

SUPER RECYCLERS



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

NYC
Recycles

2015 Golden Apple Awards Contest Entry Judging Info

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



ID Info: 15003
School: John F Kennedy Jr HS
Grade Division: HS
Borough: Q
Affiliation: DOE

Cash Prize: \$1,000
Super Recyclers Award: Honorable Mention

(for borough Master School Composter)

Golden Shovel Award

Super Recyclers project entry

The Extreme Green Team

This high school for students with special needs has made great strides in increasing their sustainability efforts. They held two recycling fairs to teach students, staff, and faculty the importance and correct ways to recycle, through collaborative activities. Using pictographs and sorting games, students met educational goals while they learned how to properly wash and dispose various recyclable materials. The school's Green Team is steadily working on improving overall recycling efforts and took initial steps this year by providing adequate bins, labels, and instructional posters and bulletin boards throughout the school building.

Weblink final

http://www1.nyc.gov/assets/dsny/downloads/pdf/golden-apple-awards/GA15_SR_HS_Q_Q721-JFK-Jr_entry.pdf

School Population: total # 475

Core Group:	Total Participating:
200	400

Prior Year Entries:

08:SR-withdrew

Current Entries

15:RR-hon,SR-hon

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

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 *SuperRecyclers* 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.

Recycling at our school

Paper and Cardboard:

We now have a properly labeled paper receptacle in all rooms as well as common areas on 3 floors. Most bins are green or black and labeled with the DSNY paper labels. We also have several classes that have made their own paper boxes and decorated as well.



The "ADL" room (Cooking Class)



2nd Floor common area



Classroom paper receptacle



Common Area



Classroom set up

Metal, Glass, Plastic and Cartons (MGPC):

Most classes now have a receptacle for MGPC items. Many classes collect these items and return to the stores for redemption, using money for classroom purchases. All receptacles are labeled and many classroom bulletin boards contain actual examples common to our students.



First floor common area

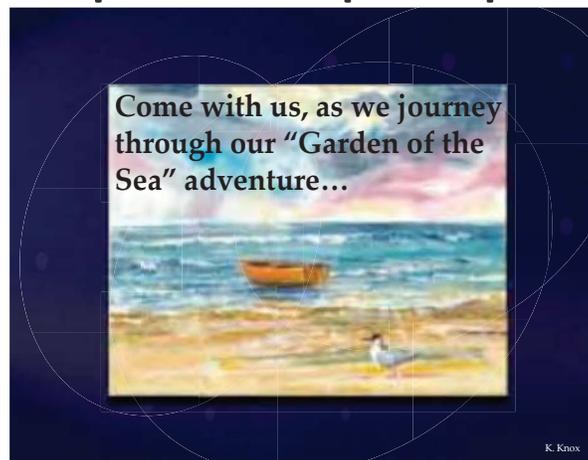


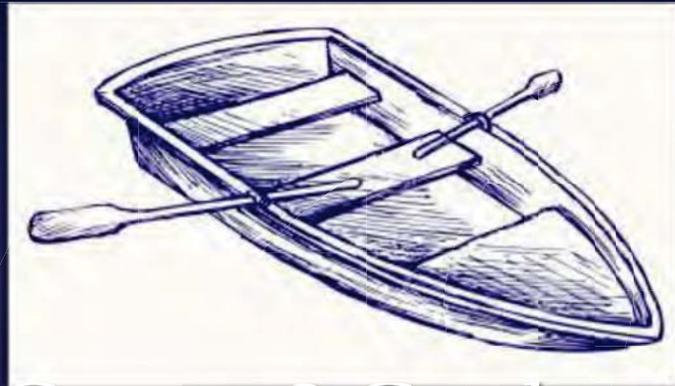
Bulletin Board with examples in Cafeteria

We engaged in re-using activities by creating a school wide project called 'sailing away". Students built a boat from milk and juice cartons.



