# Sustainable Jersey for Schools Certification Report

This is the Sustainable Jersey for Schools Certification Report of Mark Newbie Elementary School (Camden), a Sustainable Jersey for Schools bronze certified applicant.

Mark Newbie Elementary School (Camden) was certified on August 03, 2020 with 155 points. Listed below is information regarding Mark Newbie Elementary School (Camden)'s Sustainable Jersey for Schools efforts and materials associated with the applicant's certified actions.

## Contact Information

**The designated Sustainable Jersey for Schools contact for Mark Newbie Elementary School (Camden) is:**

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## Actions Implemented

Each approved action and supporting documentation for which Mark Newbie Elementary School (Camden) was approved for in 2020 appears below. Note: Standards for the actions below may have changed and the documentation listed may no longer satisfy requirements for that action. Additionally, points associated with actions prior to 2013 certifications may not be accurate.

### Board Leadership & Planning

#### Professional Development for Sustainability

**20 Points**

Bronze Priority  Silver Priority  School  District

**Program Summary:** During the course of the 2019-2020 school year, the Mark Newbie staff,

along with the Colls School District, were trained in practices to identify and support students who have experienced trauma in their lives. A small team of building staff (nurse, general education teacher, special education teacher, school psychologist, and building administrator) were provided training during the summer of 2019. The training began formally for teachers and other staff during the school year. The sessions were held on 10/2,11/6, 12/4,1/8, 2/5, 3/4, and 5/29 virtually and each training lasted 3 hours in duration. Thirty-six teachers and staff participated and all our part of the Collingswood School District. The studies included: realizing what trauma is, recognizing trauma, appropriate ways to respond to trauma, and recognizing ways to resist re-traumatization. These training were discussion and interaction-based. Each month staff was provided with engaging activities and professional articles to reflect upon. Additionally, they reflected on their own classroom needs between meetings. This approach to professional development allowed staff to apply their learning in an impactful way to support our students and their families.

**PDF:** **NEWBIE TRAINING ATTENDEES LISTING**

**PDF:** **PROFESSIONAL DEVELOPMENT FOR SUSTAINABILITY DOCUMENTATION**

## Diversity & Equity

### Breakfast After the Bell

**20 Points**

School District

**Program Summary:** Mark Newbie Elementary School provides the Breakfast After the Bell program to support the educational efforts of their students by providing nutritious daily breakfast that positions them for academic success. Currently, 26% of the school's 132 students are eligible for Free & Reduced Lunch. The program began at Newbie in September 2014, and today, about 20 students on average participate in the program on any given school day. There were 30 students who participated in this academic school year, which is up 24 from last year, however, even children not enrolled in the program are permitted to eat breakfast in the classroom if they report not having eaten that morning. This normalizes all student participation by making breakfast an ordinary, familiar, and expected part of the school day. Additionally, to ensure that all eligible families are aware of and access the program. Due to COVID, we were unable to get this year's report from Food Service but have included last year's report. Newbie sends home a sign-up form at the beginning of the school year, regularly provides updates on its electronic newsletter, Newbie News, and in addition, sends a monthly menu flyer home to families. The monthly menu is also posted on the school's website. At Back-to-School Nights, teachers stress the importance of eating breakfast to academic success and provide background on the program. During this current school closure, free breakfast and lunch were given away every weekday at the Collingswood Highschool. Also, donations of restaurant gift cards were regularly distributed as well. Newbie makes every effort is made to ensure to reduce stigma, barriers, and other challenges facing students from accessing healthy and nutritious morning meals.

