information to our school community. Our district webpage has the option for visitors to view its contents in their native language. We also provide district-level video updates to families in our community, these video updates are posted on YouTube, Facebook, Instagram, and Twitter. Our YouTube channel has over 1,100 subscribers, this platform allows us to upload a transcript for each video update - - providing parents with Spanish and Portuguese captions. We also have created a short tutorial showing parents how to enable video captions. Emails, flyers, phone calls, invitations (via. US Mail), auto-dial calls through Blackboard connect, and applications such as, Class Dojo or Remind, are also provided in all three languages. The district has several policies helping to ensure effective communication including # 9200 Parent communication and #5420 Reporting of pupil progress. With every student registration packet, we include a guide to help parents navigate the various levels of our school system. Our "School to Home Communication" options menu is a

place where we display the various methods of communication available to parents, allowing them to choose which one works for them. Finally, the district is constantly putting additional communication items in place on an 'as-needed basis.' An example of this is our District COVID-19 Dashboard which provides transparency about our school community health data, as well, as our Covid-19 Video Updates Playlist, and information about 'GRAB and GO' school meals, all which can be found on our District Homepage.

**PDF:** [DEMOGRAPHICS DATA](#)

**PDF:** [ACCESSIBLE COMMUNICATIONS SAMPLES](#)

**PDF:** [COMMUNICATIONS PLATFORMS SUMMARY](#)

**PDF:** [NAVIGATING YOUR SCHOOL SYSTEM](#)

**PDF:** [VIDEO CAPTIONS TUTORIAL](#)

**WORD:** [COMMUNICATIONS POLICY](#)

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## Breakfast After the Bell

20 Points

School District

**Program Summary:** Again for the 2019-20 school year, free breakfast is offered to all students at the George L Catrambone School daily. Our school population includes 989 students, 95% of which travel to school on 16 buses. 93% of our students are from low income households and qualify for free and reduced lunch. Due to the number of students and the number of buses, our robust breakfast program begins slightly (10 minutes) before the bell and continues after the bell in classrooms until all buses arrive. Due to the number of students on the bus many of the buses arrive after the bell and students are served breakfast to eat in the classroom as they arrive, this affects the majority of our grades 3-5 students. All GLC students enter at the start of the day and choose a free balanced, healthy Breakfast in the cafeteria if they are early, or at their desks if they enter at the bell or after as part of our robust breakfast after the bell program. This is spread out over time because of the number of students in our school and the ability for the cafeteria to feed all of these students. All Kindergarten through Second Grade students are offered breakfast after the bell daily and eat in their classrooms. All students are able to eat their breakfast without missing any instruction time if they arrive after the morning bell. The cafeteria supplies a variety of hot and cold healthy breakfast food choices. Meal choices include fresh fruits, cereal, milk, juice and crackers as well as Waffles, eggs, pancakes, muffins or yogurt as an alternative. Menus are provided on our website monthly so that parents are made aware of what is offered each day. In order to promote our program we sent flyers out and included it on our webpage. Our food service provider is very active in all community events especially the Wellness Fair to promote breakfast and make parents and their students aware that breakfast is offered for free and how important breakfast is to the education of our students. There is a photo included below of the breakfast to go cart outside the main office for students arriving each day after the bell. This ensures that all students have breakfast no matter what time they arrive. Photos of our Breakfast program can be found at: <https://drive.google.com/drive/folders/1caw69DpLAJ8MP-AnRDLkemWF6x5U9TFP?usp=sharing>

**PDF:** [BREAKFAST AFTER THE BELL FOOD SERVICE DIRECTORS REPORT NOVEMBER](#)

**PDF:** [BREAKFAST AFTER THE BELL MEMO AND LETTER](#)

**PDF:** [BREAKFAST AFTER THE BELL FOOD SERVICE DIRECTORS REPORT DECEMBER](#)

**PDF:** [BREAKFAST AFTER THE BELL MENU](#)

## Energy Efficiency

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### Energy Efficiency for School Facilities

30 Points

 Bronze Priority  Silver Priority School District

**Program Summary:** Long Branch Public Schools engaged in an Energy Savings Improvement Plan (ESIP) costing nearly \$10 Million dollars. The project completed in June 2019 so we submitted comparison data from 2018-2019 and 2019-2020. Due to change of schedules with COVID we are not submitting data from 2020-2021 since the schools were used less during that time. The project involved lighting and HVAC activities. The first level was to replace every light fixture and upgrade to an LED bulb or fixture across all buildings. The HVAC work was much more involved. At Morris Ave we replaced original unit ventilators, boilers and a 15 year old Chiller and added Building Mgt controls. At Lenna Conrow we replaced two boilers including one steam boiler and original unit ventilators and added building management controls. At Audrey W Clark School we replaced original boilers and unit ventilators and added building management controls. At JMF we replaced some Roof Top Units (RTU). And finally, the HS saw a 33% decrease in costs by replacing the RTUS at the Gyms, Auditorium, and cafeteria at a cost of nearly \$1 MM. The GLC School has experienced a 30% reduction in utility costs. As demonstrated in the EUI spreadsheet, the district as a whole achieved 16.6% energy savings.

**PDF:** [LGEA AUDIT REPORT - LONG BRANCH BOE - GEORGE L. CATRAMBONE ES FINAL 10-27-17.PDF](#)

**PDF:** [GLC TOT 15 REPORT-06-YEAR-OVER-YEAR COMPARISON \(42\).PDF](#)

**EXCEL:** [EUI CALCULATOR FOR ENERGY EFFICIENCY FOR SCHOOL FACILITIES\\_03.18.19 \(2\).XLSX](#)

**PDF:** [ENERGY AUDIT.PDF](#)

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### Behavior-Based Energy Conservation Programs

10 Points

School

**Program Summary:** In 2020-21 our school is again working in partnership with the Alliance to Save Energy (ASE) to implement the PowerSave Schools program. This partnership was developed through 3 entities: New Jersey Natural Gas, Alliance to Save Energy, and Sustainable Jersey. Through this partnership, students learn how to manage an energy audit, work with classmates and adults to implement energy efficient strategies, and meet with the ASE Local Project Leader to help facilitate the PowerSave Schools program. By participating in the PowerSave Schools program, our school has learned behavioral strategies to reduce energy waste. This partnership has helped promote a culture of energy savings as the norm rather than the exception. The PowerSave Schools program has fostered a long-term impact for a less wasteful school. This year as we are fifth year members of the program, our students since we are virtual are following the home pathways portion of the Empowered Program. We currently have 29 students participating in the program. We meet virtually after school each week to work together on the Empowered Platform completing the energy saving benchmarks assigned in addition to some other energy saving activities. Due to our hybrid schedule students are not able to meet in person this year and all clubs and after school activities must meet virtually. Because of our schedule and the pandemic we are following the at home pathway so students are not able to participate in the school energy saving date. Below you will see samples of the work they are doing from home, presenting to their families, monitoring thermostats, monitoring holiday light usage, checking

appliances, and even making draft buddies. We are committed to continuing with the school portion as soon as we return to a normal schedule. Positively, students are able to make a stronger home and community connection completing the activities in their own homes.

**PDF:** [POWERSAVE LETTER OF PARTICIPATION](#)

**PDF:** [POWERSAVE LETTER OF PARTICIPATION](#)

**PDF:** [WORK SAMPLES PART 1](#)

**PDF:** [WORK SAMPLES PART 2](#)

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## Building Efficiency Measures

20 Points

 Bronze Priority  Silver Priority School

**Program Summary:** Long Branch Board of Education hired Cenergistic in 2011 to help identify potential savings. We hired a full-time Energy Manager that actively tracks and monitors utility usage at every building. Part of that program includes tracking With EnergyCAP, you can track any energy or non-energy commodity and any type of bill detail. We enter bills manually using bill entry templates. EnergyCAP provides two different views—finances and facilities—so you can view and report both data types separately. EnergyCAP PowerViews and reports provide a clear picture of each account/meter’s cost and consumption history for months or years in graphical or tabular format. The George L Catrambone School was built with LEEDs for Schools Design guidelines. The building is new - only two years old, and has high efficiency equipment, glazed windows, etc. However, while analyzing the bills, we were able to identify areas for improvement. The school demonstrating a 30% energy use reduction, 17% in energy savings, and achieved a nearly \$43K annual reduction in energy costs. The school went from almost 154 in energy use intensity (EUI) to 116 EUI in a single year!. Key changes included efforts to update and properly uses the school's energy management system (EMS) and promoting simple behavioral changes as such turning lights off when not in use and unplugging appliances. We also updated the schedules for heat and air conditioning. We also found all exhaust fans running 24/7 and fresh air intake was also running throughout the night. Finally, we reduced the temperatures in the hot water loop to also reduce energy costs. And we received ENERGY STAR RATING for the first time in 2016!! We scored 79!

**EXCEL:** [BUILDING EFFICIENCY MEASURES DOCUMENTATION](#)

**PDF:** [BUILDING EFFICIENCY MEASURES DOCUMENTATION](#)

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## Energy Tracking & Management

10 Points

School District

**Program Summary:** Energy Tracking & Management: Long Branch Public Schools has been involved with Energy Tracking for over 7 years. The program has matured into a daily routine of checking systems and usage of Energy. Our Energy Mgr. also supervises our Buildings and Grounds Department that directly maintains our system of their peak efficiency of operation. He also actively tracks and monitors utility usage at every building. Part of that program includes tracking With EnergyCAP, you can track any energy or non-energy commodity and any type of bill detail. He enters bills manually using bill entry templates. EnergyCAP provides two different views-finances and facilities-so you can view and report both data types separately. The two data hierarchies are also hyperlinked, which makes it easy to jump between accounts, buildings, and meters. By helping you correlate cost and consumption information, EnergyCAP provides granular

and summary level data from both perspectives for powerful analytics that yield actionable insights. EnergyCAP PowerViews and reports provide a clear picture of each account/meter's cost and consumption history for months or years in graphical or tabular format. IN the 7+ years of the program we have been able to save over 5 MM dollars district wide.

**PDF:** [BUILDING INVENTORY + ACCOUNTS AND METERS.PDF](#)

**EXCEL:** [SUMMARY OF MONTHLY USAGE BY COMMODITY AN25PT-.XLS](#)

**WORD:** [GLC COST TRENDS](#)

**IMAGE:** [GLC GAS](#)

**IMAGE:** [GLC ELECTRIC](#)

## Food & Nutrition

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### Healthy Food Choices Beyond the Cafeteria

10 Points

School District

**Program Summary:** The Long Branch Public Schools continues to have policies in place for supporting healthy food choices during the 2019-2020 school year. We support healthy choice snacks for fund raisers as well as classroom events like Halloween and Birthdays and holidays. At the start of every school year, a letter is sent home, or the School Handbook is posted online to review the guidelines for snacks and food students are allowed to have in school. The Long Branch Schools contracts with Sodexo for our food programs in the schools. The Sodexo staff members are committed to promoting good nutrition, getting the students to choose and try new healthy options on their lunch trays, to stop and think about the path that food takes from the field to the table, and to ENJOY what they are eating! This is a list of what we have done and do on a monthly basis: \*Promote and serve Fresh locally grown fruit & vegetable \*Frequent Theme days in all schools during lunch \*Health nutrition classes in classrooms \*Taste testing in all schools during lunch \* We were for 5 years to be the only school in New Jersey to receive the Gold of Distinction Award for the Healthier US School Challenge. Sodexo is promoting healthy food choices in and out of classrooms. The latest and one of their most popular programs is the Top Chef Challenge and the Elementary and Middle School level which allows the student to compete against each other providing healthy food selections that are judged by local culinary professionals and awarded prizes and recognition for their efforts. Sodexo is very active in the district. In addition, we hosted the @SNAP\_Ed program to engage students in lessons to promote healthy lifestyle choices like exercising, and cooking. Students were treated to a variety of healthy fruits, grains, and veggies to cook and prepare great food choices they could taste and recipes to recreate at home. All meal preparation was geared to the students age an ability to prepare on their own.

