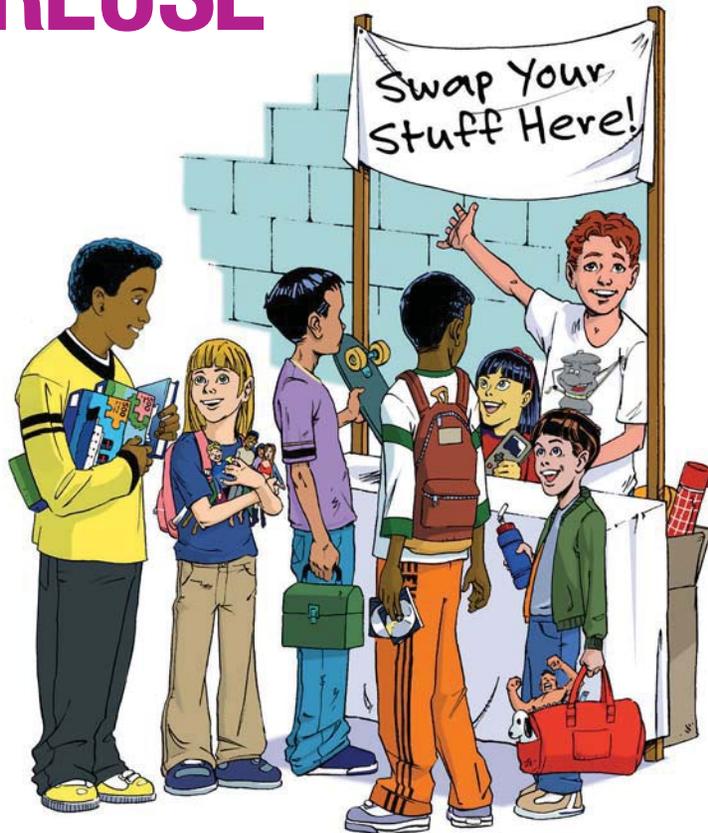


REDUCE & REUSE



Queens Borough
Honorable Mention
High School Division

John F Kennedy Jr
High School

2015 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem of a grateful Department and City in recognition of your school's efforts to help make New York City shine.



City of New York
Department of Sanitation
Bureau of Recycling and Sustainability
nyc.gov/recycle



2015 Golden Apple Awards Contest Entry Judging Info

(This sheet prepared for judges' use by DSNY BRS)



ID Info: 15007
School: John F Kennedy Jr HS
Grade Division: HS
Borough: Q
Affiliation: DOE

(for borough Master School Composter)

Cash Prize: \$1,000
Reduce & Reuse Award: Honorable Mention

Golden Shovel Award

Reduce & Reuse project entry

Extreme Green Team

The Green Team at this high school for students with special needs worked together in an educative, creative, and hands-on project that helped students meet their individual educational goals. Over 900 milk and juice cartons were collected, washed, and reused to fill a cardboard boat as planters for vegetables, herbs, and flowers. The boat is displayed in the school's indoor Edible Garden.

Weblink final

http://www1.nyc.gov/assets/dsny/downloads/pdf/golden-apple-awards/GA15_RR_HS_Q_Q721_JFKennedy-Jr_entry.pdf

School Population: total # 475

Core Group:	Total Participating:
25	75

Collaborations

- NYC Organics Collection
- NYC Compost Project
- GrowNYC RCP
- GrowNYC Grow To Learn
- MFTA
- NWF Eco-Schools
- NYRP MillionTreesNY
- NYRP Rose
- Citizens Comm for NYC

Prior Year Entries:

08:SR-withdrew

Current Entries

15:RR-hon,SR-hon

School Contact Information:

Phone: 718-760-1083

Address: 57-12 94th Street
Elmhurst

Block&Lot: 4018730050

DOE Location: Q721

DOE Bldg: Q722

11373

Contest Coordinator:

Julie Tuifel

Principal:

Beth Rudolph

Sustainability Coord:

Marjorie Dalrymple, AP

Custodian:

Eddie Castro

The JFK Jr. Extreme Green Team



Application for *Reduce and Reuse* Contest

NYC Sanitation

The John F. Kennedy High School PS721Q is a highly specialized Alternative Assessment High School in District 75. Our students are multiple challenged cognitively and/or physically challenged. We have 3 off sites and this site is quite large, we serve over 475 students and have over 180 staff. Many of our students communicate in varied ways; verbal, sign, picture and Augmentative Communication Systems. They benefit from repetition and hands on experiences.

