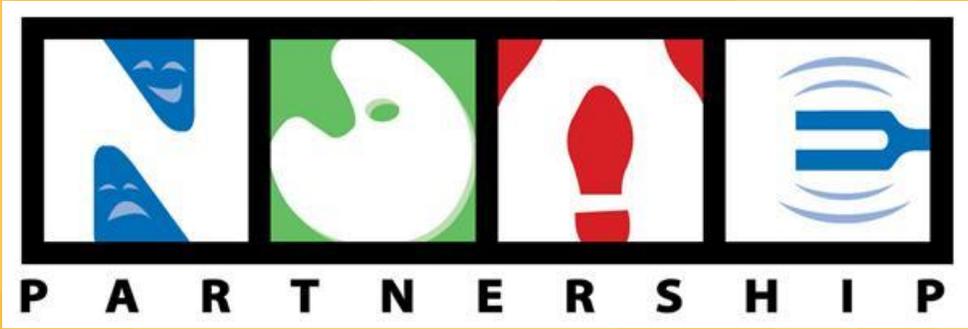
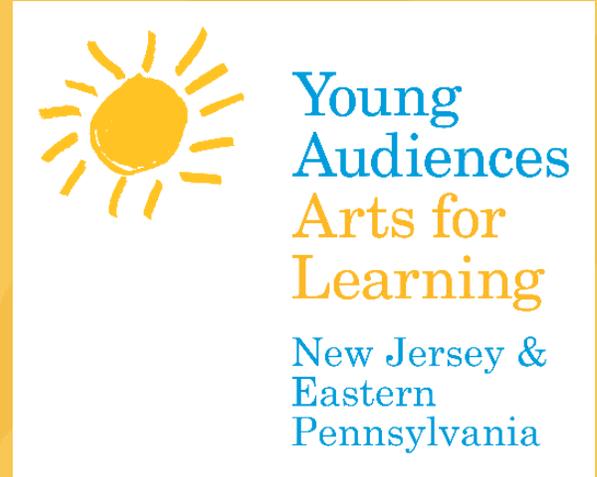


A Stronger Arts Program Means a Stronger Sustainable Jersey for Schools Action Plan



A Stronger Arts Program = a Stronger Sustainable Jersey for Schools Action Plan

Presenters:

- ***Donna Drewes***, Co-Director, Sustainable Jersey and Sustainability Institute at The College of New Jersey
- ***Bob Morrison***, President of Quadrant Research and Chair of the New Jersey Arts Education Partnership
- ***Michele Russo***, President and CEO, Young Audiences of New Jersey and Eastern Pennsylvania



Agenda

- **Overview of Sustainable Jersey for Schools' program and related Arts actions**

Donna Drewes, Co-Director, Sustainability Institute at The College of New Jersey and Sustainable Jersey

- ❖ Student Participation in the Arts
- ❖ All Arts Disciplines Offered
- ❖ Education for Sustainability through Arts
- ❖ Enrichment Programs through Partnerships

- **How is my School Doing? Demonstration of how to look up your school** using the [NJ School Performance Report](#) from the New Jersey State Department of Education and NJ Arts Education Partnership website on the [Interactive School Performance Dashboard](#)

Bob Morrison, President of Quadrant Research and Chair of the New Jersey Arts Education Partnership

- **Examples of Enrichment Programs through Partnerships where schools and artists connect**

Michele Russo, President and CEO, Young Audiences of New Jersey and Eastern Pennsylvania



Sustainable Jersey for Schools



Why Participate?



- Framework for action
 - Best practices, guidance and training
 - Technical support resources
 - Small grants
- Positive impact on school community
 - Cost savings
 - Healthier learning environments
 - Student and staff performance



Why Participate?

- Move towards a sustainable future

- Increase recognition and understanding of current and future challenges
- Arm students with knowledge and insights to make wise choices
- Connect STEM education with real-life
- Expose students to future career paths



- Recognize and reinforce progress

- Celebrate accomplishments
- Share successes
- Distinguish your district and school



Municipal

Schools



432 towns, 193 certified



155 Districts, 400 Schools

Sustainable Jersey Program Participants



Levels of Certification

150

Bronze

- Green team
- 2 out of 11 priority actions
- Actions completed in 6 of 17 categories

350

Silver

- Green team
- 3 out of 11 priority actions
- Actions completed in 8 of 17 categories



Program Actions: Where Can We Start?