**WORD:** [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA DOCUMENTATION](#)

**WORD:** [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA PHOTOS](#)

**PDF:** [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA LETTER TO FAMILIES](#)

**IMAGE:** [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA WEBSITE LINK](#)

**IMAGE:** [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA SOCIAL MEDIA ANNOUNCEMENT](#)

**IMAGE:** [HEALTHY FOOD CHOICES BEYOND THE CAFETERIA IMAGE](#)

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## Promote Locally Grown Foods

10 Points

School District

**Program Summary:** Our Food service program is committed to providing and promoting locally grown foods. We provide locally grown food samples on a monthly basis to students during lunch time with special recipes. We also promote quarterly chef competitions with healthy recipes and recently, our elementary winner was selected to have her healthy salad recipe shared nationally. Long Branch purchases local foods through the USDA Fresh Fruit and Vegetable Program and our efforts to provide the most nutritious foods to our students along with food education and awareness has been recognized at both the national and local level. The Long Branch Schools contracts with Sodexo for our food programs in the schools. The attached invoices show the locally sourced produce purchased by them and delivered to our Middle School, (Sodexo's main location in our district). The produce is then taken to all our schools: LWC, MA, JMF, Gregory, Anastasia, GLC, Middle School, High School and the Alternative Academy (AWC School). As seen in the attached school menus, we have also begun to indicate which menu items are sourced locally.

**PDF:** [DOCUMENTATION LOCALLY GROWN FOOD - OVERVIEW](#)

**PDF:** [LOCALLY GROWN SCHOOL MENUS](#)

**PDF:** [LOCALLY GROWN FOOD INVOICES](#)

**PDF:** [FFVP VOUCHERS: MONEY SPENT ON JERSEY FRUITS AND VEGETABLES](#)

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## School Gardens

30 Points

School

**Program Summary:** In one of our most successful seasons, this past summer and fall the George L. Catrambone School harvested over 800lbs of fresh produce. Parents, families, and students from all grade levels dug right into the soil to begin this year's growing season early Saturday mornings in May as a Green Apple Day of service. After vigorously pulling 1000's of weeds and turning over soil, adding organic mushroom compost, and new cedar beds, volunteers planted a variety of herbs and veggies from basil and chives, rosemary, oregano, parsley, cilantro, thyme, mint, and sage, to zucchini, squash, beets, radish, string beans, pepper, cucumbers, carrots, Swiss chard, lettuces, and tomatoes, and eggplants. The varieties were endless. We harvested enough produce to sell weekly (Thursday mornings) at the local West End farmers market, use to cook and prepare fresh food entrees for our summer STEAM Cooking and Gardening class, and donate to a St. Luke and St. Vincent DePaul Food Pantries. We also sold produce at our beginning of the year events like Open House and Grandparents Day. We gave samples out to our families, and of course sampled many of the delicious treats along the way. Of course all of our gardening uses environmentally friendly practices, we use no harmful pesticides or chemicals for control weeds. We do not add fertilizer or any other chemicals to our growing mediums. Everything is 100% organic and natural. Our composting bins are overflowing and working to enrich our soil this spring. The greenhouse has a brand new planting bed and ready to house our next crop of greens in March. Our Indoor Aeroponic garden is thriving in another round of green goodness. We are currently growing multiple varieties of lettuce, spinach, basil, hot peppers, kale, and parsley. We have approximately 18 members on our garden / green committee eager to provide new growing opportunities outside as well as inside the greenhouse and in our indoor aeroponic garden. Our outdoor soda bottle greenhouse is getting prepared for an experimental hardy winter and spinach crop and the students are thrilled to be planting in the winter months. We have many

exciting plans for the coming season in the works and can't wait to test some new ideas. We are looking forward to the next planting season. Here are some great photos and tweets:  
<https://drive.google.com/drive/folders/1SOw6dhqmfhPB9n2zMa3dREdeR58cy75-?usp=sharing> You can also check: [https://twitter.com/greener\\_glc](https://twitter.com/greener_glc)

PDF: [SCHOOL GARDENS HARVEST REPORT](#)

PDF: [SCHOOL GARDENS SIGN UP EMAIL AND TRELLO](#)

WORD: [SCHOOL GARDENS LESSON PLANS](#)

PDF: [SCHOOL GARDENS DOCUMENTATION GARDEN LETTER 2](#)

PDF: [SCHOOL GARDENS DOCUMENTATION ALL 3 GARDEN REPORTS](#)

PDF: [SCHOOL GARDENS DOCUMENTATION GARDEN LETTER 1](#)

## Green Cleaning

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### Green Cleaning Supplies

10 Points

School District

**Program Summary:** Long Branch Public Schools started only purchasing green cleaning supplies in July of 2015. Our cleaning products are green and our paper products support our sustainability efforts. The Green Cleaning and purchasing efforts have shown a difference with the staff through cleaning - as they are simpler and easier to utilize. IN the past we ordered different cleaners for various surfaces . The staff needed more time to clean in order to change product and were inefficient. Product would sit on a shelf because there were too many items to track. The new system has two main items for cleaning thereby eliminating waste. We are utilizing the remaining supplies in one of the buildings until they are depleted, then the entire district will be cleaned with green supplies. As we progress, we add more and more purchases to our Green Cleaning List!

PDF: [PURCHASE ORDERS FOR 2019-2020](#)

EXCEL: [GREEN CLEANING SUPPLIES PURCHASES SPREADSHEET](#)

PDF: [LETTER FROM THE BA](#)

PDF: [GREEN CLEANING POLICY](#)

PDF: [GREEN CLEANING SUPPLIES DOCUMENTATION](#)

## Green Purchasing

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### Green Purchasing Policy

10 Points

 Bronze Priority  Silver Priority District

**Program Summary:** The Long Branch School District is dedicated to decreasing our footprint while increasing our sustainability and community awareness of conservation. A large step for this goal is to include the awareness of sustainability and conservation in all aspects of the district



including purchasing. In June of 2015 the board adopted a green initiatives policy that includes green purchasing considerations whenever fiscally responsibility allows. When the board adopts the policy, the policy is posted in the board minutes for everyone to read. All District policies are also posted on the school website in a searchable database providing access to all staff and the community. Finally - We are already purchasing sustainable and energy smart appliances and equipment throughout the district!

**WORD: [GREEN PURCHASING POLICY 7660](#)**

**WORD: [GREEN POLICY ON WEBSITE POLICY DATABASE](#)**

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## Recycled Paper Purchase

10 Points

School District

**Program Summary:** Each year, the George L Catrambone Elementary School, makes a commitment to purchase recycled copy paper for use throughout the building. Attached is the documentation showing both paper purchase orders for this school year as well as a description for the paper ordered. The recycled paper ordered is 30% post-consumer waste and totals 25% of the paper used for the 2019-2020 school year. 25% of the paper purchased were Flagship™ Recycled 30% Recycled Copy Paper, 8 ½" x 11" Letter, 20 lb., 92 Bright, 5,000/CT. All copy paper for the 2019-20 school year is purchased through the main office. Teachers do not order copy paper in their individual classroom orders. Please accept this letter and the attachments as proof that we met the guidelines for this action.

**PDF: [RECYCLED PAPER PURCHASE COPY OF PO'S](#)**

**PDF: [RECYCLED PAPER PURCHASE LETTER FROM PRINCIPAL](#)**

## Healthy School Environments

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### Indoor Air Quality Review \*Retires 10/31/23\*

15 Points

 Bronze Priority  Silver Priority School

**Program Summary:** The Indoor Air Quality Review team collaborated with one another to determine that the George L Catrambone school environment is favorable for the students, teachers and staff which promotes a good sense of health and well-being and mirrors the values and mission of our schools' green team. The IAQ team collaborated through email, google meets and text messages to assign duties and responsibilities. Once we assigned responsibilities to each team member, we worked individually completing the checklists. Each member completed checklists throughout the year of different areas and hallways of the school building. We enlisted the help of the principals and nurses for checklists for those rooms. The kindergarten team included Sade Montgomery, Meghann Cavanagh, and Mary Shellnutt. They were responsible for completing checklists for their classrooms and given the option to fill out forms for other hallways as well. Kim Corso was responsible for coordinating with administration and the nurses. Kelli Shaughnessy worked with Linda Manzo to complete a checklist for the 2nd and 5th grade hallway. Jennifer Gonzalez and Lupe Kiy completed checklists for the 4th grade hallway and classrooms.

Elizabeth Gannon and Tracey Cummings completed checklists for the 3rd grade hallway and classrooms. A common factor we noticed throughout all of the checklists was that no classrooms have any pets. Therefore, that entire section was not applicable for our school building. Once checklists were completed, they were reviewed by the IAQ team, and any issues that were found were promptly addressed and handled. To continue to follow the IAQ values we can keep reporting any ventilation or leaks in classrooms and/ or hallways to administration and custodian staff immediately.

**PDF:** [INDOOR AIR QUALITY ACTION PLAN](#)

**PDF:** [INDOOR AIR QUALITY MAPS OF SCHOOL](#)

**PDF:** [GLC EDUCATION AND TRAINING MATERIALS](#)

**PDF:** [AIR QUALITY TEAM MEMBERS](#)

**PDF:** [INDOOR AIR QUALITY CHECKLISTS](#)

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## Outdoor Air Quality Awareness Program

10 Points

School District

**Program Summary:** Understanding the importance of breathing healthy air, the Long Branch Public School district has continued implementing the outdoor air quality program as modeled by [www.airnow.gov](http://www.airnow.gov) in each of our 9 schools. At all schools, this program allows for both our students and staff to not only understand the importance of healthy air quality but the appropriate activities that are promoted for a healthy lifestyle in each of these air quality categories. Representative of the outdoor air quality, these flags set the standard for outdoor activity in each building. Administrators, staff, and students have learned about the importance of the program and the significance of each of the flag colors. The program influences each of our students through participation in Physical Education Classes and recess activities, as well as after school and athletic sports programs. Each building has set aside designated indoor areas when necessary to allow for the continuation of gross motor play and practice. Flags are coordinated daily based on the information displayed on the widget provided by [airnow.gov](http://airnow.gov) displayed on our district webpage (widget is only compatible with Internet Explorer) and daily emails received by administrators, and educators in each building. Staff and students are made aware of these levels as they enter through lobbies in each building or walking by the flag poles. Due to pandemic photos have not been updated. Included is a letter ensuring that every building continues to announce air quality alerts for student sin the building on a on zoom meetings at home. Students are not able to gather for photos at this time. Thank you for your understanding.