**IMAGE:** **BREAKFAST AFTER THE BELL DOCUMENTATION**

**IMAGE:** **BREAKFAST AFTER THE BELL DOCUMENTATION**

**PDF:** **DOCUMENTATION FROM LAST YEAR 2019**

**IMAGE:** **FOOD DISTRIBUTION COLLINGSWOOD**

## School Culture and Climate

### Social Emotional Learning Integrated Unit

**10 Points**

School

**Program Summary:** Newbie Staff was trained throughout the year on Trauma-Informed Care. On January 8 - "Responding: Social and Emotional Learning" and February 5 - "Responding: Mindfulness," we were trained for 2.5 hours each day on the said topics. During these sessions, we were introduced to the practice behind mental health check-ins and mindfulness activities. After leaving these sessions, the clinical 4th grade interns, Ms. Chard and Ms. Ryan, and I, the 4th-grade teacher, Ms. DeAmicis, discussed incorporating this into our 4th-grade student's school experience. We began putting a plan in place to introduce this to our class. We decided upon having a daily check-in chart that students would use in the mornings and then after lunch to monitor their state. We would collect the data to see if we notice any changes. We also decided to implement mindfulness breaks to help them with their attention and learning. We would do one in the morning and one in the afternoon. There would be cards for each table and cards set up in the four corners of the classroom. This would allow for some movement or the ability to clear their minds according to their needs. We introduced these activities during our Morning Meeting and very quickly began to see results. We saw a more relaxed group of kids coming to the rug for lessons... we didn't have to wait for them to settle down after a transition which increased our instructional time. Most dramatically, we observed a decrease in behavior issues and a less reactive approach to challenges. Unfortunately, Covid19 suspended our formal work but we continued to practice a daily check-in during Google Meets. We also added a journal component to our work that asked students to explore their feelings about the pandemic.

**PDF:** **MINDFULNESS TEACHER TRAINING FOR CLASS ACTIVITIES**

**PDF:** **NEWBIE TRAINING SOCIAL AND EMOTIONAL LEARNING**

**PDF:** **4TH GRADE DAILY SEL CHECK IN**

**WORD:** **STUDENT SAMPLE SEL CORONAVIRUS JOURNAL**

## School Grounds

### Green Infrastructure Assessment & Plan

**10 Points**

School

**Program Summary:** The Blacktop is a large barren expanse of impervious surface that serves as the playground for Mark Newbie grades first through fifth. For years the student community has sought to improve the playground and beautify the blacktop. The PTA has hosted fundraisers to buy equipment and materials such as kickballs, basketballs, and jump rope. It is better in terms of recess activities but still presents a challenge to protecting our waterways. The impervious surface floods easily and water runs into the nearby neighbor's yards and into the street collecting all sorts of polluting materials. During the winter/spring of 2018 and part of the fall of 2019 school year, fourth and fifth-grade students assisted in planning and designing a rain garden for the blacktop. Working with a local environmental landscaper, Stephen Coan, LLC. who

designed improvements to the Perkins Center rain garden, the students were given a school map, asked to walk the grounds, and determine which areas were considered impervious and pervious surfaces. They determined that less than 20% of the school grounds could be considered pervious. On a warm day following a snowstorm, the students were able to witness the runoff patterns that occurred as a result. The students determined that the far corner of the ‘blacktop’ would make an ideal location for a rain garden to intercept a majority of water runoff. Students designed a layout for the garden with plant pictures. They shared their proposal with the school administration. The facilities administrator offered to excavate the blacktop to prep for the garden, the PTA raised money for outdoor seating. In 2019, Sustainable Schools awarded Newbie funds to construct the rain garden and outdoor classroom. It has been slower than hoped due to the virus, but we are moving forward. Sunshades and benches and tables have been purchased and planting has begun on the rain garden. Additionally, Newbie is working with the Collingswood Boro to install rain barrels along the back of the school by the gutter spouts. This was put on hold due to Covid, but should be in place before the start of the next school year. The collected water will be used to help water the rain garden and the Newbie Butterfly garden on the other side. In the summer, Boro facilities will water the gardens as well.

**IMAGE:** **RAIN GARDEN OUTDOOR CLASSROOM PLANNING**

**IMAGE:** **STUDENT MEASURE OF STORMWATER ACCUMULATION**

**IMAGE:** **FOURTH AND FIFTH GRADERS DESIGNING RAIN GARDEN OUTDOOR CLASSROOM**

**IMAGE:** **RAIN GARDEN OUTDOOR CLASSROOM VISION**

**IMAGE:** **EXISTING NEWBIE BLACKTOP MAP**

**IMAGE:** **FB_PHOTOS_NEWBIE_RAIN_GARDEN_PLANTING**

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### Green Infrastructure Installation

