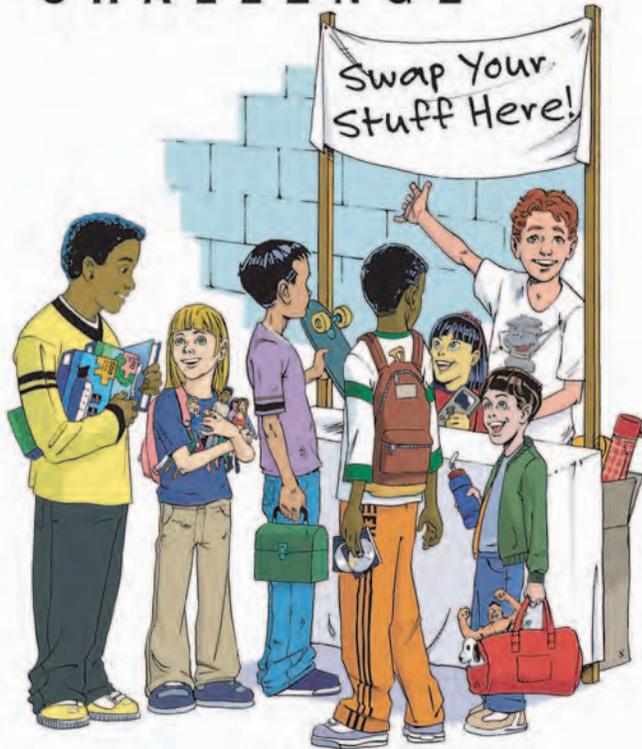


TrashMasters!™
REDUCE & REUSE
CHALLENGE



High School Division
Queens Borough
& Citywide Winner

**P 233 Q @
Beach Channel High School**

NEW YORK CITY DEPARTMENT OF SANITATION
2004 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, Michael J. Bloomberg, Mayor
Department of Sanitation, John J. Doherty, Commissioner



John J. Doherty, Commissioner
June, 2004



the
**golden
apple**
awards

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High School Division

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CHALLENGE





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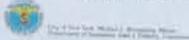


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Queens Borough
Honorable Mention

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Rockaway

PAST





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Team To Clean Up

High School Division
Queens Borough
Honorable Mention

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P233Q@BCHS

Golden Apple Project

Reduce, Reuse Challenge

Book Drive and Book Swap



Contest Coordinator: Barbara Tremblay

P233Q@BCHS
Golden Apple Project
Reduce, Reuse Challenge
Book Drive and Book Swap

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1. Identification Sheet
2. Registration Form
3. Participants Information and
Overview of our School
4. Project outline
 - a. student photos
 - b. student work
5. Teacher Reflection
6. Learning Standards

Identification Sheet

Contest Name: Reduce, Reuse Challenge

Contest Title: Book Drive and Book Swap

School Number: P233Q@BCHS

District: 75, Citywide Programs

Grade Division: High School Special Education
Ages 14-21 years

School Address:

100 -00 Beach Channel Drive
Rockaway, NY 11694
Room F 100 C

Phone number: 718-634-9419

Fax number: 718-945-9303

Principal: Debbie Edmonds

Contest Coordinator: Barbara Tremblay

Participating Class:

Teacher: Terri Nogol, Math Teacher with Class V49

2004 Golden Apple Participants

The project coordinator is Barbara Tremblay (V53). Our complete Golden Apple Team consists of Terri Nogol (V51), Deadre Parris (V49) and Barbara Tremblay (V53). Our three homerooms are part of a departmental academy. Each class worked on their own project with one of the core departmental teachers. Our classes are made up of a teacher, one paraprofessional (additional if required by the students IEP) and twelve students. Our students have various exceptionalities, including cognitive, emotional, social and physical disabilities. Our site at Beach Channel High School (see photo below) services students from the ages of 14-21. P 233Q @ Beach Channel High School is the site where this project was completed. The homerooms involved were V49, V51 and V53.



To: Golden Apple Judging Committee 2004

Overview of our school:

P.233Q is a multi-site New York City Public School under District 75 Citywide Programs. The students represent all ethnic, cultural and socioeconomic backgrounds and attend one of the school's seven (7) locations throughout Queens.

P233Q@ BCHS unit incorporates related services:

- speech
- vision
- hearing
- occupational therapy
- physical therapy
- medical and special needs evaluation
- orientation and mobility training
- guidance counseling

Academic programming includes:

- Instructional modifications of NYS standards and alternative assessments
- inclusion
- community based instruction
- vocational preparation programs
- travel training
- assistive technology including computer training
- instructional mealtime
- behavioral intervention

Our school and departmental program provides electives such as:

- adaptive physical education
- music
- vocational preparation skills
- newspaper
- Relay for Life
- peer mediation
- swimming
- overnight camping
- student government
- community service projects

This school year we began a new departmental program. The new programming has allowed the three 12:1:1 homerooms participation within one of the three Golden Apple Projects for 2003-2004. Our curriculum is designed to facilitate maximum independence and normalization within the home, the school and the community.