Our student motto is “The JFK Jr. School-Working Towards Independence”. Our school focus is an effort to empower all JFK Jr. School students to reach their full potential for independence at school, home and the community. We use a multi-faceted approach where highly dedicated and trained staff instructs students in life, social, vocational, academic and self advocacy skills. Our primary mission is to guide students towards their highest individual levels of independence. Indicators for success include the New York State Alternate Assessment, IEP progress, SANDI and classroom portfolio work samples.

As our concern for sustainability efforts grow, we have taken our Instructional Focus stated above and applied it to this area. Educating students and staff as to the reasons for recycling as well as the methods to recycling is paramount. In addition waste prevention and reusing methods were implemented.

Waste Prevention and Reuse Projects Implementation

What type of waste did you target?

We targeted milk & juice cartons.

What did you do?

We reused milk & juice cartons as planters for our indoor garden. We also used the cartons to build a creative project; a boat.

Project Planning:

The objectives of the program included introducing the students to the concept of re-using common cafeteria items. The planning involved collaboration with varied classroom teachers, cafeteria staff, custodians and related service providers. We held weekly meetings to determine progress.

Student Involvement:

Five 6:1:1 ratio classes were involved in cleaning, collecting and building the project. Other classes helped with collection.

Promotion:

Signs were placed around the building and receptacles just for items needed were placed in the cafeteria.

Educational Components:

Lesson plans incorporated the activity of collecting and washing containers. Students met IEP goals based on following directions, attending to task and increasing duration of tasks.

Project Analysis

What worked?

Working with a wide variety of staff really improved the project and kept us on a timeline.

What didn't work?

Unfortunately we attracted lots of roaches at first. We started to clean the containers better and earlier.

Applicability to other schools.

We would encourage other District 75 schools to incorporate re-using strategies as part of green efforts. The students enjoyed the repetitive nature of the work. Social skills were also improved by collaborating with peers of differing abilities.

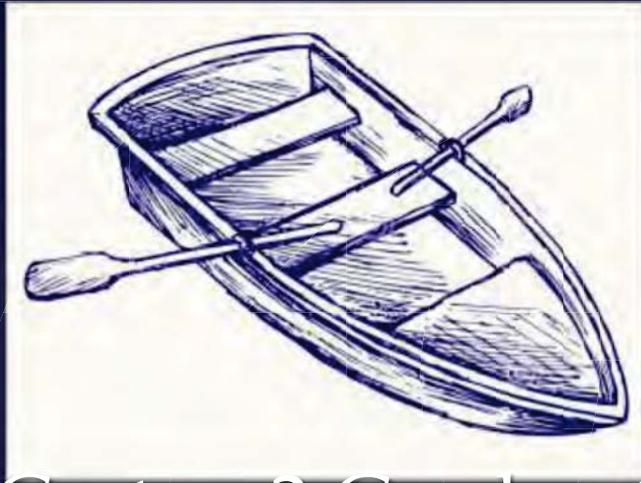
Measuring Success

The following pictures should help demonstrate how successful this journey has been.

Future Plans

Contest prize funds would be used first for a school wide celebration for student efforts! Then our small indoor garden would be enlarged by the purchase of several gro-labs. Outside of our building are several brown areas that could be developed into a butterfly garden.





**Carton 2 Garden HS Grant Winners
2014 Wheel Barrel**

"The Green Team"



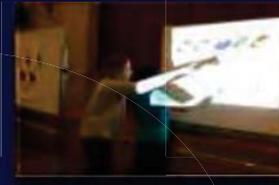
To the left is a sketch of the boat planter that will be constructed of milk cartons and juice cartons recycled and collected throughout our school and community.

"Go Green" Promoting knowledge of recycling, planting and healthy eating (growing herbs and vegetables) through hands on activities throughout the JFK Jr. School community.

Carton 2 Garden Contest 2015

The Green Team Extreme "Garden of the Sea"

K. Knox & M. Basi, J. Truifel, E. Schatzle, C. Paprocki, J. Sharma



Educating our JFK Jr. School community

RECYCLING FAIR

"Go Green"

K. Knox

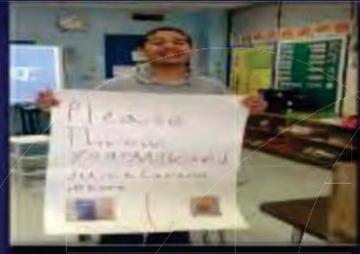
Y classes recycled milk and juice cartons from Instructional J.A.R.S Breakfast every morning.