**WORD:** [OUTDOOR AIR QUALITY AWARENESS PROGRAM PROTOCOL](#)

**PDF:** [OUTDOOR AIR QUALITY AWARENESS PROGRAM LETTERS TO FAMILIES](#)

**PDF:** [OUTDOOR AIR QUALITY AWARENESS PROGRAM PHOTOS](#)

**WORD:** [OUTDOOR AIR QUALITY AWARENESS PROGRAM DOCUMENTATION](#)

**PDF:** [LETTER FOR DISTRICT PARTICIPATION CURRENT SCHOOL YEAR](#)

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## Radon Testing, Education and Mitigation

20 Points

School

**Program Summary:** Our district continues to test Radon as a condition of providing a healthy environment for our students and staff. We performed our tests this year, in August of 2016. In

2014 the NJ Schools Development Authority built a new elementary school in the Elberon section of Long Branch. During site investigation, an old municipal clean garbage dump was identified adjacent to the school property. The NJSDA commissioned a passive radon mitigation system design for the school and the system was built under the footprint of the George L Catrambone School. In 2016, we applied for a DEP grant for Radon testing and were awarded the total costs for the testing. All results came back within normal limits and are posted on the District website under Facilities.

**IMAGE:** [RADON VENT DETAIL](#)

**IMAGE:** [DETAILS OF RADON MITIGATION SYSTEM](#)

**IMAGE:** [FLOOR PLAN FOR FIRST FLOOR SYSTEM](#)

**IMAGE:** [FLOOR PLAN FOR SECOND FLOOR](#)

**PDF:** [2016 RADON TESTING RESULTS](#)

## Innovation Projects

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### Innovative Project #1

10 Points

School District

**Program Summary:** This year, the Long Branch Public School District has taken an innovative approach to Professional Development. In order to promote and adopt a culture of innovation and sustainability throughout the district, we have embraced an online based, peer-to-peer green approach to professional teaching and learning for all faculty and staff. Individualized learning has never been so exciting and readily available to our staff. By creating an online platform to house all our peer-to-peer sessions, the district has completely eliminated the need for paper handouts during PD days and we are now able to reach each staff member right in their classroom, office or home without the need for them to travel to another location. Now, nearly 1,000 staff members can learn remotely and have options and flexibility when it comes to their professional growth. The process begins by putting out a call for presenters to our staff. After submissions have been received, a selection committee comprised of teachers and administrators will review the proposed session and our approved presenters will begin creating their video sessions. The final result is a 15-20 min video that is made available to all staff members to watch during our dedicated PD days and of course, they can always revisit the material and explore other sessions at any time from anywhere! On Friday, January 26, 2018, we were able to kick off our Future Ready Virtual PD Summit with over 40 individual sessions to our staff! Our second virtual PD day took place on March 23, 2018 and brought a new round of presenters from every school and exciting all new sessions to explore. As a commitment to our innovative approach to individualized professional development, we are continuing the effort throughout the Summer with a virtual book study discussion held live through Zoom, a live video platform we've been using for the past 3 years for meetings and conferences. For more information on how our Virtual Summit PD days work, please review the attached emails, list of session offerings and screenshots.

**PDF:** [JANUARY VIRTUAL PD SUMMIT](#)

**PDF:** [MARCH VIRTUAL PD SUMMIT](#)

**PDF:** [MARCH PD SUMMIT WEBSITE SCREENSHOTS](#)

**IMAGE:** [STAFF VIRTUAL BOOK STUDY 2018: SUMMER READING PD](#)

**PDF:** [TWITTER #FRS18LB AND #FRS18LB2](#)

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## Innovative Project #2

10 Points

School District

**Program Summary:** The students at the George L Catrambone school are working to make not only our school, but all of the students, teachers, administrators, and staff as green as they can be. Our third grade students have come up with an innovative way to protect our coastal environment and the habitants of our sandy shores. When young students come together to solve a problem you better believe it will be unique and innovative! GLC elementary has started a trend of going #StrawFREEinLB and students, teachers, and staff all over the district have embraced their cause. From videos, marketing materials, to behavior changes, these youngsters have set the standard for all of our schools, and now they are going after the city! Our students have recently attended a town environmental council meeting to ask the city to join our #StrawFREEinLB initiative. One simple act change can make all the difference, and with students thinking innovatively, at this level who knows what else they will think of? How has the district embraced our third grader's cause you ask? As evidence of their success, all cafeterias throughout Long Branch schools have moved away from the use of plastic straws to protect sea turtles and other aquatic wildlife! That's right! Our food service provider has collected and returned all plastic straws back to the vendor! All schools are now plastic straw free and we have begun to only use biodegradable paper straws. However, GLC Elementary has taken even that to the next level as we have moved away from straws all together - only making paper straws available to our Kindergarten classes upon request. Follow our journey at <https://twitter.com/search?q=%23StrawFREEinLB&src=typd> .

**PDF:** [INNOVATIVE PROJECT #2 PREK DECOMPOSABLE PAPER STRAW INVOICE](#)

**WORD:** [INNOVATIVE PROJECT #2 IMAGES AND NEWS PAPER DOCUMENTATION](#)

**PDF:** [INNOVATIVE PROJECT #STRAWFREEINLB PUBLICITY](#)

## Integrated Science, Technology, Engineering, Arts & Math (iSTEAM)

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### iSTEAM Collaborative Units of Study

50 Points

School

**Program Summary:** The George L Catrambone Elementary School continues to be the elementary STEAM magnet school for the district of Long Branch. We are the only elementary school in Long Branch to offer STEAM as a special to students. They receive a STEAM class once a week under the Project Lead the Way Curriculum. In addition, they receive Makerspace time and coding opportunities in the Library each week. Two teachers in the building teach project Lead the Way so that every student has the opportunity to participate in 2-3 modules of study or units during the year or a 35 minute class weekly. The activity, project, and problem-based (APB) instructional design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom are applied to everyday life. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to an open-ended design problem. This approach provides students with unique opportunities to work collaboratively identify problems, apply what they know, persevere through

challenges, find unique solutions, and lead their own learning. These real world problems encompass environmental issues in the form of stories that evoke curiosity and creativity. Students work towards learning and solving the problems using sustainable and environmental best practices. Students are encouraged to jump right in and make mistakes as they work to solve the problem, improve the solution following the Engineering Design Process. The teachers meet throughout the year (weekly) to modify modules, plan activities and challenge and plan in PLC's. We are continuously looking at new modules to include or try for our students to grow. In addition to using the Project lead the Way (PLTW) program teachers implement many STEAM lessons, activities, and challenges throughout the day in their classrooms. This school year we have added 3 new modules 1 each to 2nd, 3rd, and 4th grade. In second grade The Changing Earth, students explore how the surface of the Earth is always changing. They are introduced to different kind of maps and explore how these maps convey different kinds of information about the world we live in, including where water is found on Earth. Students investigate the different forces that shape the surface of the Earth and design solutions to limit the impact of erosion on a fictional community. Variation of Traits in third grade, students investigate the differences between genetic traits that are inherited and traits, which are learned or influenced by the environment. Students explore the phenomena that offspring may express different traits than parents as they learn about dominant and recessive genes. As a culminating problem, students identify a question they would like to investigate regarding population genetics. Once they have determined their question, students perform a study to gather data to answer their question. Students draw conclusions about what their data indicates and present their findings. In fourth grades Energy Conversions, students learn that Energy, and the conversion of energy to different forms, is all around you. Many of the devices we use every day convert electricity to usable forms of energy such as light and heat. Students learn about this conversion of energy as well as the conversion of a variety of fuel sources from stored energy to usable electrical energy. First, students review concepts of potential and kinetic energy. Next, students learn about forms of energy including thermal, light, nuclear, chemical, electrical, and mechanical. Students then learn about the conversion of energy between forms and the energy transfer required to move energy from place to place. After students have explored energy conversion and transfer, they are presented with a design problem involving moving large amounts of donated food from a truck to a food pantry. The required Education for Sustainability enduring understandings are linked to the top of each Unit of Study. As they are incorporated but not written out in the unit of study from PLTW, we included the understandings as they relate to each module at the top of each unit. Please use this link to see many of the great photos of our students engaged in the PLTW STEAM curriculum: <https://drive.google.com/drive/folders/1PfAsVNNWa0IMJo1tmuEr8q2roitwy1bO?usp=sharing>

**PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY SECOND GRADE UPDATED FOR 2020](#)**

**PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY THIRD GRADE UPDATED FOR 2020](#)**

**PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY FOURTH GRADE UPDATED FOR 2020](#)**

**PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY FIFTH GRADE](#)**

**PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY FIRST GRADE](#)**

**PDF: [ISTEAM COLLABORATIVE UNITS OF STUDY PLC DOCUMENTATION](#)**

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## **iSTEAM Professional Development Plan**

**20 Points**

School District

**Program Summary:** Long Branch Public Schools understands that professional development has the potential to increase student achievement. Our district wants all staff members to engage in meaningful professional learning activities that will enhance individual growth and promote promising classroom practices. The district offers many opportunities for professional learning within and affords staff members opportunities to attend sessions outside of the district. Professional learning sessions held in other locations allow our staff member a chance to

collaborate with other educators throughout the county, state and sometimes, the country. With innovative approaches, LBPS reaches each teacher throughout the district's 9 schools with virtual PD pertaining to a variety of topics pertaining to the needs of our students in today's world. From social emotional learning, integrating STEAM topics and studies, to classroom management, sustainable policies and initiatives, and cleaning protocols, PD is at a high priority for administration and staff throughout the district. The professional development for STEAM programs is available after school hours during the week so that all staff members of the LBPS teaching community are invited to attend. Professional development opportunities are emailed to the staff and posted in Frontline, our on-demand documentation center, so that all can attend for training. Included in the uploads are the districts vision and mission as well as the policy regarding professional development in addition to the PD offered to all staff.

**PDF: [LETTER FOR STEAM PD SESSIONS](#)**

**PDF: [ISTEAM CALENDAR OF SESSIONS EMAIL DOCUMENTATION AND DIGITAL ATTENDANCE LOGS](#)**

**PDF: [PD VISION MISSION AND PD POLICY](#)**

**PDF: [ON DEMAND PD FOR STAFF](#)**

**PDF: [SAMPLES OF PD AVAILABLE THROUGH FRONTLINE EDUCATION](#)**

## Learning Environment

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### Curriculum Mapping

15 Points

School District

**Program Summary:** The Long Branch Public School District continuously updates curriculum, scope and sequence and curriculum mapping. This past year the elementary science curriculum was re-written as well as the curriculum mapping for all Elementary Schools (K-5). The committee consisted of principals, supervisors, and teachers from across multiple grade levels and curriculum areas. All units were revamped and rewritten using multiple sources and the NJ Model Curriculum to align to the Next Generation Science Standards. The curriculum is shared via google drive and our district website through the supervisors in each area. Teachers and staff are able to access the curriculum map as well as pacing guides with ease. This allows for teachers to plan more effectively and across grade levels and even other elementary schools. The curriculum included multiple ways to connect Sustainability Standards and Essential Understandings throughout each of the four units of study at each grade level during the course of the year. This year a primary focus was to include the Climate Change Standards into the existing curriculum and align it with the the Education for Sustainability Standards and Enduring Understandings. Through this process the team was able to add activities for each unit taught that align to the EfS Enduring Understanding and are accessible for teachers across the district to teach. This ensures that all classrooms will provide lessons, activities, projects, and pose problems related to the Climate Change standards and the EfS Enduring Understandings. The Team met monthly and individual grade levels met weekly if needed to discuss and plan.