Reduce Reuse and Recycle:

Book Drive and Book Swap

Project Objectives:

1. To have our students organize a book drive and run a book swap.
2. To promote service learning.
3. To address the Math standards. To categorize, chart and organize donations using math skills.
4. To interact, volunteer and promote appropriate community relations.

Outline of the Book Drive and Book Swap:

- Class V49, researched community groups that would accept book donations
- wrote letters to parents/guardians to request donations of books (see attached)
- students went class to class and presented their plan to get all students and staff involved
- They found containers to hold all donations
- Developed a categorizing system by genres.
- received and collected data on all donations

- Organized book swap during our two day science fair

Tasks students are working on now:

1. students will deliver donations to various organizations
 - a. nursery school
 - b. Veterans hospital
 - c. local hospital
 - d. library

Please Help Save Our Trees

Parents, Students, & Staff

Give a Book & Get a Book in Return

In an effort to reuse and recycle magazines and books,
we are asking you to donate a used book or magazine to our collection efforts.
In return, you can take a book or magazine.

The recycling effort will take place during teacher conferences,
and
in conjunction with the science fair.

**BRING ANY BOOK OR MAGAZINE
AND RECEIVE A BOOK OR MAGAZINE
OF YOUR CHOICE IN RETURN**

*The books/magazines
can be for children, teens, adults or seniors*

Please help save the trees and reuse/recycle paper items!

**Date for collection and distribution will be
March 25, and 26, 2004**

(Typed by: Moosa Baksh)

Golden Apple Book Drive 2003-2004

Keeping Track of Genres

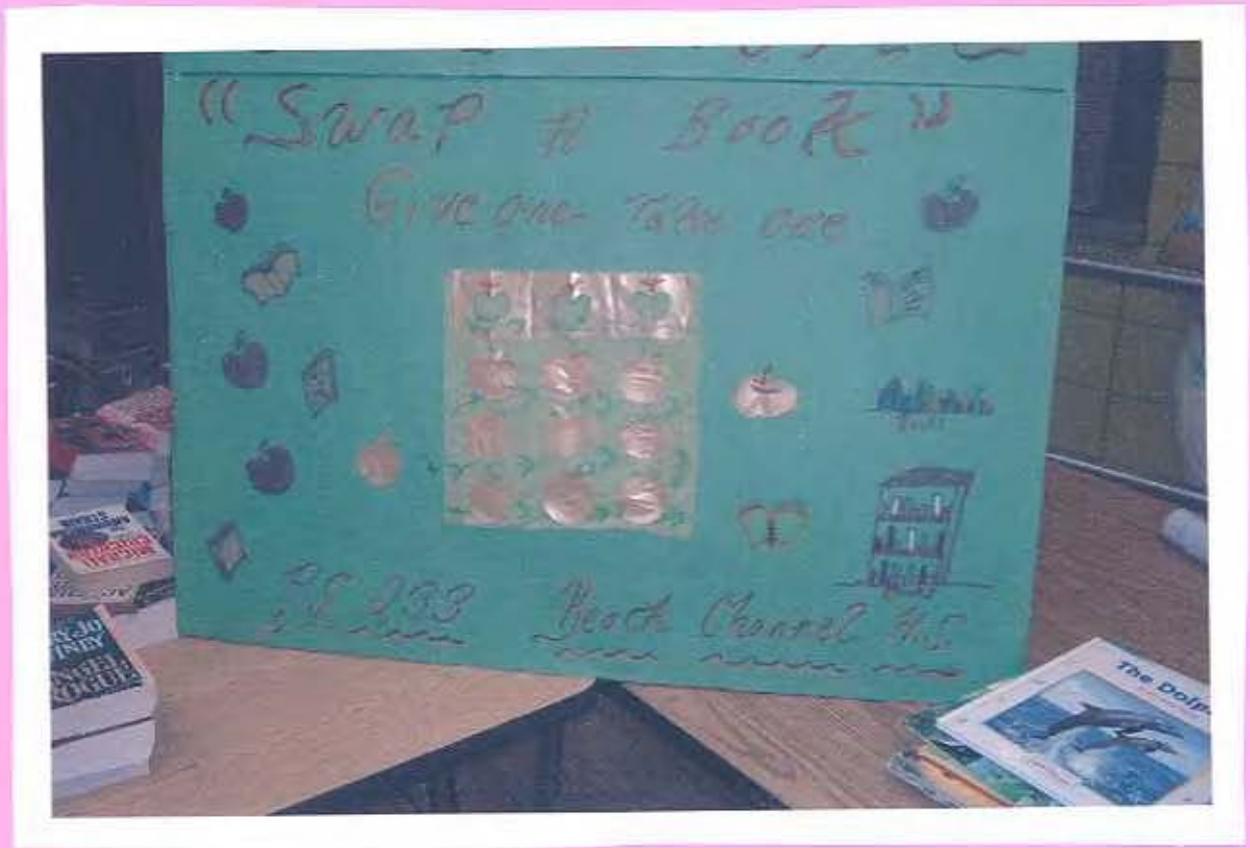
As you accept donations, write down one or more titles for each genre.

