

A close-up photograph of several green leaves with prominent veins and numerous small water droplets on their surfaces. The leaves are arranged in a fan-like pattern, filling the entire frame. The lighting is bright, highlighting the texture of the leaves and the clarity of the water droplets.

Sustainable Jersey Awards

November 15, 2022 Board of Education Meeting



Sustainable Jersey for Schools

A free, voluntary program that provides tools, training and grants to New Jersey public schools to help them implement sustainability initiatives and achieve certification.

- Identifies actions to become more sustainable;
- Provides, tools, resources, and guidance to make progress;
- Provides access to grants for schools and districts;
- Recognizes accomplishments;
- Awards certification to individual schools but requires School Board and district-level support.



The Digital Star

A Digital Schools Star embraces the **mindful** implementation of effective **digital learning** and **communication** tools, resources, and practices – a commitment that is evident in its mission, culture, classrooms, and interactions with its stakeholders.



7,861

sustainability actions completed
by both schools
& districts



\$2.8 MILLION



in small grants distributed to schools & districts

64%

OF NEW JERSEY
PUBLIC SCHOOL
DISTRICTS PARTICIPATING



1,057

PARTICIPATING
SCHOOLS



354

SCHOOLS
CERTIFIED

48 SILVER
CERTIFIED

306 BRONZE
CERTIFIED

43 DIGITAL
SCHOOL
STARS



Sustainable Jersey's Connection with Our Strategic Work

Our learners will feel **connected**, **valued**, and **secure** in digital and non-digital learning environments cultivated by a **shared sense of community**. Every individual will develop skills that promote an **awareness** of **self** and **others** as well as the **environment**, including the ability to understand the **impact** of their decisions.



Our Awards!

Whitehouse

Silver Certification

660 Points

Digital Star



Three Bridges

Silver Certification

460 Points



Holland Brook

Silver Certification

355 Points



Readington Middle

Silver Certification

370 Points





Digital Star Award (left)



Silver Certification (right)



The Green Team...they made it all happen!

Whitehouse



Dr. DeRosa, Principal

Emily Bengels

Wendy Reardon

Paul Smith

Christopher Bolotov (Green Com.)



District Staff

Jason Bohm, BA

Don Race, Facilities Manager

Sarah Pauch, Supervisor

Sherry Krial, Supervisor

Jim Belske, Tech Coord.



Three Bridges

Dr. Higgins, Principal

Ed Dubroski

Filomena Hengst



Readington Middle

Mr. Charleston, Principal

Denise Birmingham

Allison Lovering

Ryan Newcamp

Brian O'Neil

Betsy Freeman (Green Com.)

Andrea Hruska



Holland Brook

Mr. Nigro, Principal

Gargi Adhikari (Green Com.)



Community/Green Com.

Christina Albrecht

Steve Foster

Neil Hendrickson

David Livingston

Marlene Orlandi



BOE/Green Comm.

Jodi Bettermann

Beth Fiore

Eric Zwerling



The Green Team...they made it all happen!



Readington Middle Students - EcoAmbassadors

Noah Bielen, Eva Bolivar, Benjamin Caballero, Bryan Caballero-Aparicio, Brooks Carlsruh, Nahide Celiksu, Austin Chendak, Luke Del Corso, Ryland DeStasio, Tanner Forman, Rhys Fort, Aidan Gutierrez, Marcos Hernandez, Chase Keehbler, Tucker Lepinski, Pearce Lowdon, Michael Moran, Joseph Percario, Alyssa Popiolek, Sara Psak, Vaibhav Ramji, Camila Reyes, Myia Sanz, Callum Suggitt, Mila Victorino, Anna Witte



TBS Named Best in NJ Farm to School



November 2022
www.readingtonnews.com

The Readington News

A Community Newspaper Serving All of Readington Township, NJ

All Four Readington Schools Achieve Top Honors from Sustainable Jersey for Schools



Three Bridges Elementary School recently received the Best in New Jersey Farm to School Award. Pictured are NJ Department of Agriculture (NJDA) Farm to School Coordinator Nicole Broadwater, NJDA Secretary Douglas Fisher, NJDA Food and Nutrition Division Director Rose Chamberlain, Three Bridges Elementary School Acting Principal Anthony Tumolo, Three Bridges Elementary School Physical Education Teacher Ed Dubroski, and USDA Mid-Atlantic Regional Administrator Dr. Patsy Bennett.

are a direct result of district-wide efforts to improve human and environmental health, integrate sustainability into student learning, boost recycling efforts, cut greenhouse gas emissions, and improve digital learning and equity. Solomon further observes that Sustainable Jersey certified schools serve as national leaders in implementing solutions to key sustainability challenges while proactively providing the next generation with the tools they need to help their communities be more resilient and better able to adapt to a changing environment. In addition to each of our school's unique achievements, all four schools have been honored nationally as U.S. Department of Education Green Ribbon Schools.