PEOPLE

STUDENT & COMMUNITY OUTREACH

Green Team**

Community Education & Outreach*

Green Fair

“Green” Your Green Fair or School Event

Green Challenges

Civic & Stewardship Volunteer Initiatives

Enrichment Programs through Partnership

DIVERSITY & EQUITY

Breakfast After The Bell

Accessible Communications

Diversity on District Task Forces & Committees

FOOD & NUTRITION

Healthy Food Choices

School Gardens

Promote Locally Grown Foods

STUDENT SAFETY

Safe Routes to School District Policy

School Travel Plan for walking & biking

Pedestrian and Bicycle Safety & Promotion Initiatives

Safe Driving Awareness Programs for High School Students

STUDENT & STAFF WELLNESS

School Wellness Council*

School Health Assessment

Policies to Promote Physical Activity

PROSPERITY

ENERGY EFFICIENCY

Energy Audit*

Building Efficiency Measures*

Energy Tracking & Management

Sustainable Energy Transition Plan

LEADERSHIP & PLANNING

Professional Development for Sustainability*

School Community Asset Mapping

Green Facilities Management Checklist

Green Enhancement of District Strategic Plans

Strategic Plan Implementation of Green Initiatives

District Sustainability Policy

School District Foundation

STUDENT LEARNING*

(only one action in this category will be counted toward priority requirements)

Education for Sustainability K-3*

Education for Sustainability Grades 4-12 Science*

Education for Sustainability Grades 4-12 Math*

Education for Sustainability Grades 4-12 ELA*

Education for Sustainability Grades 4-12 Social Studies*

Education for Sustainability Grades 4-12 Creativity/Arts*

Education for Sustainability Grades 4-12 Health*

PLANET

CLIMATE MITIGATION & RENEWABLE ENERGY

School Carbon Footprint*

On-site Renewable Generation System-Solar

On-site Renewable Generation System-Geothermal

Buy Renewable Electricity

Collaborate with Municipality on Government Energy Aggregation Program

SCHOOL GROUNDS

Biodiversity Audit & Management Plan

Biodiversity Project

Green Infrastructure Assessment & Plan

Green Infrastructure Installation

Sustainable Landscape Design

GREEN DESIGN

Green Building Policy*

Green Building Training

Green Building Survey

Bid New Construction & Major Renovations using Green Standard

Build New/Renovated Project that meets Green Standard

Commissioning Approval for New/Existing Building that meets Green Standard

GREEN PURCHASING

Green Purchasing Policy*

POINTS

10

(5-40)

10

10

10

10

10

10

10

10

10

10

10

10

20

20

10

2016 Certification Cycle

- **January 15** – Initial Application Deadline
- Late February – Reviewer Comments
- **April 8** – **Second Application Submission**
- Early May – Reviewer Comments
- **June 24** – Final Application Submission
- Mid July – Certified Schools Notified
- **October** – Certified Schools Celebration

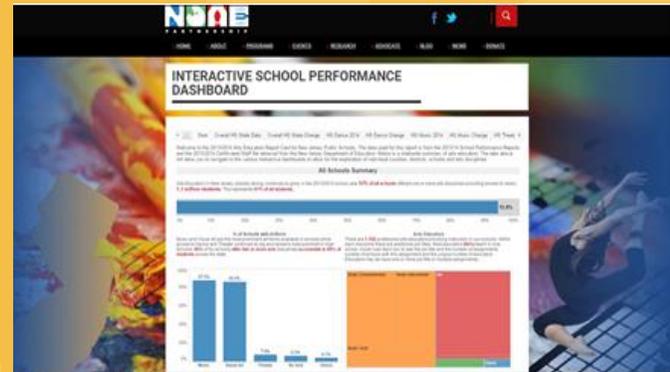


Student Participation in the Arts

10 Points - District submits for this action

Districts demonstrate that:

- Every elementary school student is taking classes in music and visual arts
- Every middle and high school student has **access** to music and visual arts classes;
- High school students are demonstrating competency in at least one arts discipline by graduation is the focus of this action.



Student Participation in the Arts

What to Submit:

- **For each school in your district** provide a letter from the Superintendent affirming that every elementary school student is taking classes in music and visual arts; and that every middle and high school student has **access** to music and visual arts classes; and that students are demonstrating competency in at least one arts discipline during the previous school year. The letter should provide the district responses to the following questions for **each school** in your district.
 - Does each school in the district have a certified music and visual arts teacher?
 - Does each elementary school require all students to participate in music and visual arts at least once a week?
 - Does each middle school provide a variety of course offerings in music and visual arts as part of the school day?
 - Does each high school provide a variety of course offerings on music and visual arts?
 - For each high school and middle school in your district, provide the percentage of students enrolled in music and visual arts as reported on the **School Performance Report** from the New Jersey State Department of Education for the most recently available school year. The school year data for NJ High Schools is available on the **NJ Arts Education Partnership website on the Interactive School Performance Dashboard**, <http://www.artsednj.org/programs/reports-and-data/interactive-school-performance-dashboard/>. Middle School data will be available on the website in April 2016.