Genre	Title	Author
Biography 	BENJAMIN FRANKLIN	Augusta Stevenson
Fantasy 	the Ugly DUCKING	Dennis Carmichael
Folklore 		
Historical fiction 	The Last of the Mohicans	James Fenimore Cooper
Poetry 		
Realistic Fiction 	DELTA FORCE	COL. CHARLIE A. BECKWITH (Ret)
Science Fiction 	The BEAST	R. L. STINE



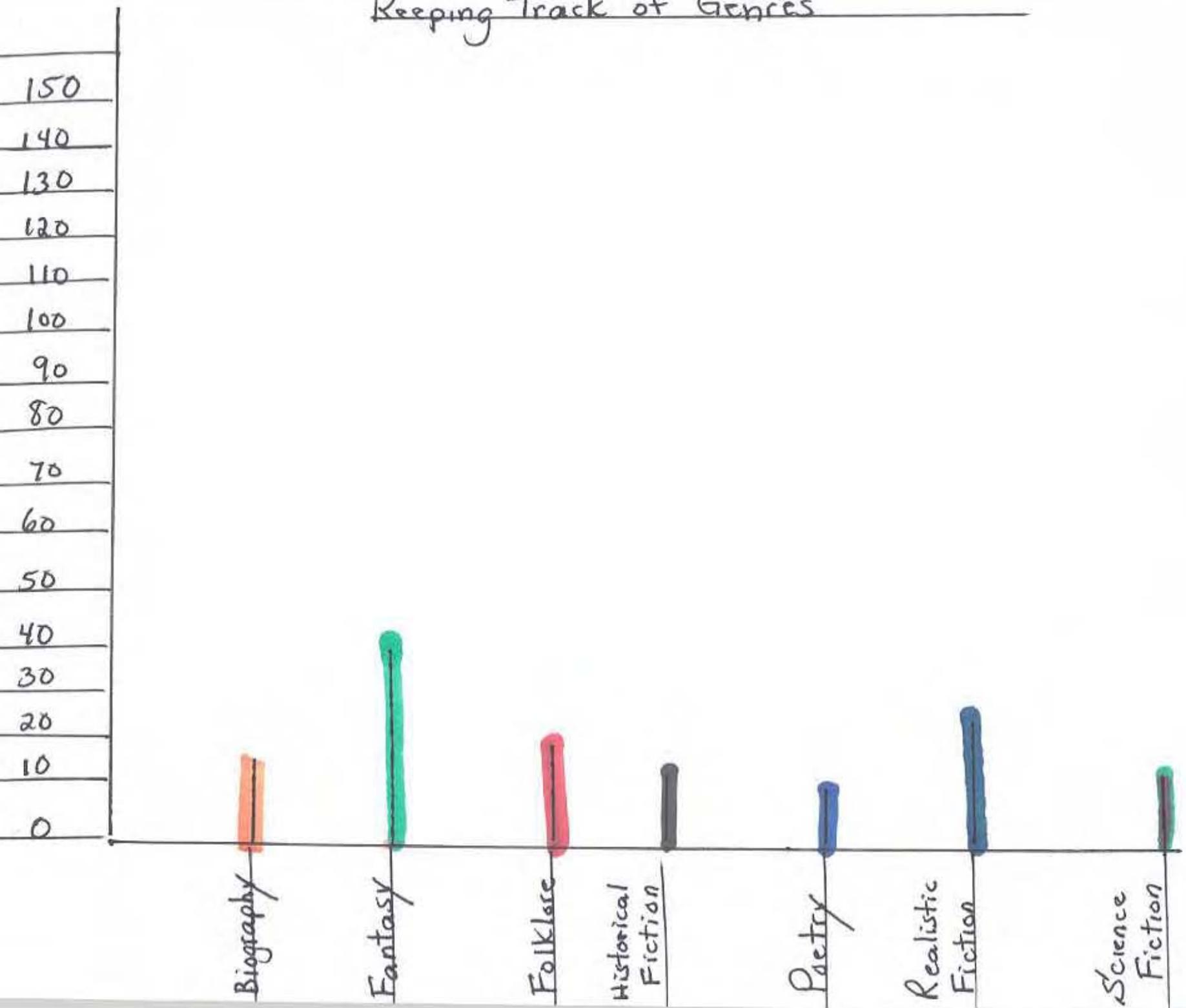
Class V49 and Terri Nogol

They used milk crates to store all donated books.