**10 Points**

School

**Program Summary:** Mark Newbie is a small neighborhood school located in the historic town of Collingswood, whose playground consists of a large expanse of impervious blacktop. This surface not only lacks appeal but also has poor drainage. Many times after rainy days, the puddles prevent students from having outdoor recess. Furthermore, the rainwater runs off the playground into the street that slopes towards the Cooper River. Thanks in large part to a Sustainable Schools grant the most flood-prone area of the blacktop is now a rain garden. It will serve as an important component of the school’s new outdoor classroom. It will primarily collect rainwater runoff, allow water to filter through native vegetation, and beautify the playground area. Finally, the rain garden will act as a vital teaching tool that will demonstrate to the student body the importance of stormwater management and the conservation of valuable resources. The rain garden and outdoor classroom project will embody these values through the collective efforts of our school community to bring this very project to life. The students, the Newbie Green Team, the PTA, the Collingswood Sustainable Green Team, and the Borough, are working together to make this a reality. The 4th & 5th grades helped picked the location where rainwater collects the most, the PTA held fundraisers for the rain garden such as their famous Monster Mash on the Blacktop that raised over $2000, members of the Collingswood Green Team and Rutgers Cooperative helped design it, Public Works will water the garden during the summer months, and a Collingswood high school students will help to maintain it. Unfortunately, due to Covid19, the planting and final installation will take place this May while the school is closed. To bring some sense of connection, the school is asking students to paint river rocks that will be picked up and placed in the rain garden in September as well. The County donated log seats to add to tables and chairs for the outdoor classroom. We are really excited about the unveiling in September and hope to see Sustainable Jersey there!

**IMAGE:** **GREEN INFRASTRUCTURE INSTALLATION DOCUMENTATION**

**IMAGE:** **GREEN INFRASTRUCTURE INSTALLATION DOCUMENTATION**

**PDF:** RAIN GARDEN PLANT LIST AND LOCATION

**IMAGE:** FB_PHOTOS_NEWBIE_RAIN_GARDEN_PLANTING

**IMAGE:** STUDENTS_LEARNING_STORMWATER_MANAGEMENT

**IMAGE:** NEWBIE_RAIN_GARDEN

## Student & Community Outreach

### Green Team

**10 Points**

Bronze Required School District

**Program Summary:** The Newbie Sustainable School Team, came together to help support the school's student Green Team and to learn more about the Jersey Sustainable Schools program. The group met on 11/11/2019, 11/25/19, 1/24/2020, and 3/3/2020 in-person, and online 4/24/2020, and 5/15/2020 to explore best practices of the other districts, ascertain the greening needs and aspirations of the Newbie school community, and develop a formal structure going forward. Their parent volunteer attended the NJ School Board Association's Sustainable Schools Practice all-day workshop and brought the learnings back to the team. Moreover, the group worked to compile a list of applicable actions for submission to the Sustainable Schools program with the goal of the school becoming Bronze certified in the 2019-2020 school year. The Team met regularly until the school closed in March, even with the closure, teachers held on online Green Team meeting with each other and with students in April and May to keep spirits high and a connection to the program. The Sustainable team consists of the school principal/building administrator, NJEA Union teachers, a parent volunteer who works with the Collingswood Green Team, the Newbie parent volunteer coordinator for the Newbie student Green Team, and the Collingswood School District's Supervisor of Buildings and Grounds. The Team developed and approved a mission and & vision statement, aligned with the Newbie Student Green Team activities to the Sustainable School Actions, collaborated on actions and activities with the Collingswood Green Team to ensure greater impact, and explored new ways to incorporate greening and sustainability into the everyday lives of the school community.