Here is a small part of our powerpoint "Journey":





**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.

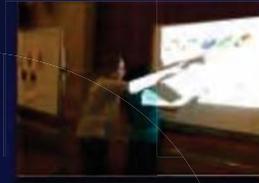
"Go Green" Promoting knowledge of recycling, planting and healthy eating (growing herbs and vegetables) through hands on activities throughout the JFK Jr. School community.

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

K. Knox



Educating our JFK Jr. School community

RECYCLING FAIR "Go Green"

K. Knox

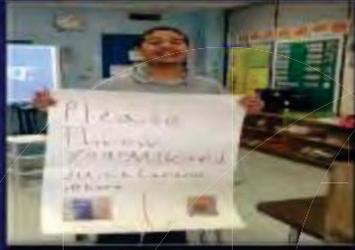
Y classes recycled milk and juice cartons from Instructional J.A.R.S Breakfast every morning.

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

Recycling Collection and Set-out:

Students are responsible for sorting their garbage into the correct bins. Green team members wear hats and direct students and assist during breakfast and lunch. Many classrooms have cooking and breakfast programs. Their students sort in their room.

Classes regularly go around with the common area bins collecting from classrooms and disseminating information on sorting.

At the end of the day the custodians complete the recycling procedures by putting out to the curb paper on Mondays, Wednesdays and Friday while Tuesday & Thursday are metal/plastic/glass pick up. We don't have any actual numbers but school custodians report a 100% increase in bags placed out to curb.

School Recycling Program Implementation:

This year the JFK Jr. School embraced the fact that our efforts towards sustainability are sorely lacking. We decided to tackle the issue through a school wide initiative called the "Extreme Green Team Movement". First steps included ensuring each classroom had proper labeled receptacles. The Green Team consisted of any student that was ready to participate at the moment. We went class to class and helped distribute receptacles and labels. The following pictures are of various classrooms before our intervention.

BEFORE:



Unlabeled bins and mixed garbage's was the norm



We had two garbage receptacles on each floor but did not have a regular trash can, so sorting was never done.

Classes had a few haphazard receptacles that were not labeled and were very mixed. There was no place for landfill garbage in the hallways. The Green Team went around and labeled receptacles in both classrooms hallways. They created bulletin boards dedicated to educating staff and students as to proper sorting techniques. In addition the team went class to class collecting recyclables and educating. Students who were non verbal used AAC devices to spread the word.



Julian's device said "Do you need a paper receptacle?"

Before the implementation the school had only a few receptacles in common areas. Classrooms had few receptacles. Staff was unsure of correct sorting techniques. Garbages were often mixed. The **objectives** of the program included overall education for all staff and students as well as proper receptacle availability. Students were involved through membership in green team activities. Hats were used as incentives. Every Friday 5th period an open meeting was held inviting staff and students to come in and discuss available activities. In order to **promote** the efforts posters and bulletin boards were created. Several special events were held including two recycling fairs, where students were taught active sorting. **Collaboration** with classroom teachers, cluster teachers, counselors, administration, custodians and related service providers were incorporated. **Education** components included adapted books, poetry and art projects for all involved in the Extreme Green Team.



Student involvement included over 100 students in the green team at varied times. Students in all classes (6:1:1, 8:1:1, 12:1:1 and 12:1:4) and of all skill level were involved. Students that attended cluster classes including ADL and Science were also a part of the team. Grade levels are mixed so students from grades 7 through 12th grade participated. Green team members were invited to an open meeting every Friday hosted by the ADL teacher Julie Tuifel. Classroom teachers reinforced sorting skills.



After:





The wood teacher Mr. Damon Tarontola built this station to reduce tray garbage in the cafeteria, by having students neatly stack used trays.



3 separate receptacles for paper, metal/glass/plastic, and landfill are now clearly labeled on each of 3 floors common areas as well as cafeteria.