Book Swap

Keeping Track of Genres



Teacher Reflection

Golden Apple Project

Over the course of several lessons, the students took the steps necessary to run a book drive. The primary objective for the book drive was to reuse and recycle old books as opposed to just throwing them into the trash. As it was necessary to satisfy mandated academic responsibilities, each lesson was designed to conform to New York State's Educational Standards in Mathematics. With each session, mathematical concepts were introduced as part of the service learning experience. To emphasize math concepts, they are typed in bold print. As most of our students have one or more disabilities, the lessons followed *The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities.*

Phase One: The students solicited the school staff and their families for any old and unwanted books. They organized drop-off and pick-up stations. Routinely at certain times of the day, designated students made personal visits to collect each contribution. Their efforts yielded a grand total of one hundred and fifty books. **(To make the collections, they needed to learn how to tell time using an analog clock as well as utilize a schedule and calendar to establish pick up times and dates.)** **During the collection process, students hand counted the books using the tally system. Using the tally system, they learned the multiples of five -Number and Numeration and Operations - Standard 3).** Faced with the awesome responsibility of organizing and getting the books ready for distribution, the students gently dusted off each book and repaired any torn pages. It was so nice to see the students treat the once considered old books with great respect and tender loving care. After the books were cleaned and **patched back into shape**, they were organized by genres. (Standard 3- Patterns and Functions recognize simple patterns)

Phase Two: The lesson leading up to the book fair discussed the amount of time it takes for one piece of paper to disintegrate. The students accessed the internet to research the purpose for landfills and the New York City Recycling Program. During this phase, the cost to the city budget and the long term effects of recycling on the environment were explored and discussed. **(The students learned the place value of numbers well into the millions, as well as how to add and subtract money values. Their efforts adhered to Standard 5-Technology. The standard states: students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.)**

Phase Three: The students collected paper then used the collected paper to make recycled paper. (Standard 3-To make the recycled paper, they had to use measurement and patterns in real world situations by using the appropriate standard and non-standard measurement tools in measurement activities.)

Phase Four: This phase included the book drive itself. In an effort to make the book drive available to parents, the book drive was held during the school science fair; the fair lasted two days. At the book drive, the students explained the process of making recycled paper. The students explained the importance of recycling in the environment, as they thanked each person sharing or taking a book. The book drive was called Give a Book-Get a Book. The premise was to bring an old book to the fair and take a book in return. By doing this, the students were able to rid themselves of collected books as well as collect more books to be distributed to the outside community agencies at a later date. This exchange system introduced the concepts of bartering and inventory.

Phase Five: The students organized and charted their collection efforts using graphs.

Phase Six: The students will distributed all books to the outside community. Again, they used Standard Number 3 to organize, sort and count the number of books requested by each organization.

Terri Nogol, 2004

Super Recyclers:

Paper Waste to Paper Pads

Project Objectives:

1. To begin a paper recycling program within our school.
2. Have students learn various vocational skills.
3. Incorporate English Language Arts standards.

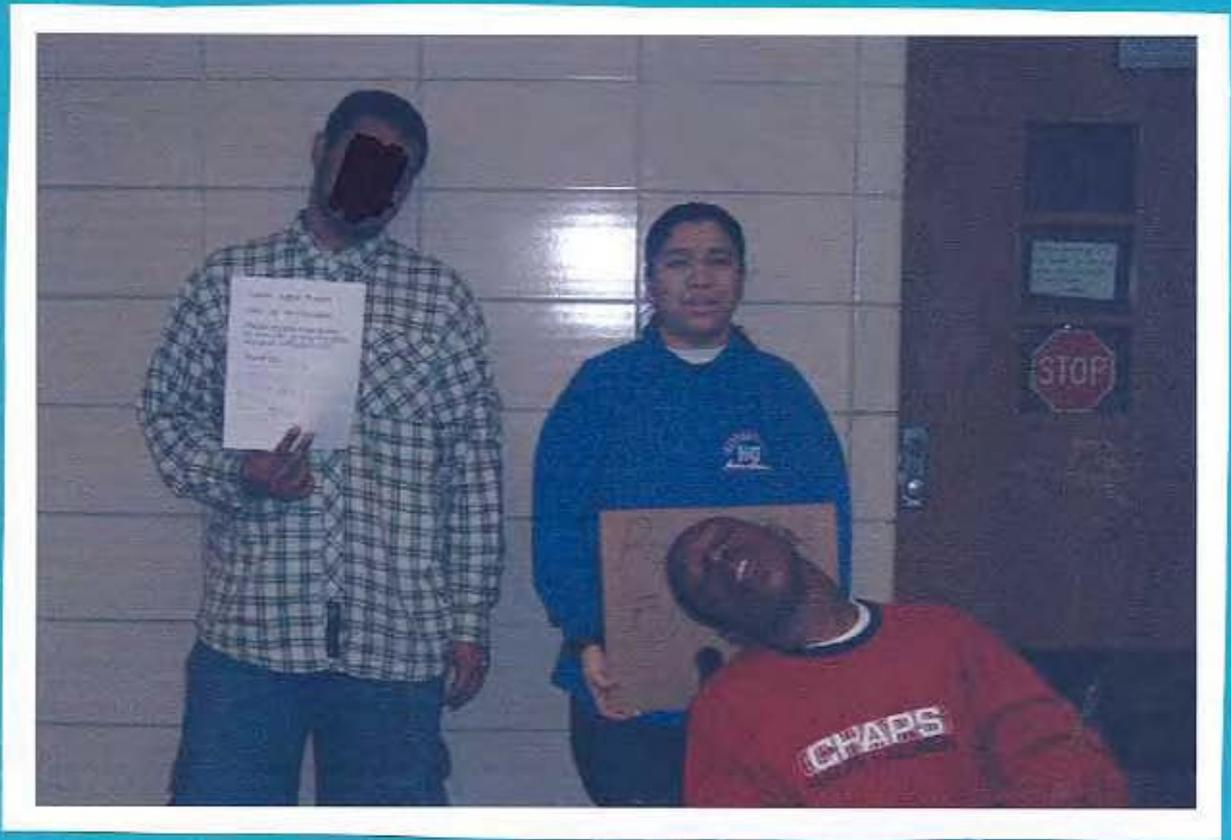
Project Outline:

1. Students conducted a unit wide survey on paper waste and to identify any classroom that is recycling.
2. Students wrote a letter to parents/guardians to request shoe boxes. The students choose to use a shoe boxes to collect the paper waste. They figured it would be good to recycle the shoe boxes too.
3. Students went class to class and presented their plan to get all students and staff involved
4. Students began to cover the shoe boxes and put on labels to identify a paper recycling program is in effect. (stickers attached)
5. Students placed the shoe boxes in classrooms. It began with 5 classes and the onsite office. It then was expanded to 12 rooms, including the nurse's office, speech office and all our P233Q classes.

6. The success was great within our own site, the students set up a box to collect paper waste from the main site.
7. The students collected paper three times per week.
8. Students worked on the computer for signs and also ordered from the DSNY website the recycling signs. They have begun to place them around the building.
9. Students had to learn how to use a paper cutting machine, a paper binding machine and a paper press. Students also learned how to make a recycled paper press from old bricks.
10. As the students collected, sorted and glued the pads they kept a log of work, journals and wrote directions.
11. Students will continue to recycle the paper and make pads.
12. The students showed how simple it is to recycle and protect their own environment.
13. The staff and students love their "new" pads.

Class V61 and Barbara Tremblay





Information notice

Golden Apple Project

Help us recycle paper.