**WORD:** GREEN TEAM DOCUMENTATION

**PDF:** GREEN TEAM MTG MINUTES

**IMAGE:** GREEN TEAM MTG SIGN IN MARCH

**PDF:** GREEN TEAM LETTER

### Enrichment Programs through Partnership

**10 Points**

School

**Program Summary:** The Mark Newbie Green Team consists of students who are interested in the environment. The Team is open to a max of 50 students in kindergarten through the 5th grade. It formed in September 2019, but students could join at any time. Newbie school had a total of 130 students last year. The Green Team membership costs $10 with a sliding scale or no fee for students in need. In total we had 23 kids participate who met all year monthly after school

and continue to meet remotely. They chose Reducing Waste and Sustainability as their theme and they learned about the importance of reducing waste through their acceptance into the Philadelphia Zoo's Albert M. Greenfield's UNLESS Contest. This contest is a student-driven, project-based learning program that empowers students to take action for endangered wildlife. The contest helps teachers meet a variety of local and national curriculum standards in subjects such as Ecology, Science, Language Arts, and Math. The students participated in a Zoom call with Zoo staff to learn about endangered species and how humans impact the natural world, especially via their waste such as plastic. The students all voted to concentrate on the Golden Lion Tamarin and gain a deep understanding of how to protect wildlife. In February, on Martin Luther King Day when the school was closed, the Green Team and their families spent the day at the Philadelphia Zoo exploring, meeting staff, and see two Golden Lion Tamarins. Also, in February, the students made a short video about plastic bags and the importance of alternatives for their classmates. They also spoke at the school assembly about ways to reduce waste. Members kept notes about everything they learned about the Lion. They talked to their fellow students and their families about how our actions negatively impact wildlife and further hurt endangered species. Recently, students and parents were asked to complete separate online surveys about the program. The survey sought to understand how much the students had learned and how much the parents, themselves, learned from their children about the Golden Lion Tamarin, waste reduction, and helping the environment.

**IMAGE:** **UNLESS SURVEY FB**

**IMAGE:** **UNLESS STUDENT NOTES**

**IMAGE:** **PHILA ZOO ZOOM WITH STUDENTS**

**IMAGE:** **NEWBIE UNLESS TWEET**

**WORD:** **GREEN TEAM FLIER**

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### Green Challenges

**10 Points**

School

**Program Summary:** Mark Newbie is proud of this year's multi-phased Green Challenge to reduce waste. It engaged students, their families, staff, and the Collingswood community and began with the school's Green Team. Members of the town's Sustainable Collingswood Green Team presented a workshop and students learned the importance of reducing, reusing, and recycling. Next, students were asked to monitor their family's plastic bag usage. Each student was given a worksheet with one month to complete it. It measured the # of trips to the store, # of plastic bag vs. # of reusable bags used per store visit, and asked students to calculate the possible plastic bag reduction by swapping out reusable bags. X number of forms were completed and students learned about waste reduction. Building on this, the Green Team hosted the Waste-Free Lunch Challenge. This Green Team students presented at the X Newbie Assembly about limiting waste and helping the environment. They challenged students to work with their families to pack waste free lunches. They recorded lunch waste the day the challenge was announced. Then they collected data from 31 students the day after and waste dropped an average of four pieces of trash to two pieces per packed lunch. The results were shared with the school and students were encouraged to keep up the good work. The Green Team visited the Philadelphia Zoo in February to learn about how waste and trash affects wildlife and animals. They wrote letters to the Mayor and other public officials to encourage participation in the school's TREX plastic bag challenge. Finally, working with a private donor, the students were able to purchase and decorate 300 reusable bags to give away. Due to Covid-19 they now plan to distribute them at the upcoming Farmer's Market throughout the summer and give them out to families at the back to School night in September.

**IMAGE:** **GREEN CHALLENGES DOCUMENTATION**

**PDF:** **GREEN CHALLENGES DOCUMENTATION**

**IMAGE:** GREEN CHALLENGES DOCUMENTATION

**IMAGE:** GREEN CHALLENGES DOCUMENTATION

**PDF:** GREEN CHALLENGES DOCUMENTATION

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### Green Fair

**10 Points**

School

**Program Summary:** The Mark Newbie Student Green Team spent time thinking about their spring 2020 first-ever Green Fair on the school's blacktop playground. The event was to coincide with the ribbon-cutting opening of the new rain garden. Of course, Covid-19 dashed those plans. However, the first through fifth-grade team members were not going to let the school's closure prevent them from sharing information about and teaching the Collingswood community about sustainability. Some of the students got together during remote Green Team meetings and helped the teachers plan our school's first-ever Virtual Green Fair. Students recorded themselves talking about sustainability, they reached out to municipal leaders and had the Mayor make an appearance, and researched and reached out to sustainable local businesses to participate. One student even gave a demonstration on Geocaching as a safe and fun outdoor activity. The Green Team is very proud of its video! It will debut the week of June 22nd on the Newbie Green Team FB page and Twitter, the Collingswood Sustainable Green Team's FB page, the District's website, and the Boro's website. Please take a look and enjoy the Mark Newbie Green Team Green Fair : https://www.wevideo.com/view/1752977428