**PDF: [CURRICULUM MAPPING K-5](#)**

**PDF: [CURRICULUM MAPPING COMMITTEE AND AGENDAS](#)**

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## Future Ready Schools - New Jersey Certification

## 15 Points

School

**Program Summary:** The George L. Catrambone School administration and staff wholeheartedly support the NJ Future Ready's schools "vision and plan for the implementation of digital teaching and learning best practices and tools. These support a district's overall efforts to tool its students with the necessary future-workplace readiness skills. Enhancements to technology in schools support sustainability by: reducing paper consumption, decreasing the technological divide, providing additional pathways to global citizenship, and preparing students to prosper in future economies." We have submitted our application for the past two years earning Bronze Tier in 2018, and Silver Tier for 2019. Our students and staff are committed to learning and growing in the digital age to support our students need to have the best education and preparation for a future that is still rapidly changing. Though indicators like Authentic Learning, Digital Assessment, Digital Learning Tools, Computer Science, Coaching and Mentoring, Personal Learning, Blended Learning, and Student Choice, our students are, gaining 21st Century learning skills to equip them will the tools and foundation necessary for an evolving future. This past submission we earned 224 points towards our silver certification. Below is the exciting video our students and staff put together to highlight our efforts towards Future Ready Silver Certification. Video Submission: [https://youtu.be/Dsb2\\_WQ26-M](https://youtu.be/Dsb2_WQ26-M)

**EXCEL:** [FUTURE READY SCHOOLS CERTIFICATION APPLICATION FILE](#)

**IMAGE:** [FUTURE READY SCHOOLS CERTIFICATION WEBSITE IMAGE](#)

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## Outdoor Classroom

### 10 Points

School

**Program Summary:** The outdoor environment of the schoolyard is intrinsically exciting to children. For us it is a classroom without the limits of the four walls. It is a vast and endless space of wonder, excitement, and curiosity. It offers them immediate access to the world beyond the classroom and a place to test and explore what they are learning about. The scale and multi-sensory dimensions extend far beyond what is possible to provide in the classroom. The schoolyard provides a lens onto the complexity of the everyday world. It allows students to explore and watch nature and the world around them, how living things interact and how they become a part of the cycle. The rich and continually changing environment invites students to explore on their own, and to interact socially. It invites physical movement, and the stillness that comes with close concentration and reflection. It stimulates curiosity and questioning, and reinforces knowledge already gained. A connection to nature begins and students can see the world outside their own. Our students at the GLC school interact in nature in a variety of ways, from our courtyard vegetable gardens, flowers, clover patches, composting bins, benches for lessons, tables to complete activities and assignments, to our wildlife pollinator gardens hosting native plant life and the bees, insects, monarchs, and humming birds that have their needs met in these spaces, to the beautiful bioswale in our gully. Nature is alive for students to study, learn about, and explore around the GC school and our students are so excited to work and learn among the natural beauty our outdoor classroom provides.

**PDF:** [LESSON PLANS AND WORK SAMPLES](#)

**PDF:** [OUTDOOR CLASSROOM SHORT REPORT](#)

**PDF:** [MAPS AND SPACES](#)



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## Student Participation in the Arts

10 Points

District

**Program Summary:** The overall goal of the VPA department is to provide a wide variety of experiences for our children. Courses include visual arts, dance, drama, vocal music, instrumental music, music technology, digital arts, TV & film. Creative thinking, problem solving and critical thinking skills are nurtured throughout each course. Our purpose is to enhance the strengths of the students while creating awareness, building self-esteem and fostering leadership skills. Students are afforded the greatest opportunity for success and the developmental level of each child is considered when selecting activities. Courses throughout the Visual & Performing Art department continue to stress the importance of sustainability and conserving our natural resources. Attached is a list of community activities the district was involved in with regards to the arts, letters from the Superintendent stating the courses and highly qualified teachers in our district, as well as the NJ School Report for the Visual & Performing Arts in our schools.

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

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

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

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

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## School Culture and Climate

### Inclusive Environments Where All Can Thrive

10 Points

School

**Program Summary:** The LBPS motto, “Together We Can” exemplifies the emphasis we place on ensuring that students and staff work together to thrive and excel in our school environment. From the extensive after-school clubs and activities, to virtual assemblies, and native language support in the classroom, we understand and address the needs of each of our students. Our school houses the district’s elementary bilingual population with the majority of our students originating from multiple countries and cultures. GLC encourages participation in activities inside and outside of the classroom that cultivate the whole child and promote opportunities for a wide-range of experiences to consistently elevate students’ knowledge, growth and understanding of the world around them. Meeting the needs of our students and their families is a goal and priority to all of the faculty and administration here at GLC. We are proactive in offering clubs and activities, as well as academic events for parents to learn along with the students. Parents are regularly invited throughout the year to virtually attend scheduled evening academic workshops and activities to advance social emotional learning and well-being. GLC staff uses the results of culture and climate surveys as well as the input from teachers, families, and students to plan activities and events to ensure our students and their families feel included as stakeholders in our school. Staff training and Social Emotional Learning is at the forefront of classroom instruction. We strive to know, understand, and provide for the unique needs of each of our students, especially during this very crucial period of time. The pandemic has made implementation of inclusive environments a priority at George L. Catrambone School, where the importance of cohesion,



reliability, trust, acceptance and unity is critical to the learning and success of our students and community as a whole.

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

**PDF: [DIGITAL LEARNING PD](#)**

**PDF: [DIGITAL LEARNING PLATFORMS](#)**

**WORD: [PROGRAM INVENTORY](#)**

**PDF: [DIGITAL FLYERS AND SOCIAL MEDIA POSTS](#)**

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

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## **School Culture and Climate Needs Assessment**

**20 Points**

School

**Program Summary:** At GLC we understand that a positive school culture and climate is integral to students' academic success and their social, emotional, and physical well-being. Our school culture and climate is a top priority to our school and district administrators and we have much in place to evaluate, enrich, and protect the positive culture and climate. We currently have a SCIP or the School Improvement Panel (ScIP) and ESSA which is Every Student Succeeds Act, with the charge of providing leadership in the areas of teacher evaluation, mentoring, and professional development, including implementation of procedures for Corrective Action Plans. This team of teachers and staff from multiple areas of the building meets and works monthly with administration to understand and evaluate the climate and culture of the school. In addition, climate and culture is frequently addressed at monthly faculty meetings and weekly PLC meetings. Results are used in planning for the 2018-2019 school year. The survey we use is derived from the NJ State Department of Education Survey. We use the results to target our three lowest areas for improvement and plan that as our targets for the following year. A variety of events for both students and families are planned throughout the year to promote a positive climate and culture as noted below. We have the wellbeing of not only the child but the family, staff, and community in the planning of schools events all contributing to a positive culture and climate in our school. The GLC Program inventory was completed over time during monthly SCIP meetings. These meeting are aimed at improved the climate and culture of our school. Based on the unique interests of our student, lists of clubs were generated and posted for students to volunteer and join. After school events were planned to include participation from the family and community. We know that coming together for a meal is important to our school/community family so many of the evening events we plan include a healthy nutritious dinner for all those attending. Parents and families love to learn more about what our students are learning so we invite them to come in and participate during the day and after school. Our program inventory is the result of culture and climate surveys completed by staff, students, and teachers. We believe here at GLC that it take a village to raise the child and it takes a village to educate them as well. We want what is best for our students at home, in school, and in life. We are committed to providing them with the most well rounded and nurturing environment where their whole family can feel comfortable to join right in. Although we included a multitude of activities, events, clubs, and programs, we believe that each one of them positively contributes to our amazing school culture. With all of the events and different areas to join in and participate our students and families can participate in these events, activities, and clubs based on their interest. Whether it's helping others the community, the environment, the school, or themselves our students loved being involved.

**EXCEL: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT SURVEY RESULTS 2018-19](#)**

**PDF: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT SCIP AGENDA AND SIGN IN](#)**

**PDF: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT FACULTY MEETING AGENDAS](#)**

**WORD: [SCHOOL CULTURE AND CLIMATE NEEDS ASSESSMENT ACTIVITIES AND EVENTS](#)**

## Social Emotional Learning Integrated Unit

10 Points

School

**Program Summary:** Thank you for the approval for this submission in the first round. We would also like it to count towards our digital schools certification and have updated it to reflect that. Please see the documentation below answering the questions required to have it count towards Digital Schools Certification. Long Branch Public Schools values, supports, and encourages the social and emotional learning of all of their students and the George L. Catrambone School is no different. Our goal is to effectively teach and support our students as they acquire and effectively applying the knowledge, attitude, and skills needed to: • understand and manage emotions; • set and achieve positive goals; • feel and show empathy for others; • make responsible decisions. In order to support the development of our student's social and emotional learning and character, LBPS implemented a Social and Emotional comprehensive program for all of the elementary students. Within the support of social emotional skills students also learn to treat the environment with respect, empathy, gratitude, and kindness. These lessons encompass the Education for Sustainability enduring understandings below. • We are all in this together • A Healthy and Sustainable Future is Possible • Recognize and Protect the Commons • Reconcile Individual Rights with Collective Responsibilities • Diversity Makes our lives Possible • Think far into the future • It all begins with a change in thinking • We are all responsible "With Peekapak, students reinforce concepts like empathy, respect, and self-regulation through a series of ELA-aligned learning games, e-books and social emotional learning activities. Our team is passionate about the education space and are committed to helping children become successful, compassionate, caring, and empathetic citizens of the world! All of our content is designed with early childhood education experts, teachers, parents, and with the help of students themselves, and include evidence-based research to ensure that teachers, parents, and students love and get the most out of using Peekapak." ~www.peekapak.com While there is no formal assessment, students work and actions/reactions, behaviors are used to inform teachers and staff of the in-process progression for each student. Discussions with teachers, guidance counselors, and families are in place for students who need additional support. In addition small group session, individual session, and counseling with our school counselors and outside counseling services are available to those in need. Our students are completely engaged in the lessons and characters they have met through this amazing program. From writing letter to Menka, Leo the Hedgehog, and Cody to exploring the great digital stories and gaming in mypeekville, our students are gaining necessary life skills in self-regulation, respect, gratitude, perseverance, empathy, teamwork, kindness, honesty, optimism, and courage. These tools are giving our students valuable lessons to succeed not only in the classroom, but throughout their lives. Peekapak lessons are taught across all grade levels weekly in classroom meetings as well as infused throughout all subject areas. Students check in throughout the day with a chance to tell and discuss their feelings related to what they are learning, what's happening at home, in school etc. Children are always encouraged to connect their learning to their emotional well-being. Due to the rules and restrictions resulting from CoVid 19, and school being virtual there are very few photos and work samples from students. During this time in our world it is now more important than ever to focus on the social and emotional learning standards for our students to help them connect to, succeed in, and understand the many tumultuous events we are facing as a society.