We also collected cartons from different classes and the cafeteria. We sorted and cleaned the cartons to get them ready for our boat.



Step 1: Recycling, collecting, sorting and cleaning our milk and juice cartons to make our "Garden of the Sea" boat.

K. Knox



Look at us! We worked hard, preparing all the cartons we collected!

K. Knox

We constructed our boat re-using two recycled cardboard storage boxes and packing tape.

We tested out which cartons would fit and look best on and in our boat planter.



Step 2: Constructing our boat and strategically placing the cartons to fit. We will use over 500 milk cartons and 400 juice cartons!

K. Knox

PLANTING TIME 😊

Our boat is finally ready for the different vegetables, herbs and flowers we have been planting in our milk and juice cartons!!



K. Knox

TAKE A LOOK!!

We sorted the different milk and juice cartons and cut the tops off, so we could plant in them...



Prepping the recycled milk cartons
for the soil and seeds!

K. Knox

We planted the seeds in the cartons and put them under the light and in the sun to grow. We also watered the soil 😊



Grow, Grow, Grow!!!

K. Knox



Look at what grew so far...
Lots of plants!

K. Knox

The following are lesson plans utilized in this project:

Collaborative Team: Renee Seddick, Eric Rosell, Julie Tuifel,

ELL Methods Used (if applicable): Pictures, scaffolding, cues

Assessment. Wayne Cohen & Scott Masterson
Setting: MPR Recycling Fair 4/21/15

Anchor Standard:

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Unpacking the Standard:

Presenting information, identify supportive evidence

Summative Assessment:

Students will demonstrate information gained on how to recycle by correctly sorting recycled items. Photos will be taken of task and a poster created. Students will also present conclusions as to how to why recycling is important and what can happen if you don't.

Procedure/Schedule:

1st period set up – V16 and Ms. Nobles' class assist 2nd period: V12, V13, X02 3rd period: V05, V06, X03
4th period: V02, V03, X07 & Z02 6th period: V08, V09, X06 & Y51 7th period: V82, V04, X04 & Y53
8th period: Clean Up**** Potato Sale to occur with Ms. Seddik & Mrs. S and Ms. Casoloni

Materials/Resources - Symbols, receptacles, pictures, worksheets, bingo games, common lunch items to sort, adapted books.

Functional Skills:

-Follow multi-step directions.-Sort items by object-Answer yes/no questions-Match pictures-Answer 'Wh' questions

Big Ideas:

Where can I put my recycling items? Why do I need to recycle? What is unsafe about not recycling?

Performance Tasks:

When given item(s) students will sort correctly .Students will answer questions related to recycling and safety.Create collages of what will happen if we do not recycle. Students will play BINGO based on recycling issues.

Questioning & Discussion:

Why do we need to recycle? What happens if we do not recycle?
Make observations of what would happen if we do not recycle.
Develop a logical argument as to benefits of recycling.
Engage with recycling activities.
Identify recycling items and where to recycle.

Para Responsibilities: Class para will keep the class book and get the attendance, facilitate varied groups.

Complete questions about activity – demonstrate tasks.

HW:

Document how to recycle at home.

ELA Lesson Plan-Recycling

AIM: What items can be recycled?

What items go into the trash?

Lesson Objective: Students will communicate basic information about recycling by using communication devices and picture supports. Students are learning about recycling, reducing and reusing for our unit project.

SANDI'S OBJECTIVES: MATH: PK.MD, K.CC.6; KMD2

READING: 5.ELA4.LR.- 15. ELA I.LR.C- 36.ELA I.LR.E

41.ELA 4.LS.A

COMMUNICATION DEVELOPMENT: 8.ELA I.CW.B – 9.CDOS 3IQ.B -11.CDOS 3.1Q.C –13. 14.ELA I.CW.B –22.ELA I.CW.B,C - 28.CDOS3.1Q.