Student Participation in the Arts

The NJ Arts Education Index will be used to benchmark school progress

School districts have access to data from the annual **NJ School Performance Reports** from the NJ Department of Education . These reports now include the arts for middle schools and high schools supplemented by the Arts Education Census Project, which is conducted every five years. The purpose of these projects is to gather, evaluate, and disseminate data regarding arts education in the state.



All Arts Disciplines Offered

10 Points - District Action

The goal of this action is that all students have **regular, sequential arts instruction throughout their K-12 education.**

School districts commit to academically supporting district-wide participation in the arts by providing opportunities for students throughout their K-12 education for learning in **ALL four arts content areas including dance, music, theater, and visual arts** by highly-qualified teachers.



All Arts Disciplines Offered

10 Points - District Action

Action builds off of the expectation of the New Jersey arts standards that:

- a. All students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally-appropriate manner.
- b. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations.
- c. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice.



All Arts Disciplines Offered

Equitable access to arts instruction can only be achieved if the **four arts disciplines** (dance, music, theater and visual arts) are offered throughout the K-12 spectrum.

Arts disciplines must be offered as part of a school sponsored activity.

- for example a dance class offered by an dance studio that uses the school gym for the classes would not count as offering dance instruction.

These expectations translate into **curricular requirements** for schools.

The arts programs must have the same level of academic rigor and educational validity as any other core subject, such as language arts literacy or math.