**WORD:** [SOCIAL EMOTIONAL LEARNING INTEGRATED UNIT PLAN SAMPLES](#)

**IMAGE:** [SOCIAL EMOTIONAL TWEET](#)

**PDF:** [SEL PHOTO'S](#)

**PDF:** [PRINCIPAL LETTER OF PARTICIPATION](#)

**PDF:** [SEL DIGITAL SCHOOLS QUESTIONS](#)

## School Grounds

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### Biodiversity Project

10 Points

School

**Program Summary:** e community that happens to be situated along the annual migration path of the Monarch Butterfly. As part of our school's initiative to incorporate biodiversity education and environmental stewardship amongst our students and community we have undertaken the construction and maintenance of a pollinator garden on our school grounds. This pollinator garden may also be considered a Monarch Waystation. According to the Monarch Waystation Program "Monarch Waystations are places that provide resources necessary for monarchs to produce successive generations and sustain their migration." The plan created by teachers and administrators called for a previously unused area of our playground to be converted into a pollinator garden featuring milkweed by students. The previously existing mulch and landscape fabric was removed, the surrounding areas cleared of weeds, and the area's soil was enriched with a natural coffee waste fertilizer donated from a local coffee shop, Rook and topsoil. Milkweed plants and other pollinator plants line Bone Set, Swamp Milkweed, Golden Rod, Creeping Phlox, Bee Balm, Rudebekia, and Violets were subsequently planted in the ground and covered with a layer of fresh mulch. In our 5th grade classes, both Language Arts and Math teachers are incorporating the big ideas regarding biodiversity and the plight of the Monarch Butterfly into their lessons and curriculum. Reading lessons will study the importance of monarch waystations, their incredible annual migration and the environmental factors that put them at risk. Math teachers will incorporate standards based learning around the real world data regarding the populations and migrations of this iconic insect. Students will be responsible for the annual maintenance and upkeep of the garden. The kids will have the opportunity to observe the plants, tend to their growth and survival and observe firsthand their role in the local ecosystem. It is the intention of this project to foster a curiosity and understanding of the natural world and how we here in Long Branch can support the biodiversity of the world around us.

PDF: [LESSON PLANS AND VIRTUAL STUDENT ASSEMBLY](#)

PDF: [BIODIVERSITY PROJECT PLAN AND BUDGET](#)

PDF: [SUMMARY OF ANNUAL PROJECT MAINTENANCE ACTIVITIES](#)

PDF: [RESOURCES FOR INSTRUCTION AND LESSONS](#)

PDF: [PHOTOS AND SAMPLES OF STUDENT WORK](#)

## Student & Community Outreach

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### Green Team

10 Points

 Bronze Required School District

**Program Summary:** 03/26/21 WE ARE STILL WORKING ON UPDATING THIS ACTION AND OUR ANNUAL REPORT. The Long Branch Public School District Green Team is committed to environmental and digital education and developing a spirit of environmental stewardship in each of our schools. All schools in the district are represented on the team (see board approved list attached). During the past several years, we have promoted and participated in many sustainable practices and activities including environmental awareness, site cleanups, energy savings & recycling programs, green cleaning, food & nutrition education, school gardens, and many others! As our school gardens and sustainable efforts expand, we continue to look for volunteers to join our Green Team and provide our current members with numerous professional development opportunities throughout the year.

**PDF:** [SUPERINTENDENT LETTER 2021+ LIST.PDF](#)

**PDF:** [2020-2021 GREEN TEAM MEETING DATES](#)

**PDF:** [CERTIFICATION PUBLICITY](#)

**PDF:** [2021 GREEN TEAM ANNUAL REPORT.PDF](#)

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## Civic & Stewardship Volunteer Initiatives

10 Points

School

**Program Summary:** The students of the George L Catrambone School are truly connected with the surrounding environment even in a virtual hybrid school year, we found a way to stay involved in the community by volunteering and participating in civic projects. With the pandemic in place and a mostly virtual year we had major obstacles and limits to overcome to accomplish this action. Students and faculty were invited to Clean Ocean Actions Annual Beach Sweeps. This is an event we typically participate in each year as an organized group walking down to the local beaches and cleaning up. This year, we invited our families to go down and connect with the clean up on their own. Many students and their families shared that they were there and participated in the event. We can't wait to be back in person to continue cleaning up our city's beaches. This event was promoted through social media and our schools digital bulletin board. Students on the GLC Green team also worked virtually to continue their effort to save the sea turtles by learning as much as they can and helping to care for sea turtles everywhere. GLC was able to adopt sea turtles this year for the whole school after learning so much about them. We continue to limit the use of single use plastic as much as possible. In addition the students of GLC teamed up with Walgreens and the USA Red Nose Day foundation to learn about how they could make a difference for child poverty. Students worked with Walgreens to have access to the Red Noses and sold them at school. They feel strongly about ending poverty for children like themselves and had record breaking sales for this event. Students purchased 250 red noses, raising a dollar for every nose they sold. Both students at home and in school participated and made this even as exciting as they could. They made a difference in the lives of children all over the country in an effort to raise awareness and end childhood poverty. Check out some of the exciting students in action here: <https://youtu.be/GwWDHEZv5Tk>

**PDF:** [BEACH SWEEPS](#)

**PDF:** [RED NOSE](#)

**PDF:** [SEA TURTLES](#)

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## Enrichment Programs through Partnership

10 Points

**Program Summary:** The George L Catrambone Elementary School continued to hosts a STEAM Enrichment Program (although virtually this year where students in grades 3-5 sign up to participate in an enrichment based after school program focusing on the STEAM Education Standards and 21st Century Learning skills. Students are able to choose electives based on their interests. They are responsible for their own learning and complete project based on their passions. These projects are then displayed throughout the year for parents and the community. Each quarter they are able to choose from a variety of electives. Through this after school initiative there are 7 community partnerships that were established with Monmouth Medical Center through a nutrition education program and Monmouth University The partnership with Monmouth University involved the university students coming into work with our elementary students to tutor and support academic learning and homework daily. Due to the sensitivity of this relationship, no photos were taken with homework help and tutoring but the contract for this attachment as well as links to some of their photos and their twitter feed are linked to the documentation. In addition, partnerships established include Long Branch Public Library, Sodexo Education, Count Basie center for the Arts, and Valley Nation Bank. These program is not only work to benefit enrichment but the skills necessary to survive in the 21st century and become ready for their futures. Students are problem solving and innovating in their interest areas and becoming increasingly more responsible for their own learning. It is truly an asset to our school community. Check out there program here: [https://twitter.com/LB\\_STEAM](https://twitter.com/LB_STEAM) We offer additional Enrichment electives for 2-5th graders such as: PowerSave – partnering with NJ Natural Gas and the Alliance to Save Energy Check out the program here: [https://twitter.com/greener\\_glc](https://twitter.com/greener_glc) Green Team- although no definitive partnerships are established the students have worked with the local environmental commission, the city council, and some marine centers to learn more about sea turtles. They are currently working to raise funds to adopt a sea turtle. Check out the program here: [https://twitter.com/michele\\_morey](https://twitter.com/michele_morey) Future Leaders Club – Future Leaders enrichment club is a group of fifth graders meeting weekly after school to perform acts of community service throughout the community and building. They often raise money for causes like the Red Cross and Ronald McDonald House. They are also filming and producing the bi-monthly news report discussing school events and current initiatives. Check out the program here: [https://twitter.com/GLC\\_counselor](https://twitter.com/GLC_counselor) and <https://www.youtube.com/channel/UCo1gAXSM2VdII2XqIXEsviw/featured> GLC Debate Team – The George L. Catrambone School holds debate practice every week from October to May. In our first year as a team we will participate in 2 debate tournaments in Queens NY with the American Debate League. If our students qualify we may have students participate in the championship tournament in May. Students who participate in debate programs will discover and develop the following skills: Confidence – Belief in themselves and their abilities, and the desire to participate in all classes. Curiosity – The passion of discovery through effective tools for research, organization and presentation. Critical Thinking – How to explore the world through the lens of an inquisitive mind Communication – Oral & written skills and strategies for lively yet respectful discussions & disagreements. Control – Eliminate the fears of public speaking. Creativity – The desire to explore, create and invent. Camaraderie – Meet like-minded peers at tournaments and build healthy bonds of competition. Leadership – Self-motivation and the ability to delegate assignments and manage peers. Check out the program here: <https://twitter.com/DebateGlc> Other sites include: <https://twitter.com/ElementaryGlc> , <https://www.facebook.com/lbpublicschools/>, <https://www.instagram.com/lbpublicschools/?hl=en> , <https://twitter.com/LBpublicschools>

**PDF: [PARTNERSHIPS AND COLLABORATORS](#)**

**PDF: [ENRICHMENT PHOTOS](#)**

**PDF: [COLLABORATORS PART 1](#)**

**PDF: [ENRICHMENT PARTNERSHIPS](#)**

**PDF: [COLLABORATORS PART 2](#)**

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

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## Green Challenges

10 Points

School

**Program Summary:** Again this year the GLC School Green Team strived to help reduce the amount of plastic waste produced in our school and community. Knowing that plastic bags from food stores and businesses contributes to a large amount of plastic waste, they continue to work on stopping it from being used. While waiting for the mayor and city council to ban plastic in our city, we use the Challenge presented by the TREX Company to send plastic waste to make their decking materials. We are in a race to collect the most plastic waste with school of 800 or more students all over the East Coast. While last year we placed 3rd, this year we placed second. Please see the attached documentation We participate in their contest to collect a variety of plastic waste and recycle it so that the waste can be used to build more of their long lasting decking. This is the link to their contest. <https://www.trex.com/recycling/recycling-programs/> Our students spend the school year collecting this plastic waste and bringing it to our local Stop and Shop Food Store collection area, where it is picked up by the Trex Company. Students monitored and weighed the results thus far saving 522 lbs of single use plastic waste from landfills.