GROSS/ FINE MOTOR DEVELOPMENT

SOCIAL EMOTIONAL/BEHAVIORS

ADAPTIVE /DAILY LIVING SKILLS

Common Core Standards:

ELA Reading Informational Text R1.1

ELA Read with accuracy and fluency to support comprehension. PK.CC(1), PK.MD (3-6,19), K.CC.6(12)

STUDENTS OBJECTIVES:

Ashley: Demonstrate social and communication skills by asking for help when in need. Make and maintain eye contact. (see Ashley's data book for evidence)

Respond by using "yes" and "no" "more" symbol and AAC devices

Sean: Increasing time on task from 1 to 2 minutes; When presented with a new and unfamiliar task, Sean will complete each small step before moving on to the next step

During classroom instruction, Sean will verbalize or use a picture symbol to ask for help when needed (see data books for evidence)

Saurav: Initiating going from one activity to another. Focusing on task for given amount of time. When Saurav would like to obtain an item of preference, he will use his words or a picture symbol "I want _____" to communicate that he would like the item. When given a task to do, Saurav will work on the task until it is completed (see data books for evidence)

Ramona: Comparing more and less with gestural and verbal prompting. Focusing on task for 20 minutes with verbal and modeling.

Donald: When Donald needs help or wants a desired item, he will hand the appropriate picture symbol to staff (see data books for evidence)

During classroom instruction, when given categories such as small, medium, large, or soft, hard, Donald will sort them into 3 given categories assigned by the teacher

Joshua: Focusing on a task and uses verbalizing when he "needs a break" (see data books for evidence)

Procedure:

In "Group" area of classroom: (each group sits for approximately 15 minutes)

Group 1: Joshua and Saurav: Students will be asked, "what is this?" as the teacher holds up different pictures. Students will verbally answer. It will be explained that certain items need to go into the blue recycling garbage can to help our environment. Once each item is talked about and identified, the students will cut out the item on the worksheet and glue the items into "recycle" or "trash". They will have 8 pictures to sort. They will count the number of items in each column and write the total.

Group 2: Donald and Ashley: Students will use AAC devices and/or picture symbols to answer the question "what is this?" as the teacher holds up several different pictures. It will be explained that certain items need to go into the blue recycling garbage can to help our environment. Once each item is talked about and identified, the students will cut out the item on the worksheet and glue the items into "recycle" or "trash". They will have 8 pictures to sort. They will count the number of items in each column and write the total.

Group 3: Sean and Ramona: Students will be asked, "what is this?" as the teacher holds up several different pictures. Students will verbally answer. It will be explained that certain items need to go into the blue recycling garbage can to help our environment. Students' pictures will already be cut out for them.

They will find the picture requested by the teacher and then glue it with physical prompting from the teacher, into the correct column (recycle or trash). This group will have 8 pictures to sort.

Strategies Used:

Verbal, visual & physical prompting, matching, identifying pictures/words, answering “wh” questions, problem solving

Adaptive Equipment Needed:

Communication books/devices, real food objects, pictures

Classroom Teacher Responsibilities:

Provide visual, verbal and physical redirection to all students, facilitate all students needs, assess students

Paraprofessional Responsibility:

Lionel is Donald’s 1:1 crisis para.

Daniel is Ashley’s 1:1 health para.

Natasha is Ramona’s 1:1 crisis para.

Joni is the classroom para.

All papraprofessionals will facilitate students with their individual needs, assist the teacher with materials, and provide visual, verbal and physical prompting as needed.

If a student needs to take a break from their work after some work has been completed, the students’ 1:1 para will take them for a quick walk around the 3rd floor.

Differentiation:

Joshua and Saurav will answer questions in full sentences and will be asked open ended questions.

Ramona, Sean, Ashley & Donald will answer “yes”, “no” questions (e.g. “Does this belong in the trash?”) and/or will be provided with a choice when answering questions (e.g. Where is the water bottle?)



Student Work Commentary

Class:	<u>ADL</u>
Teacher:	<u>Julie Tuifel</u>
Submission Date:	<u>3/6/15</u>

The Task(s): Students learned how to volunteer on the “Green Team”. They worked hard to educate staff and students on how to recycle and collecting paper to recycle. They also developed an indoor greenhouse, planting and maintaining

**the garden where the focus is “seed to plate”.
They identified tasks completed and relevant
information to topic.**

**CCLS Standards Addressed: ELA-Literacy.CCRA.W9.
Draw evidence from literary or informational texts to support
analysis, reflection, and research.ELA-Literacy.CCRA.W1.
Write arguments to support claims in an analysis of
substantive topics or texts using valid reasoning and
relevant and sufficient evidence.**

John F. Kennedy Jr. School, 721Q

Objects used to indicate recycling work for non-reading students.



Adapted worksheets:
What can be recycled?