Project Analysis:

The most successful part of the program was the recycling fairs. Staff and students learned to sorting items common in the cafeteria and in their classrooms. In addition we began an indoor garden to promote sustainability efforts. The indoor garden is made up of all edible plants. We highlight the seed to plate concept.

The least successful was our inability to implement organics collection. Originally we were scheduled for pickups. The NYC sanitation department had our school incorrectly located in our Masbeth school. We also were unsuccessful in inviting the NYC sanitation to our school recycling fair.

Future plans include creating a butterfly garden outdoors and incorporating re-used items. We have a large yard that is very desolate. Expansion of our indoor garden would also be implemented. We would plan on purchasing several grow-labs towards that purpose; if we were to win the contest better recycling containers located outside would be another purchase. Compost bins would be another project that we would tackle after winning. Incentives for the green team including prizes and parties would be a wonderful addition to our efforts.

We don't have actual measurements of recycling information before and after. We focused purely on education and plan on incorporating measurement into next years' recycling efforts.

Students report that they are educating their families and increasing recycling efforts at home. At our annual fair in May we are planning a recycling booth to promote community awareness.

Step 2:

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: 1 st period set up – V16 and Ms. Nobles' class assist 2 nd period: V12,V13,X02 3 rd period: V05,V06,X03 4 th period: V02,V03,X07 & Z02 6 th period: V08, V09, X06 & Y51 7 th period: V82, V04,X04 & Y53 8 th 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:

 <h1>Recycle</h1>	 <h1>Trash</h1>
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	room?					
						
turn on lights	run	turn off lights	shut the door			
						
Do	we	leave	the	faucet	water	running?
						
	yes YES			no NO		

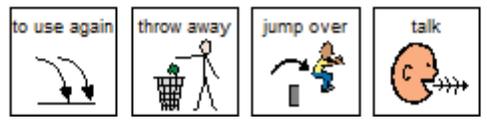
1) What is 1 way to reduce waste?



2) What should you do with old electronic equipment?



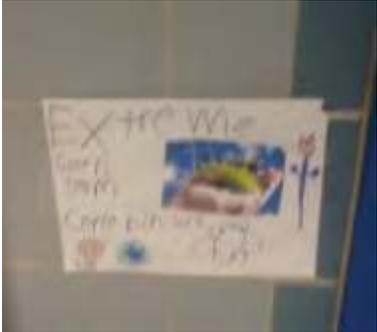
3) What does renewable mean?



Guillermo plays a recycling game on the smartboard.

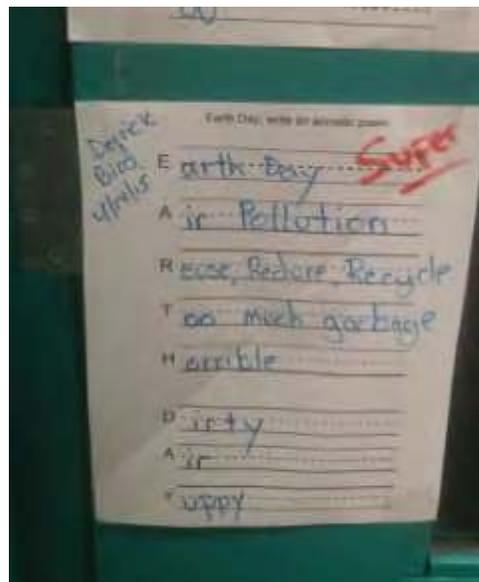
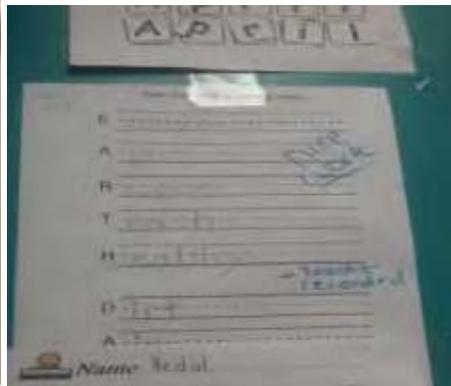
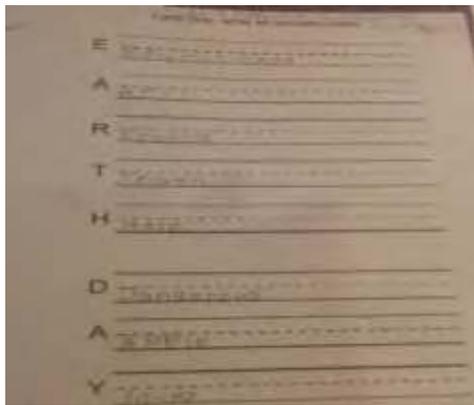