Please donate shoe boxes
to class V51 or drop the shoe
boxes off in Room D1250A

Thank you,

Martici Duninng

BT ANDERSON-LINEETSKY

MOOSA BAKSH

GOVIN

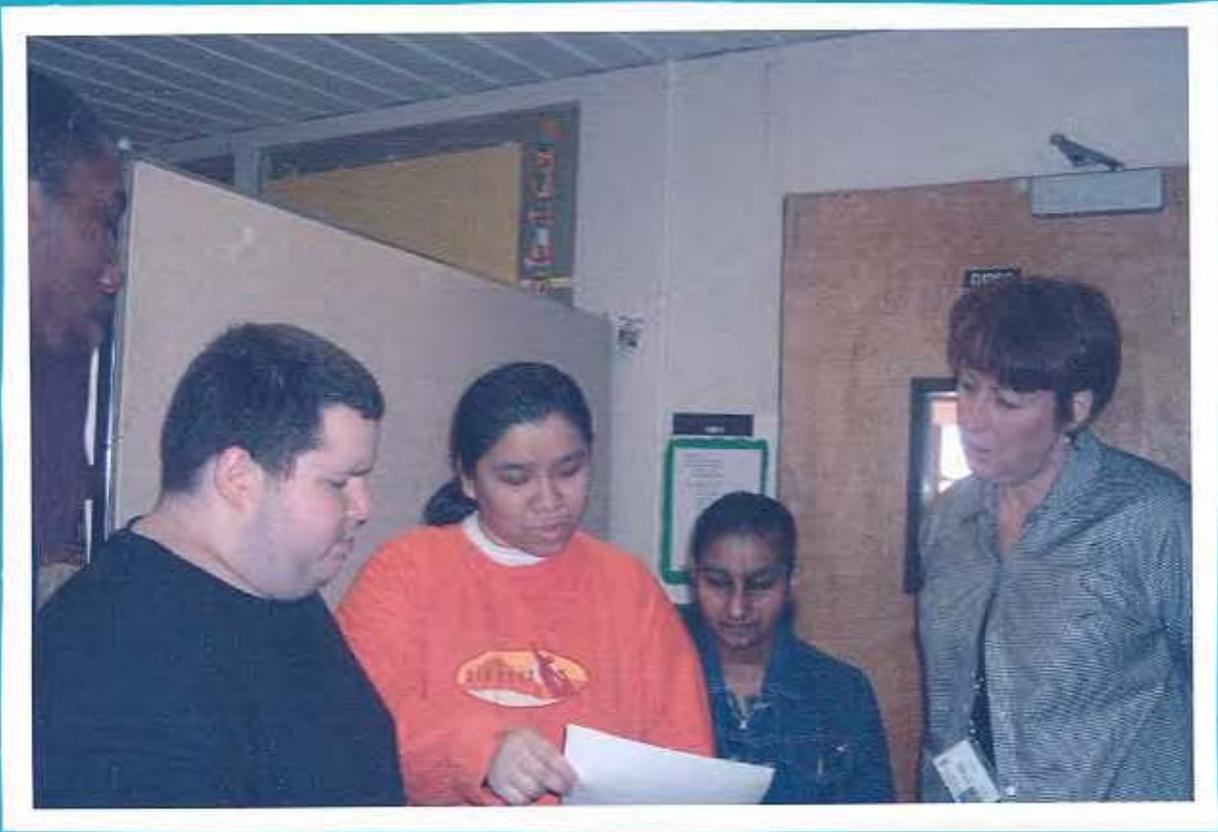
Rochel Bolling

JONATHAN SMITH BESS JOURNIE COLON

MARY ROSE

BIBI

ASHANE HAMILTON



Students giving information
to staff of the "Paper Waste to
Paper Pads" project

RECYCLING EDUCATION MATERIALS

To help schools recycle and reduce waste, the Department of Sanitation has developed special decals, brochures, flyers, and other resources. To order, visit www.nycwasteless.org/ndiv/requestform.html, or complete the form below and fax back to 917-237-5662. (Schools are responsible for providing their own recycling containers and bags.)



Green "Mixed Paper" school recycling container decal (08820) Qty: _____



Blue "Metal & Plastics" recycling container decal (08809) Qty: _____



"Paper, Metal & Plastics" recycling flyer (PMPr03) Qty: _____



*School Recycling Handbook (06353) Qty: _____



*NYC Teachers' RRR Resource Kit: RRR You Ready? For teachers K-5 (T_RSC Kit) Qty: _____



*DVD: NYC Teachers' Digital RRR Resource Kit, for teachers K-5 (T_RSC DVD) Qty: _____



*DOS Comic Book for Grades 2 to 3 (06401) Qty: _____



*DOS Comic Book for Grades 4 to 6 (06402) Qty: _____



2004 Golden Apple Awards contest brochure (GAB04) Qty: _____

*These resources contain much valuable information, but please adapt the recycling requirements to reflect that NYC has temporarily suspended the collection and recycling of glass bottles and jars.