**WORD:** GREEN FAIR PROJECT SUMMARY

**WORD:** GREEN FAIR FLYER

**IMAGE:** GREEN FAIR SOCIAL MEDIA PROMOTION

**IMAGE:** GREEN FAIR ONLINE PROMOTION

## Student Learning

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### Education for Sustainability Integrated Unit

**10 Points**

School

**Program Summary:** The Mark Newbie fourth grade class learned about the 2020 Census and its importance to our government. Students looked at a map of the United States and its population. They discussed how some areas of the country had more people per square mile and what trends they saw with it. For example, they noticed in the midwest, it wasn’t as heavily populated as the northeast. They deduced that that was due to farmland versus larger cities. They then focused on NJ and saw the difference in population throughout the state. Again, they deduced that NJ has a lot of farmlands in the south and also the beach communities so the areas in the southern part of the state don’t have as many people as the northern part new NYC or western part near Philadelphia. After taking a look at the country, we studied changes in population over time. We were surprised to see some areas that were gaining significant numbers of people, while others were losing people. We talked about what could be affecting these changes and there were quite

a few insightful thoughts: new job opportunities opening up in certain cities to promote people coming into the areas and taxes being too high and people leaving the area. We were excited to see what was going to happen in our state. Many students felt that there would be a decrease in our state population. Students then discussed why the census is important. We spoke about state funding and how the government calculates how much money states get based on population. We also talked about the US Constitution and the Senate vs. the House of Representatives and how the number of representatives states have is based on population.

**PDF:** EDUCATION FOR SUSTAINABILITY INTEGRATED UNIT DOCUMENTATION

**PDF:** EDUCATION FOR SUSTAINABILITY INTEGRATED UNIT DOCUMENTATION

**IMAGE:** EDUCATION FOR SUSTAINABILITY INTEGRATED UNIT DOCUMENTATION

**IMAGE:** EDUCATION FOR SUSTAINABILITY INTEGRATED UNIT DOCUMENTATION

**PDF:** 4TH GRADE CENSUS SJS EFS QUESTIONNAIRE

**PDF:** 4TH GRADE CENSUS LESSON PLAN

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### Education for Sustainability Grades 4-12 Science

**5 Points**

School

**Program Summary:** In our 5th grade Mystery Science Lesson: Food Chains & Food Webs, students combined what they have learned about plants, animals, and decomposers to see how they interact in an ecosystem. In the activity, students first built a pond ecosystem that supported a sunfish. To succeed, they must have made sure that carbon dioxide levels are healthy for both plants and animals. Then, students played a game called Big Fish where they competed to make a healthy ecosystem for a sunfish. Once all the students were able to create a stable ecosystem, we discussed the impacts of carbon emissions in our atmosphere and how it could impact the pond's ecosystem. We also discussed ecosystems in our town of Collingswood that are similar to the ponds ecosystems; such as Knight's Park and Cooper River, and how students would protect them. At the end of our lesson, we discussed ideas and solutions for making our town's ecosystems more stable with the impacts of global warming.

**PDF:** SCIENCE LESSON

**PDF:** HOW STUDENTS WILL PROTECT COOPER RIVER

**PDF:** COOPER RIVER LESSON

**PDF:** ECOSYSTEMS NEAR COLLINGSWOOD

**PDF:** PROTECTING COLLINGSWOOD'S ENVIRONMENT

**WORD:** SCIENCE EFS QUESTIONNAIRE

## Student and Staff Wellness

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### Staff Wellness Program

**10 Points**

School District

**Program Summary:** Mark Newbie Staff began this school year’s Wellness Program by meeting up in August on the school’s blacktop for a BioMetric Screening. The screening measured the