Where does food belong?



Did I sit quietly?

yes



no



Match the pictures.



Cut and paste:

 <p>Recycle</p>	 <p>Trash</p>
Empty space for pasting items	Empty space for pasting items



				sh		
Circle	everything	that	you	should	recycle	
						
beanstalk	newspaper	hot food	food	plastic bottle		
						
bottle	trash	cardboard	bottle of water	tissues		
						
What	do	we	do	when	we	leave
A						
a	room?					
						
turn on lights	run	turn off lights	shut the door			
						
Do	we	leave	the	faucet	water	running?
						
	yes YES			no NO		

1) What is 1 way to reduce waste?



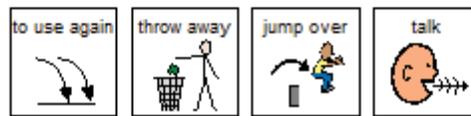
2) What should you do with old electronic equipment?



equipment?



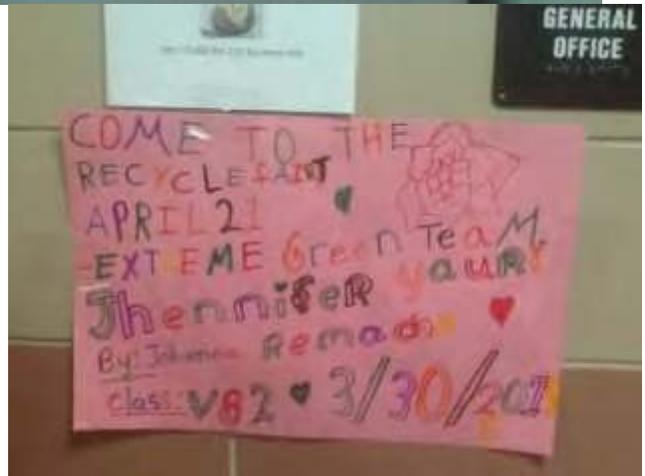
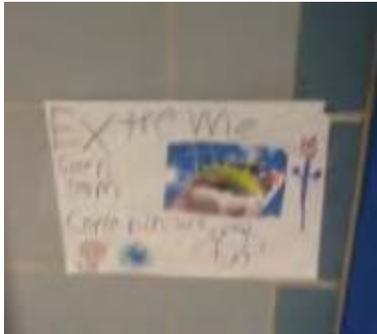
3) What does renewable mean?



Guillermo plays a recycling game on the smartboard.

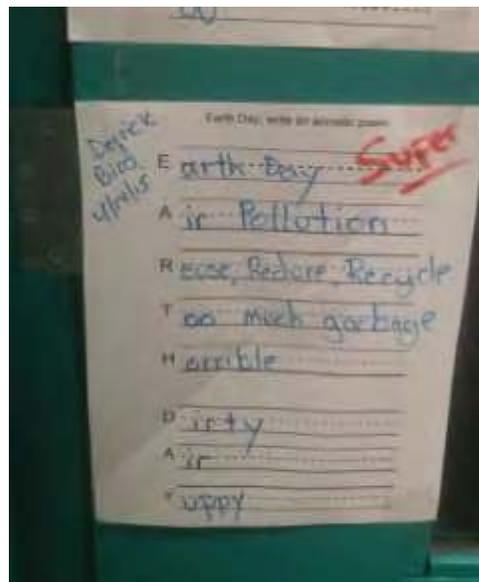
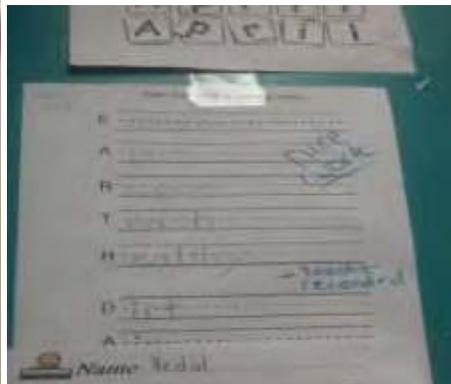
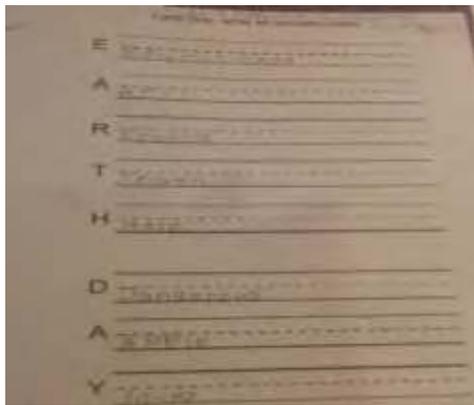