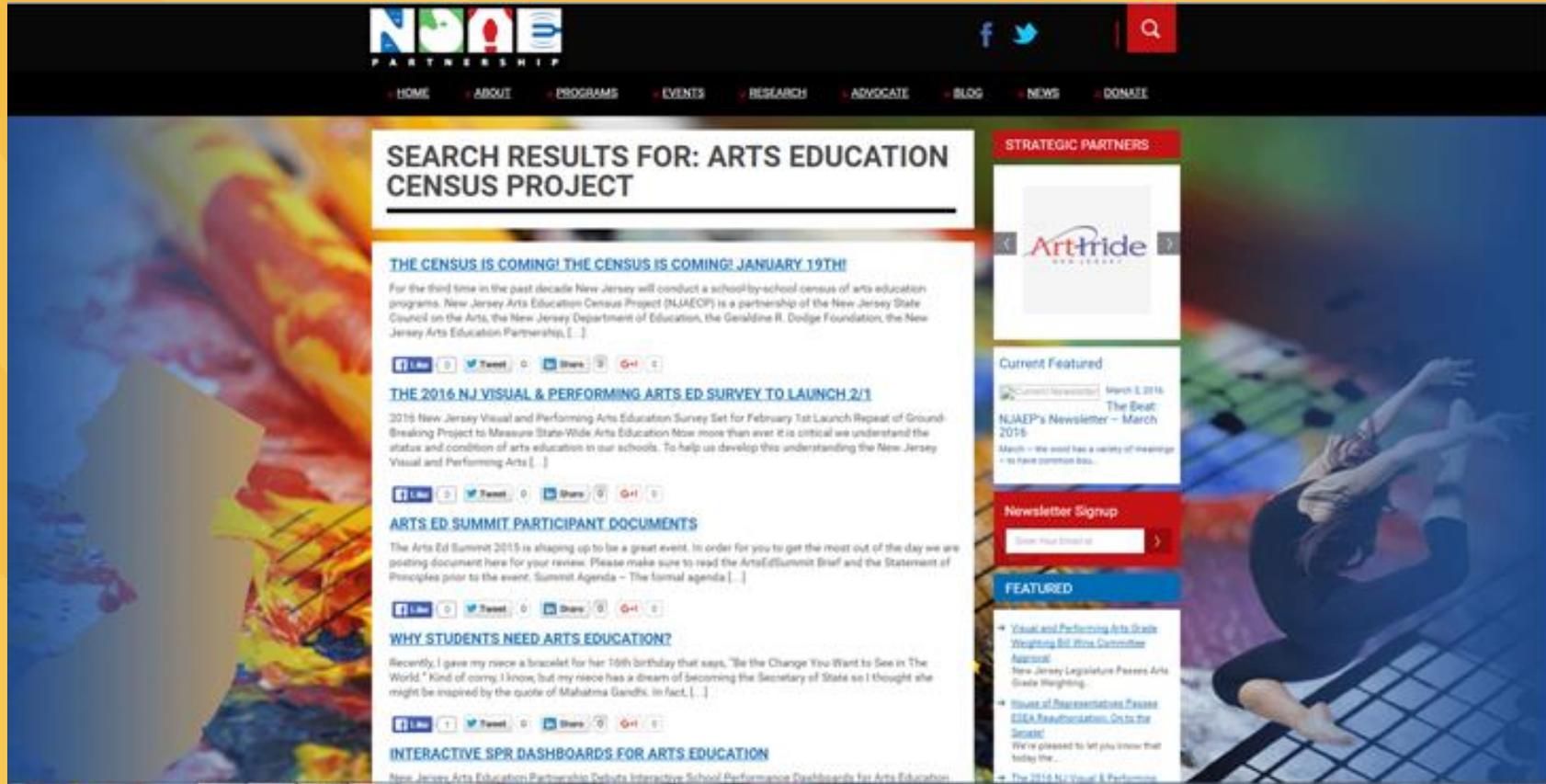
All Arts Disciplines Offered

What to Submit:

- a. **Elementary school:** provide a letter from the superintendent confirming each elementary school provides instruction by a highly qualified teacher in dance, music, theater, and visual arts.
- b. **Middle school:** provide a copy of the Arts Education Section of the [NJ School Performance Report](#) from the most recently available data year.
- c. **High school:** provide a copy of the Arts Education Section of the [NJ School Performance Report](#) from the most recently available data year.
- d. The **NJ School Performance Report** from the New Jersey State Department of Education is available on the [State Department of Education website](#), or a summary of the individual school's student participation in the four arts disciplines is also available on the NJ Arts Education Partnership website on the [Interactive School Performance Dashboard](#). Middle School data will be available on the website in early 2016.



Bob Morrison will demonstrate how to use the look-up feature of the website.



Education for Sustainability Grades 4-12 Arts

10 point – School action

This action awards points for arts (dance, music, theater, and visual arts) lessons at the 4th-12th grade level that have delved into a sustainability-related issue, employed effective methods to engage students, and assessed student learning of sustainability core principles (or the enduring understandings of sustainability) in the current school year.



Education for Sustainability Grades 4-12 Arts

10 Point – School Action

1. Identify areas within the 4th-12th grade arts curriculum or specific grade level lessons that are linked to sustainability issues (climate change, energy, water, waste, ecological systems, food systems, economic systems, health and wellness, social and cultural systems, or the built environment) and which lend themselves to teaching approaches that are inquiry-based, experiential, interdisciplinary and/or place-based.
2. Determine the **enduring understanding(s) related to sustainability** (see [Efs Questionnaire](#)) that the students are to gain from the lessons (the learning objective).



Education for Sustainability Grades 4-12 Arts

Develop a significant sustainability lesson plan or unit. The sustainability lessons need to employ at least one of these instructional approaches:

Inquiry-based: Ask questions, plan and carry out investigations, analyze and interpret data, construct explanations, engage in argument based on evidence.

Experiential: Students learn through doing—participating in projects, events, challenges, experiments and other learning activities.

Place-based student learning: Students participate in investigations and learning activities in school grounds, neighborhoods, or natural areas that engage them with real-life scenarios that are tangible, observable and meaningful to them.

Interdisciplinary: Two or more teachers covering different academic disciplines design and/or present related lessons that integrate subject matter from two or more academic disciplines.

Design tools—such as a rubric—and methods to properly assess whether students have grasped the sustainability enduring understanding(s) of the lesson. The assessment must be aligned with the sustainability-focused enduring understanding. The "Resources" section of the action provides references to effective and aligned assessment



Education for Sustainability Grades 4-12 Arts

What to Submit:

- A **copy of the lesson plan** that documents the planning and delivery of a significant lesson or set of lessons, and assessment of student learning of the sustainability enduring understanding (see [EfS Questionnaire](#)).
- **Samples of student work** and graded rubrics that demonstrate the students' learning of the enduring understanding(s) of sustainability.
- **Completed Education for Sustainability Questionnaire** ([EfS Questionnaire](#)) where you check off: sustainability-related topic taught; enduring understanding of sustainability incorporated; and the instructional approach used to create a significant lesson or set of lessons. A short narrative summary of the learning objectives of the sustainability lessons, and a description of how student learning was assessed.
- **Optional:** Additional documentation of the lessons such as relevant photographs, videos, and news articles may also be submitted.

Sustainable Jersey for Schools
Education for Sustainability Questionnaire

Answer these questions about the **significant lesson or set of lessons** that you are submitting for points under the Education for Sustainability (EfS) action.