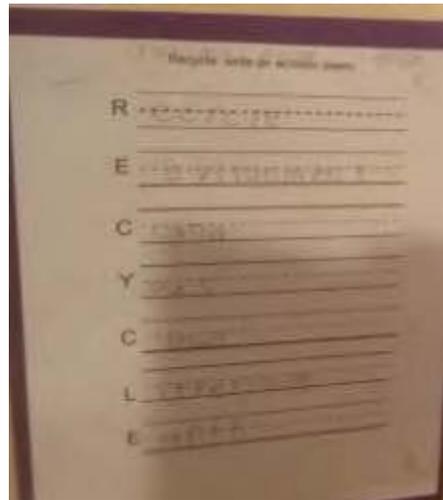
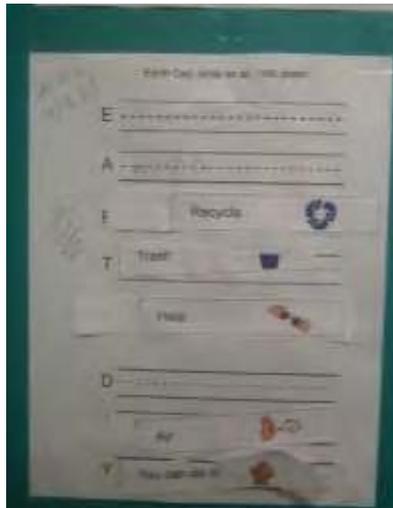
Posters advertising weekly green team meetings and recycling fair.





Original Poetry by students:





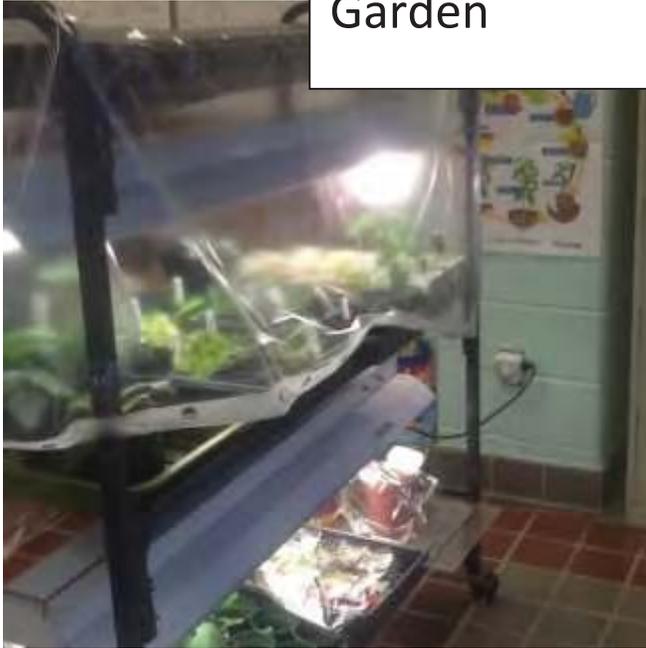
Green Team Activities







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.



Students created collages on what they think would happen if we don't recycle.



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.