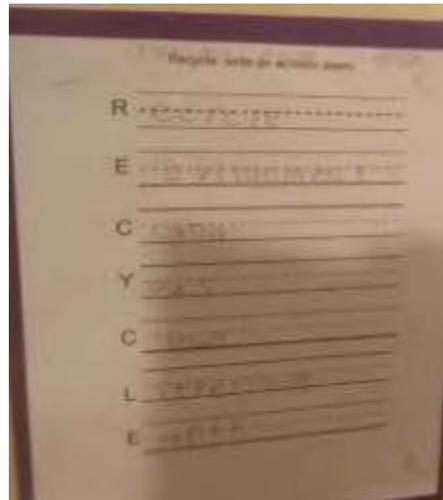
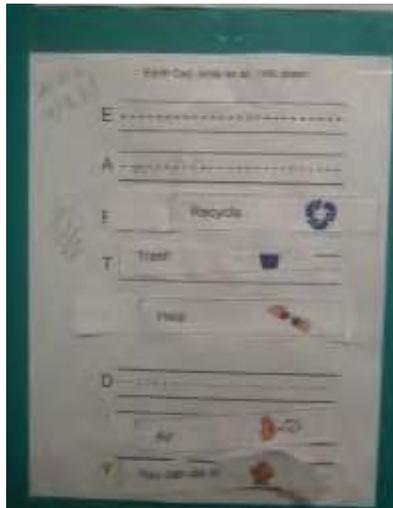
Posters advertising weekly green team meetings and recycling fair.





Original Poetry by students:





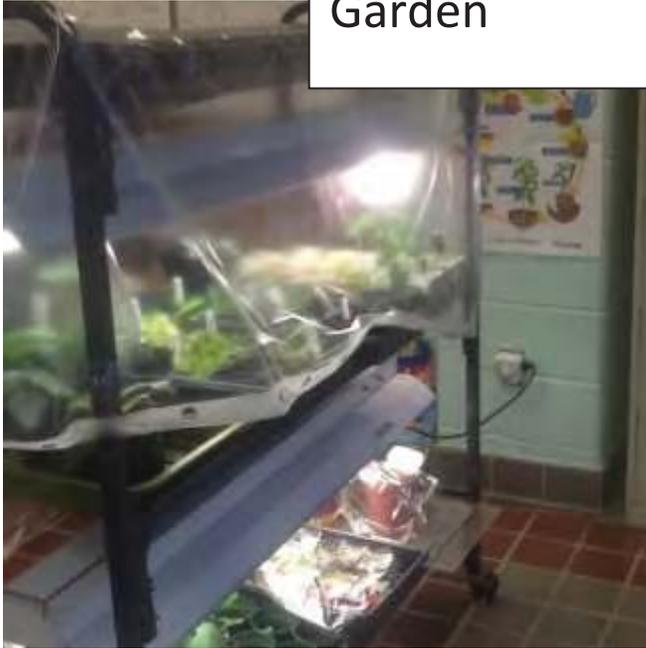
Green Team Activities





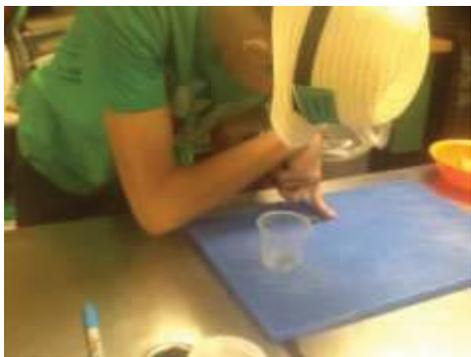


JFK Jr. Indoor Edible Garden



Students working on herbs harvested from the garden.







Recycling Fair



Tuesday September 16, 2014

Teachers and Related Service Providers collaborated to provide students with training on effective recycling.



Students learned why we need to recycle.





Students learned the varied types of material to recycle.



Hands on learning to sort recyclables!



Recycling Fair & Earth Day Celebration 4/21/15



Students created art work to celebrate Earth Day



Students played recycle Bingo.

Staff and students learned how to sort common items into proper receptacles.









Students completed homework assignments as to recycling at home.



Students created poetry about recycling and Earth Day.