1. The lesson(s) must have addressed at least one of the sustainability topics listed below. Examples provided under the sustainability topics are meant to be illustrative and not a comprehensive list of subtopics. Check off the sustainability topic(s) addressed by the lessons, and for which there are documented results:

_____ **Ecological Systems**
Investigating natural environmental processes and systems – Learning about the physical and living systems of our planet (e.g., understanding about the inter-connectedness and natural limits of these systems and inform solutions to environmental problems). Students can investigate ecological systems at a local level – e.g., biodiversity in the school grounds – or link to studies occurring further away.

_____ **Climate Change**
Acquiring climate literacy – Learning climate science to understand the causes and consequences of global climate change; studying the impact of human activity on the climate and adaptations of man-made and natural systems in the face of climate change. Students can take action to address climate change by reducing their "carbon footprints."

_____ **Waste**
Reducing, reusing, recycling and cradle-to-cradle design – Re-thinking consumption and product design and use to eliminate the very idea of "waste." Any school or community can reduce its environmental impact by analyzing the full life cycle of the products it uses, and acting to reduce packaging and transport distance, and to recycle or re-purpose as many items as possible.

_____ **Energy**
Addressing sustainable energy supply and use – Learning about the multiple factors that play a role in energy demand, supply and use and the impacts on ecosystems and socio-economic systems. In some municipalities, schools are the largest energy consumers, but up to 30 percent of that energy may be used inefficiently.

_____ **Health and Wellness**
Addressing issues that impact human health – Eliminating toxic and hazardous materials, while maximizing elements that promote health (e.g., providing clean air and good ventilation, providing clean water, promoting outdoor time and physical activity) will improve the home, work and school environment for everyone.

_____ **Food Systems**
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 farm workers and on consumers. Choosing local and whole foods impact both human health and the environment.



Enrichment Programs through Partnerships

10 Points – School Action

Schools will enhance student enrichment offerings during and outside the school day through partnering with community-based organizations.

The school must document it has an established student enrichment program in partnership with external organizations. All eligible students should have equal opportunity to participate, and need-based support should be available if appropriate.

The program or series of events must take place within twelve months of the initial submission deadline for certification.



Enrichment Programs through Partnerships



Identify enrichment areas that would most benefit the school's students in terms of supporting curriculum objectives, meeting student needs, and filling in gaps of what the school can provide. Enrichment can be a stand-alone class or program (including before and after school), or can be embedded into existing classes. Consider sequential programming that would allow students to participate over multiple years, enhancing mastery of a subject.

Partnerships in terms of the arts that might fulfill this action might include local artists and arts organizations specializing in dance, theater, graphic design, and visual arts.



Enrichment Programs through Partnerships

What to Submit: Documentation showing strong support and commitment to the enrichment program by the school or district.

- **Examples: school budget documents** that list the district expenditures for the program, or a letter from the school or program administrator that specifies the direct or in-kind program costs, staff, facilities, or materials that were provided by the school or district in support of the enrichment program that utilized the resources of an external community partner.
- **For enrichment programs offered during the school day:** Information on the program content, date, time, and setting (e.g., classroom, school assembly, grade-specific offering), indicating that the program occurred within 12 months of the initial application submission deadline, and name of the external community organization.



Enrichment Programs through Partnerships

What to Submit: Documentation showing strong support and commitment to the enrichment program by the school or district.

- **For before- or after-school partnership-supported enrichment programs:** Documentation that demonstrates efforts to **widely publicize** the availability of the school enrichment program opportunity to (grade-appropriate) students and the school community. Optimally before/after school enrichment program outreach should promote the availability of need-based scholarships or sliding scale fees when publicizing the program to address student accessibility and participation issues and establish a registration process that is easily accessible.
- **Program materials that highlight role of the community-based organization involved in the enrichment program.** This could include publicity and media accounts for the program that mention the partner organization's involvement, a dated letter (on the organization's letterhead) that explains their role in the student enrichment programming.



Michele Russo will talk about some of the exciting partnerships between artists and schools



Questions?

Contact: Donna Drewes, drewes@tcnj.edu

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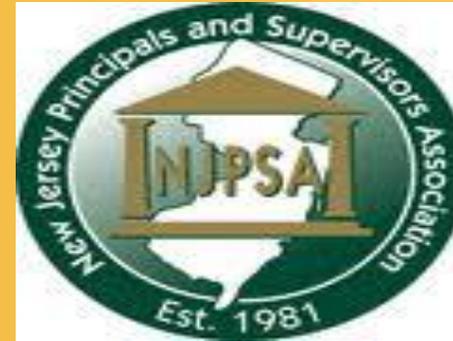
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Program Partners



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