Name: _____

Title: _____

School: _____

Street Address: _____

City/State/Zip: _____

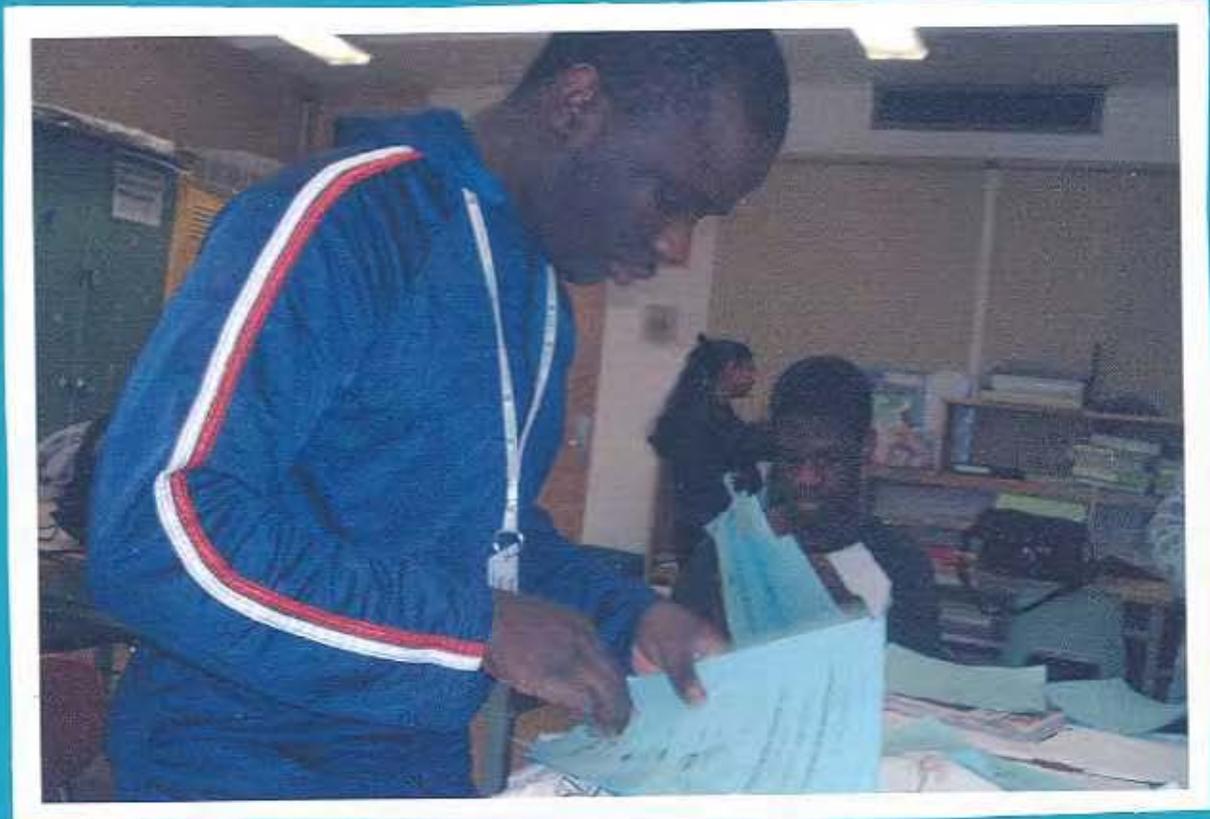
Daytime Phone: _____

Students went online to order signs for our unit

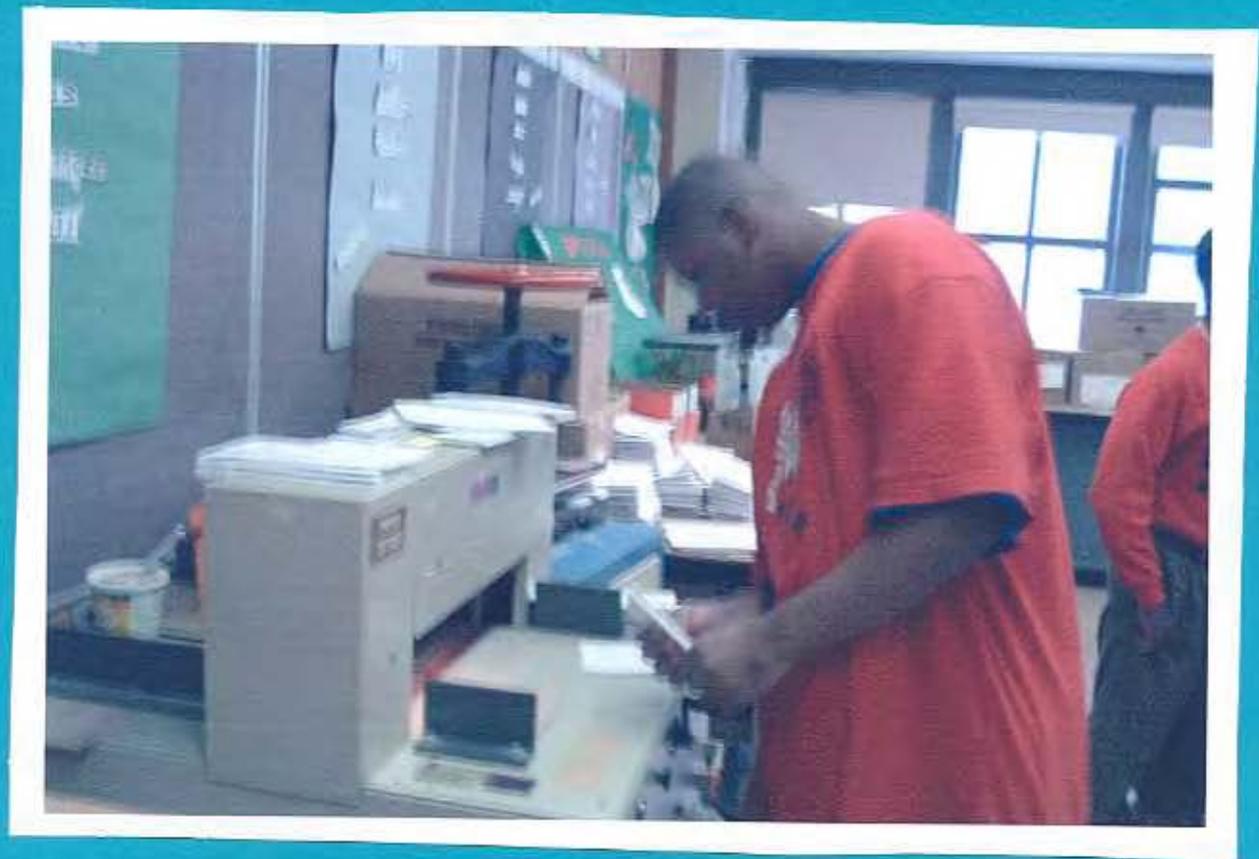


Moosa using Microsoft
Word to make stickers for
the recycling boxes.