**PDF:** [GREEN CHALLENGES DOCUMENTATION TREX PLASTIC COLLECTION FLYER](#)

**PDF:** [GREEN CHALLENGES DOCUMENTATION CHALLENGE RESULTS](#)

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

**WORD:** [GREEN CHALLENGES LETTER TO FAMILIES](#)

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## Green Fair

10 Points

School

**Program Summary:** The Long Branch Public Schools Annual Green Fair encourages sustainable lifestyle choices for our community, raises awareness regarding environmental issues, and demonstrates how our schools are reducing their impact on the planet. In light of COVID-19, this year the LBPS Green Team has created a virtual Green Fair experience to highlight our sustainability efforts and partnerships. On May 25, 2021, LBPS livestreamed the Virtual Green Fair to the community and the world on YouTube! In addition to highlighting a sustainability partner, each of our 9 schools contributed to the fair by creating short videos displaying sustainability projects and activities. Visit our Green Fair page to view our full green fair videos featuring all 9 of our schools: <https://sites.google.com/longbranch.k12.nj.us/gardens/virtual-green-fair-2021>

**PDF:** [1. ORGANIZING.PDF](#)

**PDF:** [2. GREEN FAIR PUBLICITY.PDF](#)

**PDF:** [3. SUSTAINABILITY THANK YOU.PDF](#)

**PDF:** [4. QUALITATIVE\\_ASSESSMENT DONE.PDF](#)

## Student Learning

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## Education for Sustainability Integrated Unit

50 Points

School

**Program Summary:** In addition to the 30 points were earned for this action through the March Submission, we would like to submit evidence for including 2 additional units this year for 3rd and 4th/5th grade grade level. We are hoping that these both earn additional points for our digital schools application as well. These units are assigned one per grade level, the first being Third Grade and it is titled Environmental Changes. It was taught in a hybrid setting and using platforms like Zoom, Google Classroom and other Google tools, SeeSaw, Jamboards, and Nearpod. Students were fully engaged in the digital learning experience. The second additional unit is for all fourth and fifth graders in the GLC School and named Earth - Human Impact and Natural Disasters In this module students were immersed in Natural Disasters, Natural Resources both Renewable and Non Renewable with a focus on improving human life to reduce the impact we leave behind. It was taught in a hybrid setting and using platforms like Zoom, Google Classroom and other Google tools, SeeSaw, Jamboards, and Nearpod. Students were fully engaged in the digital learning experience. In addition to the 10 points were earned for this action last year, we would like to submit evidence for including additional units this year for each grade level. We are hoping that these both earn points for our digital schools application as well These units are assigned one per grade level, the first being First Grade and it is titled Designs Inspired by Nature. It was taught in a hybrid setting and using platforms like Zoom, Google Classroom and other Google tools, SeeSaw, Jamboards, and Nearpod. Students were fully engaged in the digital learning experience. The second unit is for all second graders in the GLC School and named Living Things the Diversity of Life. In this module students were immersed in the habitats and biodiversity of these habitats in the work around them. The discovered and learned how diversity is essential in all living things including humans. It was taught in a hybrid setting and using platforms like Zoom, Google Classroom and other Google tools, SeeSaw, Jamboards, and Nearpod. Students were fully engaged in the digital learning experience. In order to meet the rigorous demands of the ELA Standards, improvements were needed in structure and presentation of fifth grade Language Arts classes. Fifth grade teachers at the GLC School rose to the challenge and worked together to improve and supplement the current curriculum and align it with best practices to teach students skills needed to be successful in their academics as well as their future. Teachers met weekly during PLC's and after school last year to plan, test and write this updated Unit of study. They based their teachings around real world problems. For fifth grade ELA, Unit 2 focuses on an Environmental Theme. Students study a broad spectrum of topics pertaining to science and the environment over a course of 5 weeks and complete a Going Green project. The Going Green project has three overall topics: plastic, food waste, and pollution. Attached you will find examples of the unit 2 plan, website, project, and grading rubrics. The sustainability topics are presented through out the weeks planning pages included. This unit has a duration of 6 weeks with many opportunities for formative and summative assessments (attached.) The weekly lessons are included and broken into weeks 1-5. The nonfiction texts and articles pertain to the environment in multiple aspects and expose the students to a broad range of topics. This approach has proven successful in 5th grade and is in the process of being carried down to additional grade levels this year. This is an example of the project website:  
<https://sites.google.com/longbranch.k12.nj.us/unit2project/home> The following is a link to some of the work samples and photos of students engaged in the units learning.  
<https://drive.google.com/drive/folders/1QilGPjvpKL0ejxLyB6g8BvD4aq8nTaMV?usp=sharing>

**PDF: [EDUCATION FOR SUSTAINABILITY INTEGRATED UNIT 5TH ELA](#)**

**PDF: [EDUCATION FOR SUSTAINABILITY INTEGRATED UNIT GRADED RUBRICS AND WORK SAMPLES](#)**

**PDF: [DOCUMENTATION FOR NEW FIRST GRADE UNIT DESIGNS INSPIRED BY NATURE](#)**

**PDF: [DOCUMENTATION FOR NEW SECOND GRADE UNIT LIVING THINGS DIVERSITY OF LIVE](#)**

**PDF: [FOURTH AND FIFTH GRADE - EARTH HUMAN IMPACT AND NATURAL DISASTERS](#)**



## Education for Sustainability Kindergarten

5 Points

School

**Program Summary:** Recycling is not always a glamorous job but our GLC Kindergarteners dug right in! The Kindergarten classes at the GLC School have learned and studied about the Dung Beetles nature's natural recyclers. We could take a page out of their book! The Dung Beetle recycles dung, which is another name for poop, into baby food and living space. Yuck! A dung beetle is a type of beetle that relies on other animals' poop for their survival. Students learned about what it takes to recycle and why these Dung Beetles and their recycling efforts are important to the Earth. They even compared themselves to the Dung Beetle to learn what they could recycle or upcycle on their own. The lesson was presented synchronously to students in the classroom as well as those at home for virtual instruction. The lesson was available for students asynchronously in the Google Classroom. We would like to use this lesson as evidence towards our digital schools' submission as well.

PDF: [KINDERGARTEN LESSON PLANS WITH STANDARDS](#)

PDF: [KINDERGARTEN DUNG BEETLE LESSON](#)

PDF: [KINDERGARTEN STUDENT SAMPLES AND SCORED RUBRICS](#)

PDF: [KINDERGARTEN EFS](#)

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## Education for Sustainability 1st Grade

5 Points

School

**Program Summary:** This lesson was taught using digital learning platforms such as zoom, seesaw, and google classroom and tools. We would like it to count towards our digital school certification. During the 2020-21 school year, lessons about sun safety were taught remotely in Ms. Gannon's first grade classroom, to her ESL students. Ms. Gannon utilized the SunWise School Program to teach her students about sun safety. She also utilized the Seesaw app to engage her students in activities which reinforced what they were learning about sun safety. The SunWise School Program is an environmental and health education program that aims to teach children and their caregivers how to protect themselves from overexposure to the sun. Through the use of classroom-based, school-based, and community-based components, SunWise seeks to develop sustained sun-safe behaviors. This is especially important because the Long Branch Public school district is situated directly on the coast of New Jersey, and visiting the beach is a popular activity for many of our students and their families. Students participated in a variety of activities which taught them about harmful UV rays and taking precautions when enjoying the great outdoors.

PDF: [FIRST LESSON PLANS AND STANDARDS](#)

PDF: [FIRST GRADE LESSON DOCUMENTATION 1](#)

PDF: [FIRST EFS QUESTIONNAIRE](#)

PDF: [FIRST GRADE LESSON DOCUMENTATION 2](#)



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## Education for Sustainability 2nd Grade

5 Points

School

**Program Summary:** This lesson was enriched with digital learning and we would like it to count towards the Digital Schools Application as well as SJS. The George L Catrambone Second Grade students completed an audit on the importance of recycling, food and waste consumption at home and at school. Students watched various books on the effects of recycling from books in their second grade Epic! on-line reading program. Students were encouraged to read other books on their individual time on Epic! to further their knowledge. They brainstormed together in their second grade classrooms and the students decided to actually see what recycling practices they do together at home and at school. Some classrooms completed padlets or a KWL chart ahead of time. From there teachers led discussion on what the students and their families do with leftover foods which led to an audit that students conducted at home to see what that actual answer was. Teachers shared the audit on their google classrooms so the students could fill out the Waste/Consumption Audit with their families. What better way to do that, then for students to record after each meal what they do with their leftover food (if any). Students worked together in the classroom, and at home to collect the needed information based on one day's meal and answer the recycling questions. The next day, the results were discussed in individual second grade classes. . Not only were many of our students, teachers and families involved in this audit ,but many second grade teachers went home and looked at what they practiced. We had many students working from home and school to complete the audit. These students were so happy to learn the facts and to go home and explain to their families what they can do with leftover food from their meals and how this was a sustainable project.

**WORD:** [SECOND GRADE PHOTOS](#)

**PDF:** [SECOND GRADE EFS QUESTIONNAIRE](#)

**PDF:** [SECOND LESSON PLAN AND STANDARDS](#)

**PDF:** [SECOND ADDITIONAL RESOURCES](#)

**PDF:** [SECOND WORK SAMPLES AND RUBRICS](#)

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## Education for Sustainability 3rd Grade

5 Points

School

**Program Summary:** In third grade students study habitats and ecosystems. A great deal of time is spent on the study of trees and forestry. Student participate in Arbor Day activities as well as study trees throughout the year in science. Each student at GLC is able to bring home, care for, and plant a tree seedling for Arbor Day. Through the years our students return to show us the growth of their trees and the impact they have made on their homes and families. This year was no different. Students excitedly participated in their unit on trees and forestry learning all out native trees to the Jersey Shore. The lesson is designed to give students the opportunity to search the internet for the various trees indigenous to the state of New Jersey, Monmouth County specifically. Students researched two websites to locate trees and their attributes. Once they find the trees, they created a leaf sort activity indicating the characteristics of the trees using the rubric. To continue with the implementation of technology, students completed a leaf rubbing activity on the seesaw app and uploaded their work and a picture for their teachers' review. To further the activity and relate it to another cross-curricular area, students can incorporate mathematics by finding the weight of the leaves ,needles, and/or seed pods (acorns /pinecones).

They went on nature walks around the building and at home to identify different types of trees. Students worked in whole class, small group and individual settings to complete this lesson. Students used google classroom, SeeSaw, FlipGrid, Good Suite and other applications to participate in these lessons. We would like to use this lesson towards our digital schools star application as well.

**PDF: [THIRD GRADE EFS QUESTIONNAIRE](#)**

**PDF: [THIRD GRADE TREES LESSON AND SUPPORTING DOCUMENTS](#)**

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## Education for Sustainability Grades 4-12 Arts

**5 Points**

School

**Program Summary:** This year at the GLC School, students participated in art weekly for half the school year. Art lessons embody a green and sustainable theme throughout the year. This encourages students to create and make with recycled objects in innovative ways. Students in various grade levels completed projects that displayed a variety of recycled materials and theme. From frogs on recycled lily pad creations, to plastic waste wind chimes, students created something spectacular from waste. Fourth and fifth grade students learned used a variety of recycled materials with texture to create beautiful bird houses and guitars. Up cycling at its finest. Through zoom lessons with the use of google slides and seesaw, students learned how to use texture in their art to make 2 dimensional projects come to life. They truly make beautiful art from common household trash. Students have taken ownership in using these discarded materials to create unique and vibrant masterpieces from objects meant for thrash. They have taken on the responsibility of reducing the amount of trash we produce daily therefor reducing the carbon footprint we leave behind. Sample of some of the creations that have made are attached and many can be seen around the building showcasing the green effort we put forth as a school community. With the remote instruction this year creativity had a large factor in sharing this beautiful art work. Students upload their creations to their digital portfolios using seesaw app and google slides in their google classrooms. It is so nice to see that they can use items from their homes to create beautiful pieces of art.

**PDF: [ART - LESSON PLAN AND STANDARDS](#)**

**PDF: [ART \\_ WORK SAMPLES AND PHOTOS](#)**

**PDF: [ART- RUBRICS](#)**

**PDF: [ART EFS QUESTIONNAIRE](#)**

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## Education for Sustainability Grades 4-12 Career and Technical Education

**5 Points**

School

**Program Summary:** Each year, the PowerSave Schools program educates students about opportunities to help solve today's most pressing environmental concerns through green careers. This year our students, virtually explored many green career paths that help to solve global problems. They met with experts in the fields of Wind Energy, Solar Energy, and Hydroelectric Energy to learn more about these fields. Students participated in a green careers lesson study. They learned about the many types of careers available in all areas more specifically the STEAM fields. Students were amazed at the differences in these job opportunities as well as the idea that any job can essentially become greener. Students had to to research job fields that interest them

and how they could potentially bring add a green component to the job choice. These lessons were taught virtually using the Empowered Schools Platform, Zoom, and Google Classroom. We would like for this action to count towards or Digital Schools Certification as well.