Why does sustainability matter? Superintendent of Schools, Dr. Jonathan Hart, points to its natural



Autumn Splendor

Perfect weather awaited the monthly Open Space Walk group on Sunday, Oct. 16, on the Pleasant Run Greenway and Arman's Trail. Fifteen hikers traveled through woods and along field edges, enjoying views of the fall foliage. Readington's Open Space Walks are held on the third Sunday of every month. The walks give Readington residents a chance to get to know the amazing network of hiking trails in the open spaces in our township. Upcoming walks are advertised monthly in the





“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has.”

-Margaret Mead

Thanks!

Any questions?

Teacher Inquiry Comes to Life!

November 15, 2022 Board of Education Meeting



Our Teacher-Authors HELLO!

Lauren Glick, RMS

Cathy Patrick, HBS

Jenna Nagel, TBS

Jaime Kindervatter, TBS





What is Teacher Inquiry?

Self-directed, professional learning;

Question or wondering derived from a teacher's practice;

Seeks to answer instructional questions.

How does this fit our strategic work?

The Readington Schools wish to create and establish an **inquiry-based framework** that values and **interest-driven** learning environment. Learners will, individually and collaboratively, focus on **identifying**, **analyzing** and **solving problems** as inquisitive members of their community.





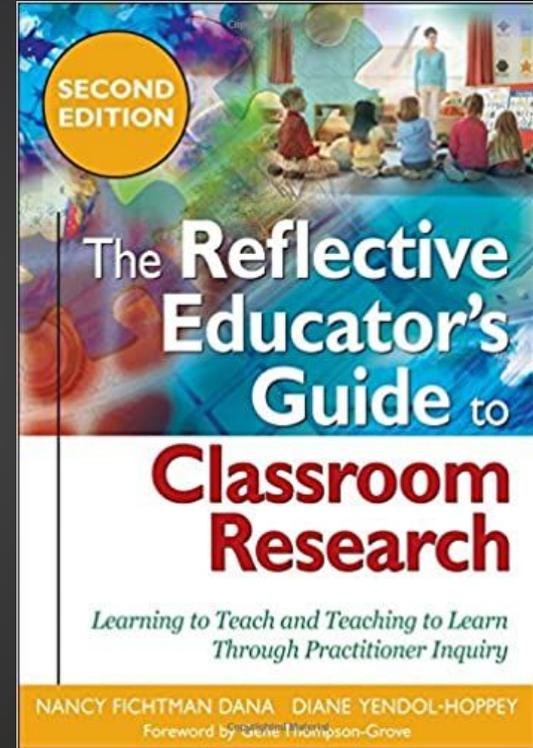
The Journey

Began in the summer of 2019;

Continued through the 2019-2020 school year, despite COVID;

This group of teachers became teacher-leaders for future teachers;

A total of 4 cohorts of teachers engaged in inquiry projects in 4 years.



The Projects: Our Wonderings...

How will increased exposure to societal diversity be reflected in student responses?



How does word charting (in Wilson Reading) affect students' motivation to read?

How can I promote social emotional learning in the classroom?

How do I determine, in a systematic way, whether the skills I am teaching [in a small group setting] are being generalized to the classroom?





The lightbulb went on!



Let's write about our *journey!*



NETWORKS

AN ONLINE JOURNAL FOR TEACHER RESEARCH

Our Publication

“This journal offers a place for sharing reports of action research, in which teachers at all levels, kindergarten to postgraduate, are reflecting on classroom practice through research ventures.”

Volume 24, Issue 1 (2022)

Teacher Inquiry: A Catalyst for Professional Development

Jonathan Hart ~ Readington Township Public School District

Divonna Stebick ~ Gettysburg College

Lauren Glick ~ Readington Township Public School District

Jaime Kindervatter ~ Readington Township Public School District

Jenna Nagel ~ Readington Township Public School District

Cathy Patrick ~ Readington Township Public School District

Abstract

Teachers seek and require meaningful professional development opportunities to truly grow in the profession. Teacher inquiry, or teacher research, is one way to accomplish professional development goals. Teacher inquiry is thought of as individualized, personalized, and meaningful professional development (Cochran-Smith & Lytle, 1999). In this paper we articulate the learning of a cohort of certificated professionals engaged in a year-long project that included asking research questions, designing data collection tools, and developing an independent study to examine their questions. Nine certificated professionals participated in the year-long project representing various grade levels and experiences. Data was collected through teacher reflections and professional development evaluations. The findings indicated that a trusting, supportive environment is paramount in developing a culture of inquiry. Further learning shows us that peer collaboration promotes professional growth when exploring individual projects. This paper furnishes further evidence of the importance of teaching inquiry in schools and provides a sample structure for schools wishing to develop a practice of teacher inquiry.

Keywords: inquiry, reflection, teacher research, professional development

Introduction

The field of education has come to learn that teachers often seek meaningful, authentic



Thank you!



Top Row: Coach Stephanie Sperone, Kaylynn Furmick, Sophia Cross, Aubrey Hendrickson, Kayli Medeiros, Satine Nader, Brooklyn Hess, Coach Paul Yunos.

Bottom Row: Anna Pagano, Vanessa Agostino, Paige Tomaino, Maddie Christensen, Alex Shedlock, Natalia Munoz, Charlotte Smekal.

RMS Girls Volleyball Team!