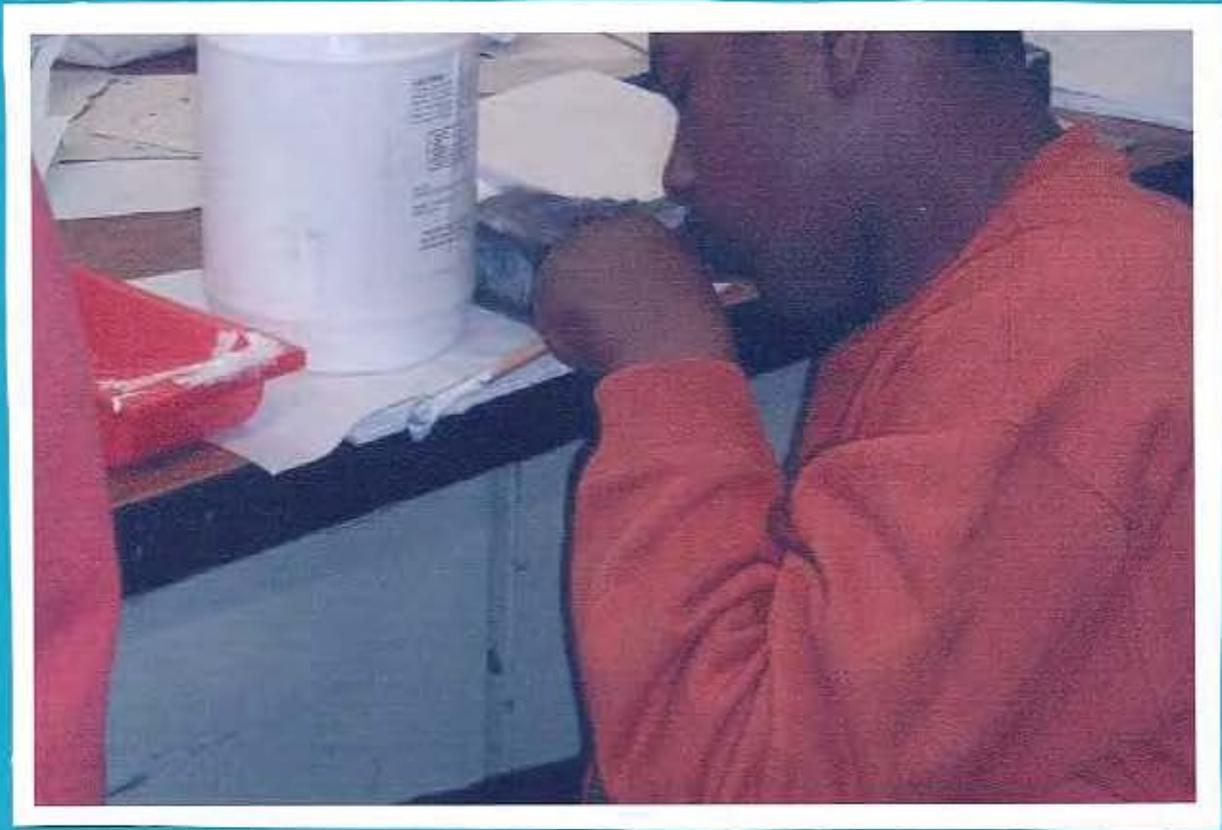
Golden Apple Project
PAPER RECYCLING
P233Q@BCHS



Students organizing donated paper



using the paper cutting
machine



Students glued the paper
to make "new" pads

Sample
Paper Pad

Sample
Paper
Pad

Teacher Reflective

The Golden Apple projects have allowed myself as a teacher to incorporate the New York State standards into each project. The projects that I coordinated this school year, working in concert with Terri Nogol and Deadre Parris, have provided the students with multitude of opportunities for learning. The students fully participated from the start of each project and will continue to maintain the Worry Garden and Paper Waste to Paper Pad projects. The students have voiced their ideas for next year. They wish to continue to run different drives to help the community.

Being the facilitator of Paper Waste to Paper Pads project, I worked towards reaching both the students individual goals while adapting lessons to fit the needs of my classes regarding New York State standards. This project crossed many disciplines. My focus allowed the students to address English Language Arts standards in the areas of journal writing oral speaking, reflective writing and sequencing skills needed to finish a task.

I am thrilled to have coordinated multiple projects with all three classes in our new departmental program. The success and self esteem that each student has acquired from organizing and managing in the Golden Apple Projects has been energizing and invaluable to teachers and students alike.

Barbara Tremblay