PDF: [C/T LESSON PLAN AND STANDARDS](#)

PDF: [C/T EFS QUESTIONNAIRE](#)

PDF: [C/T QUIZ AND RESULTS](#)

PDF: [C/T PHOTOS](#)

PDF: [C/T RUBRIC SAMPLE](#)

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

5 Points

School

**Program Summary:** Students in the 4th grade ELA class spent time learning about the life and work of Jane Goodall. They made connections to her important life work with chimpanzees and things they could do to improve the lives of all living things. Students were able to read and dissect an article identifying ELA concepts like main idea and supporting details. They identified new vocabulary and took notes as they were reading. The purpose of the article was for students to identify main ideas and important learnings from the text. They met in small group breakout rooms to discuss and apply what they learned to their own lives. The lesson was delivered synchronously with opportunity to have the lesson viewed and completed asynchronously if the need was present. We would like to have this lesson applied to our digital schools application as well.

PDF: [LESSON PLANS](#)

PDF: [STANDARDS](#)

PDF: [RUBRICS](#)

PDF: [ELA DIGITAL WORK SAMPLES](#)

PDF: [EFS QUESTIONNAIRE ELA 4TH](#)

PDF: [PHOTOS ELA](#)

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## Education for Sustainability Grades 4-12 Health

5 Points

School

**Program Summary:** The George L Catrambone School is always looking for ways to improve the health and safety of our students and staff. This year as part of the health curriculum, students in 4th and 5th grade learned about the skeletal system and connected good eating habits with the health of their bones. The lessons reached 301 students in our school building. The Health Lesson on Body Systems and the Skeletal system for 4th /5th graders at GLC focused on the health and wellness necessary to lead a healthy life. Students learned about and discussed proper nutrition and the effect it has on the skeletal system and how proper diets increased health and wellness. They learned the essential needs of the human body and how to prepare for a healthy and sustainable future with the proper nutrition. They discussed behavior changes in the types of foods they eat such as the ease of fast food vs the benefits of healthier choices. They tried to imagine their lives in 50 years if they continued to eat fast food for every meal, avoided exercise, and did nothing to improve their well-being. Students understood the importance of preparing for their future and caring for their future selves. We would like this lesson to count towards our

digital schools star certification as well.

**PDF:** [HEALTH LESSON PLAN AND STANDARDS](#)

**PDF:** [HEALTH AND PE RUBRICS](#)

**PDF:** [LESSON IMAGES AND WORK SAMPLES](#)

**PDF:** [EFS QUESTIONNAIRE HEALTH](#)

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## Education for Sustainability Grades 4-12 Math

5 Points

School

**Program Summary:** Climate Change education promotes responsibility at the personal, societal, and global level. It is essential to provide our students with a foundation that prepares them for the careers and how to become active and responsible citizens in society. Climate change is a global problem affecting every living thing today and in the future. We must teach our students that all of us have a responsibility to more than just ourselves. The fourth-grade students at GLC have been learning about Climate Change and worked together calculate their carbon footprint. This lesson includes all necessary documentation to earn credit towards our Digital School Certification as well. Lesson was presented through Nearpod (prior to the lesson, the slide presentation was posted in google classroom under the topic - Carbon Footprint.) The slides contained links to videos and class discussion topics. At the start of the lesson, all students signed into Nearpod - students were given the link or a code if needed (posted in google classroom but also sent in the chat feature of zoom). As a class we reviewed the goals for the lesson and discussed what we already knew about the vocabulary that will be covered (climate change, carbon footprint, global warming, fossil fuels) and allowed time for questions. After discussing what a carbon footprint is, students were given the link for the quiz Carbon footprint quiz ( for kids) (in the chat and also posted in google classroom). \*After the students finished the quiz and read over the suggestions, they plotted their scores on Jamboard. Students were given the opportunity to discuss what they noticed about the scores - then students broke up into breakout rooms and created a line plot of the class data ( title, label, scores on horizontal axis, and key). Students made observations - what is the lowest score, highest score, most common score, average score then came back into a group to discuss. \* Students then went back into the Nearpod to discuss the observations they found. On a collaboration board in Nearpod - students posted everyday actions that affect their carbon footprint. After discussing these actions, students posted an action they can take to reduce their carbon footprint score on a collaboration board. \*Students then worked with a partner to match the vocabulary words with definitions on Nearpod. Follow up activities - students created a slide in google classroom with an action they plan to take to reduce their carbon footprint then presented it through Flipgrid. In Flipgrid a video was posted with more examples for how students can make every day changes that will help our environment.

**PDF:** [CLIMATE CHANGE MATH LESSON PLAN WITH STANDARDS](#)

**PDF:** [CLIMATE CHANGE MATH WORK SAMPLES](#)

**PDF:** [CLIMATE CHANGE MATH WORK SAMPLES WITH RUBRICS](#)

**PDF:** [CLIMATE CHANGE EFS QUESTIONNAIRE](#)

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## Education for Sustainability Grades 4-12 Science

5 Points

School

**Program Summary:** Through this lessons students will learn that energy can either come from a renewable or nonrenewable source and learn about the effects that burning fossil fuels has on our planet. Students will learn about potential solutions to not burning/using as many fossil fuels in their own lives. This lesson was taught through nearpod to students that were in person and (through zoom) virtual. Students participated in a collaboration board in nearpod and created slide presentations through a google presentation (work and links to appropriate websites were posted in google classroom). Students were able to screen share their presentations with in person and virtual students. Students were given a link to complete a flipgrid video (posted in google classroom and in the chat feature of the zoom meeting. I shared the flipgrid videos ( through the share screen feature on zoom and using our classroom projector for the in person students). Youtube Videos relevant to the content were also shared to enhance the lesson. We would like this lesson to count towards the Digital Star Platform as well as SJS.

**PDF:** [EFS QUESTIONNAIRE](#)

**PDF:** [LESSON PLANS WITH STANDARDS](#)

**PDF:** [PHOTOS, WORK SAMPLES, SAMPLES, AND GRADED RUBRIC SAMPLES](#)

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## Education for Sustainability Grades 4-12 Social Studies

5 Points

School

**Program Summary:** In fourth grade teachers and students address the Economics, Innovation and Technology: Exchange and Markets Exchange standard. It is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not. Our social studies classes embraced that standard to teach a Food Systems lesson focused on improving nutrition and food sustainability. Many of the systems for producing, processing, and delivering the food we eat rely on practices that have deleterious effects on the environment, on livestock, on food-sector workers, and on consumers. Students learned that choosing local and whole foods impact both human health and the environment. Students used zoom, google classroom, slide presentations, youtube videos, google forms, break- out rooms, chat feature, share feature on zoom to all enhance the lessons. Each technology component such as <https://yourplanyourplanet.sustainability.google/food-pillar/amount> played a role in making this lesson successful. Students were able to use google search engines to explore where food came from, how it was processed, transported, and eventually prepared. Without the use of technology, this lesson would not have been efficient. Students have learned to navigate the features of google classroom to complete and submit work. Examples were reviewed, videos shown, and meaningful discussions took place in break out rooms. The technology component allowed for all students to positively participate and contribute to the lesson. We would like for this lesson to count towards or digital schools star certification as well.

**PDF:** [EFS QUESTIONNAIRE SOCIAL STUDIES](#)

**PDF:** [SOCIAL STUDIES PHOTOS AND SCREEN SHOTS](#)

**PDF:** [SOCIAL STUDIES LESSON PLANS AND STANDARDS](#)

**PDF:** [WORK SAMPLES AND SCORED RUBRICS SOCIAL STUDIES](#)

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## Education for Sustainability Grades 4-12 Technology

5 Points

**Program Summary:** The Future Leaders Club works diligently to create monthly news segments that feature current events, climate change and environmental education, SEL activities, and students and or building accomplishments. It is a video news series for students each month and more frequently is necessary. The uploaded examples of students created and made videos represent how students, teachers, and the community come together to bring about a change. Students present video segments in the form of a news video to share many areas of interest and the world to our school and community. In the videos, there is always some type of SEL or Environmental Education piece connected to our students and city. Through these videos the community is connected to the classrooms at GLC. We are sending information out to the community on ways we can impact and make changes for the future. We also use the platform to recognize school and student accomplishments. While students are learning about media platforms, they are reporting and learning and teaching others about climate change, environmental education, SEL, and current events. They are helping others to bring about a message and a call for change. We would like to use these lesson to count towards our digital schools star application as well. Standards 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. The 12 Career Ready Practices These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

**PDF:** [TECHNOLOGY WORK SAMPLES AND VIDEOS FUTURE LEADERS CLUB](#)

**PDF:** [TECHNOLOGY RUBRICS](#)

**PDF:** [TECHNOLOGY LESSON PLANS AND STANDARDS FUTURE LEADERS CLUB](#)

**PDF:** [TECHNOLOGY EFS QUESTIONNAIRE](#)

## Student and Staff Wellness

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### School Wellness Council

20 Points

 Bronze Priority  Silver Priority School

**Program Summary:** GLC Wellness council mission statement: Our Wellness program is a total movement experience that focuses on fun, involvement, character, self-esteem, health and fitness, and total well-being for our students. It is an essential part of every day to live long, healthy lives. Long Branch's quality Wellness program is fundamental for our students. Wellness is that phase of education which is concerned with the teaching of skills, improving physical fitness, the reinforcement of other subjects, self-discipline, leadership and cooperation, enhancing self-efficacy, stress reduction, and strengthening peer relationships. Physical activity contributes much to the growth, development, and the general well-being of every individual. Some of the

benefits of our quality PE/wellness program are: An opportunity to teach character traits such as sportsmanship, teamwork, cooperation, encouragement, kindness, responsibility, self-esteem, respect for others, and so much more! Our Wellness Councils members are the heart of the program. These dedicated individuals take on additional tasks, not only throughout the work day, but also after the school day is complete. Each building team meets 4-6 times a year to coordinate and prioritize events and opportunities that can appeal to all student in their buildings. The councils coordinate activities with the building principals, school nurse and other administration when needed. The Wellness programs gives students an additional area in which to excel. Students who struggle in the classroom may find increased self-respect and a new sense of admiration. Quality Wellness activities promote long-term health and wellness by making health and fitness fun and extending the active day by providing after school activities they can participate in. The goal of our entire Wellness council which includes Physical Education as well as additional Wellness Programs and after school activities is to provide activities where self-expression, self-confidence, and physical and mental poise can be attained through perseverance and mastery of physical, mental, and social tasks.

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

**PDF:** [SCHOOL WELLNESS COUNCIL EXAMPLES OF PLANNED EVENTS BY THE WELLNESS COUNCIL](#)

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

**PDF:** [SCHOOL WELLNESS COUNCIL STAFF YOGA](#)

**PDF:** [SCHOOL WELLNESS COUNCIL COMMITTEE AGENDAS](#)

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## **Policies to Promote Physical Activity**

**10 Points**

District

**Program Summary:** Long Branch's quality Physical Education/wellness program is fundamental for our students. Why do children need a quality PE/wellness program? The simple answer is so that they will remain physically active throughout their lifetime and reap the benefits of doing so. Quality PE/wellness provides students with a multitude of important learning experiences that cannot be duplicated in the classroom. Physical Education/wellness is that phase of education which is concerned with the teaching of skills, improving physical fitness, the reinforcement of other subjects, self-discipline, leadership and cooperation, enhancing self-efficacy, stress reduction, and strengthening peer relationships. Physical activity contributes much to the growth, development, and the general well-being of every individual. We believe that Long Branch Public Schools are; "Where Children Matter Most". With this philosophy in mind, we are certain that our Fitness Programs and Opportunities will teach continuous growth and achievement for all students, without exceptions.

**WORD:** [PHYSICAL ACTIVITIES POLICIES](#)

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## **Programs to Promote Physical Activity**

**10 Points**

School

**Program Summary:** The Long Branch Public School System is committed to promoting Physical Activity and Physical Fitness for our students beyond the allotted time for weekly gym special. Here at GLC we are committed to providing opportunities for our students to reach the maximum amount of physical activity they can each day. Striving for 60 minutes of physical activity daily,



are students are stretching, moving, dancing and wiggling their way to a healthy active day. This school year (2020-2021), due to the pandemic, the staff members at the George L. Catrambone School (GLC) needed to get creative in finding new ways to get the students active. Many teachers found ways to incorporate activities into their learning time, some that not only helped the students review academic skills but that did so in a fun and active way. Many teachers built in time for active brain break and many also jumped at the chance to get the students involved in some mindful yoga. These were all activities that students were able to participate in regardless of whether they were in-person or online. With the school day ending at 12:00 the students faced the loss of their usual recess time and the GLC staff did not hesitate to make up for the lost time of physical activity. Some of the activities that the teachers at GLC decided to implement in order to get the students moving included fluency and fitness, Brain Breaks, and Yoga. They are explained further in our documentation. The PE teachers even hosted a movement training PD session for all teachers. All the teachers here at GLC, know that movement is a key ingredient for the successful learning of our students.

**WORD: [PROGRAMS TO PROMOTE PHYSICAL ACTIVITY DISTRICT POLICY TO PROMOTE PHYSICAL ACTIVITY](#)**

**PDF: [EXPLANATION OF ACTIVITIES](#)**

**PDF: [FIELD DAYS](#)**

**PDF: [PHOTOS AND EXAMPLES](#)**

**IMAGE: [BOARD APPROVAL AMY'S YOGABILITIES](#)**

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## Staff Wellness Program

**10 Points**

School District

**Program Summary:** The Long Branch Schools goes above and beyond to promote staff wellness. As part of our culture of sustainability, we have built our own Wellness Center at the Long Branch High School providing medical and wellness support for all staff and their family members 7 days a week. The Partnership Health Center Long Branch (PHCLB) addresses all members' basic wellness and medical needs under one roof of over 5000 sq.ft. The health center's activities are centered around the theme of "Care for the Whole You". Employees pay no co-pays or deductibles for any services or programs of the health center. It is open 7 days a week for 65 hours, opening weekdays from 7 AM to 6 PM and Saturdays and Sundays from 8:00-6:00 throughout the year. The wellness center is located centrally in the school district on school property, making it a convenient location to all work sites. The center provides monthly newsletters, diagnostic services, as well as nutrition, chiropractic care, physical therapy, yoga, and other programs targeting staff wellness and activities.

**WORD: [STAFF WELLNESS PROGRAM INFORMATION AND NEWSLETTER](#)**

**PDF: [STAFF WELLNESS PLAN](#)**

**PDF: [STAFF WELLNESS PROGRAM DOCUMENTATION](#)**

## Student Safety

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### Safe Routes to School District Policy

**10 Points**

## District

**Program Summary:** Long Branch Public Schools is committed to promoting the benefits of walking and bicycling to school. We have established the guideless and expectations for students and parents/guardians within our district policy adopted in January 2018. We regularly collaborate with our law enforcement, local organizations such as EZ Rides and other community agencies to plan, construct, and encourage the use of safe, accessible, and convenient pedestrian and bicycle routes to school. We host bike rodeos, bike and helmet safety assemblies and actively participate in the Annual Walk to School day in October. In addition, our District is very active in the NJ Safe Routes to School program and have been awarded Gold level recognition for two of our schools.

**PDF:** [SAFE ROUTES TO SCHOOL DISTRICT POLICY DOCUMENTATION](#)

**IMAGE:** [SAFE ROUTES TO SCHOOL DISTRICT POLICY SCREENSHOT](#)

**IMAGE:** [SAFE ROUTES TO SCHOOL DISTRICT POLICY PUBLICITY](#)

**PDF:** [SAFE ROUTES TO SCHOOL RECOGNITION](#)

**PDF:** [WALK TO SCHOOL DAY E-MAIL](#)

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## Pedestrian and Bicycle Safety and Promotion Initiatives

10 Points

### School

**Program Summary:** George L Catrambone School partnered with EZ Ride and Lisa Lee to offer several programs to the students regarding Bicycle and Pedestrian Safety to our students remotely this year. During the spring both the Pedestrian Safety and Bicycle Safety Courses were provided to all students both virtual and in person through a zoom link where students could interact with the presenters and learn more about both pedestrian and bicycle safety. Sessions were grades 3-5, grades 1-2, and Kindergarten. The program included • Safety Rules for Pedestrians and Bicyclists • Contests to Reinforce concepts taught • Virtually Interactive safety drills We also held a Bike and Pedestrian Safety Poster Contest for all students to participate. The George Catrambone School was built in 2012. The NJSDA built a beautiful building, but this school is 100% transported, unlike our other schools where some students are transported, and some are walk. When the school opened, we felt we had safety issues in the front of the school during dismissal. Our concerns included students picked up by parents, could walk between large buses picking up students thereby getting hurt. So for an entire year, our bus riders walked 100 yards in all types of weather to load buses away from the front so parents could safely pick up children. During that year, the Board of Education invested over 500K dollars to build a second parking lot in the back, which serves as a second drop off and pick up area. So today, students driven by parents are dropped off and picked up in the back, while our 14 buses safely pick up students in the front of the building. Safety for our students is a number one priority here at GLC

**PDF:** [EMAIL CONFIRMATION FOR BIKE AND PEDESTRIAN SAFETY PROGRAMS - EZRIDE](#)

**PDF:** [PEDESTRIAN SAFETY POSTER SAMPLES FROM STUDENTS](#)

**PDF:** [PEDESTRIAN AND BIKE PHOTOS](#)

**PDF:** [BIKE SAFETY POSTER SAMPLES FROM STUDENTS](#)

## Waste Reduction & Recycling

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## Waste Audit

10 Points

 Bronze Priority  Silver Priority School

**Program Summary:** In a school with approximately 900 students and 120 staff members in the building, we produce a large amount of trash and recycling per month. We are committed to making a change and a difference in the carbon footprint we leave behind, the students and staff here at GLC continue to find ways to change the volume of trash and recycling produced in our building. In order to continue making this happen, students, staff and even our principal and facilities manager volunteered to complete another trash audit throughout the building. Simply done to understand the amount of materials and waste being disposed of, how we have improved from 2 years ago, and what we can do to make it better. Trash was collected from both the classrooms and offices as well as the cafeteria throughout the day. At the end of the day students and staff gathered in the all-purpose room to dump, sort, weigh, and record what we throw out. Students literally dug in with gloves to begin the large sort. They got to work sorting by type, paper, cardboard, plastic, wrappers, food, etc... In the end the results were astonishing, although it is less than 2 years ago, we still produce way too much trash. From these results our fourth grade students came together to come up with a plan. Looking for ways to reduce the amount of trash, students decided on some innovative ways to reduce the trash we dispose of as well as refine the recycling options. Top of the list includes recycling assemblies, composting food waste, and a table share program to send unwanted unopened food items home to be consumed later in the day. We hope to implement these changes beginning in September.

**PDF:** [WASTE AUDIT FINDINGS](#)

**WORD:** [WASTE AUDIT WORKSHEETS FROM STUDENTS](#)

**PDF:** [WASTE AUDIT DOCUMENTATION STUDENT WORK](#)

**PDF:** [WASTE AUDIT PHOTOS](#)

**PDF:** [WASTE AUDIT PLAN FOR IMPROVEMENT](#)

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## Materials Reuse

10 Points

School

**Program Summary:** This year students of the GLC Green Team have collected recycled t-shirts from families at GLC to repurpose them into reusable tote bags for shopping needs. Students researched and learned how to take an old t-shirt and convert it into a shopping bag without sewing it. This is an ongoing collection through the year to coincide with city of Long Branch's ban on single use plastics in effect December 31, 2020 and the governor's ban on single use plastics in NJ. Students took a survey on recycling in the building and planned from those results. They are asking for any donations in any variety or size. Drop off locations are located throughout the building. For those students remaining virtual through the year, students were given video tutorial to complete the project on their own at home, so that no child or family was excluded. The students plan to take their bags and share them with the LB community going forward. Included in the uploads are examples of what they did, letters sent to the families of GLC Students and emails to staff. Much of the data is somewhat limited due to the current pandemic and students creating their bags on their own at home.

**PDF:** [MATERIAL REUSE DOCUMENTED INFORMATION](#)

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## Recycling Non-Mandated Materials

20 Points

School

**Program Summary:** Despite the pandemic students here at GLC continue to collect broken crayons, markers, old ink cartridges, and plastic bags and films to help our Earth. Throughout this school year, these recycled items have collected by students at home as well as dropped off by families and students as they come in for their hybrid schedule days or in drop locations outside the building for those who do not. The crayons are collected for the Crayon Initiative for children in hospitals around the US. The markers are collected for the Crayola Color Cycle. Through this initiative, students in K-12 schools across the continental United States and parts of Canada can collect and re-purpose used Crayola markers. Old ink cartridges are collected as teachers need new ones and mailed back to the company to be recycled and reused for the next cycle or cartridges. Plastic Bags and Films are collected and sent to the TREX company to be repurposed into TREX decking materials. Students are always looking for new ways to prevent more trash going to the landfills. While most of these items are not able to be sent to the companies collecting them this year due to CoVid, we are continuing to collect to send at the first opportunity when the programs resume. To date we have collected about 134 pounds of crayons, 38 pounds of markers, over 800 lbs of plastic, and ink cartridges from all the printers in our building used by teachers and staff. While the pandemic is presenting much of a challenge, we are committed to keeping our programs alive and moving forward. For this reason we do not have any new photos with students (they are home) but the collection is alive and continuing! The Flyer was shared on the GLC Schools building social media platform, class dojo, as well as other school social media platforms photos are included. Class dojo reached every family in our school through a school posting page all families are registered for due to the pandemic and all communication being electronic. The submission has been updated as per the suggestions. We removed the capri sun collections and added the plastic bag and film collections as suggested.

**PDF: [FLYER SEND OUT TO FAMILIES AND COMMUNITY](#)**

**PDF: [NON MANDATED DOCUMENTATION - UPDATED WITH PLASTIC FILM COLLECTION](#)**

**PDF: [LETTER OF PARTICIPATION - EVIDENCE - REVISED](#)**

**PDF: [SOCIAL MEDIA](#)**

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