staff’s blood pressure, blood glucose, cholesterol, height, and weight. In the fall, the staff participated in the District’s Good Vibes steps challenge that takes travelers to 10 of the most beautiful beaches on the Hawaiian Islands AND encourages plenty of “chill” time to relax and connect with their inner vibe. The goal was to log daily step totals (up to a maximum of 15,000 steps per day). In October the District nurses arranged a flu clinic at the Collingswood Zane School. This is the 3rd year the flu clinic is being offered. In the first year 2017/18 only 27 school staff participated, this year 137 took part including 42 Newbie staff. Newbie supported emotional wellbeing by offering a year of workshops in Trauma-Informed Care. Each month, beginning in the summer of 2019, all forty Newbie staff attended training on trauma-informed teaching, but also on self-care, especially when working with students experiencing trauma. In February, our school nurse offered a workshop on supporting transgender youth, recognizing chest and abdominal trauma, and dealing with dental and oral emergencies. The School Nurse Professional Development Day was held at Newbie and included nurses from all over the tri-county region and Newbie staff could participate as well. Staff had requested more training to support the elementary school's transgender student. Also, as part of supporting staff and to build social fabric, the teachers participate each year in the school’s talent show by meeting after school to practice, design costumes, and strengthen their relationships. Unfortunately, a planned staff requested workshop on air quality and asthma was postponed due to Covid-19. Finally, the Good Vibe Spring Challenge is going full blast even with closure. Staff is “walking” through New Mexico. They started in April and will end in June.

**EXCEL:** **STAFF WELLNESS PROGRAM DOCUMENTATION**

**PDF:** **TRAUMA INFORMED WORKSHOP SLIDES**

**WORD:** **FLU CLINIC**

**IMAGE:** **STAFF TALENT SHOW ACT**

**WORD:** **NEWBIE SCHOOL NURSE EVENT TO INCLUDE STAFF**

## Student Safety

### Pedestrian and Bicycle Safety and Promotion Initiatives

**10 Points**

School

**Program Summary:** To encourage and strengthen the tradition of walking to school, Newbie and its PTA host the annual National Walk to School Day twice a year to celebrate this important practice. This year we held the first event on October 2, 2019. Members of the police and fire departments offered safety instructions to students as well as a representative from the Cross County Connection program, a South Jersey transportation management association. Lots of pedestrian safety materials were available and the volunteers provided healthy breakfast snacks. We tallied 91 students who participated with the most walkers coming from the 3rd and 4th grades. Also this year, in response to safety concerns, the Collingswood Police Department added morning and afternoon Crossing Guards at the crosswalk located at Maple and Browning Rds in addition to the Crossing Guard at Browning and Haddon. This has provided an added safety measure for walking students, cause more motorists to stop, and encouraged parents to feel better about walking to school. Moreover, we are proud to report that the NJ Dept. of Transportation and NJ Safe Routes to School’s Resource Center awarded Newbie a 209 Recognition for its commitment to encourage students to walk and bike to school! Given the Coronavirus and school closings, Newbie will celebrate a creative take on Walk to School this year. During the first week of May, the school will ask students and their families to take a "walk" using activities suggested by the National Safe Routes to School's Bike Walk To School program. Each

weekday will call for an activity such as to conduct a bike safety and helmet inspection, take a bike or walk with your family, etc. We ask all participants to post their photos on twitter and the Newbie PTA page.

**IMAGE:** **PEDESTRIAN AND BICYCLE SAFETY AND PROMOTION INITIATIVES DOCUMENTATION**

**IMAGE:** **PEDESTRIAN AND BICYCLE SAFETY AND PROMOTION INITIATIVES DOCUMENTATION**

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**IMAGE:** **PEDESTRIAN AND BICYCLE SAFETY AND PROMOTION INITIATIVES DOCUMENTATION**

## Waste Reduction & Recycling

### Materials Reuse

**10 Points**

School

**Program Summary:** In keeping with our school themes of sustainability and inclusion, the Newbie Makerspace began in September of this school year. Our teachers normally run an afterschool STEAM club with a $100 cost per student for materials. However, this year, Newbie sought to make STEAM more accessible for all students unable to afford to participate or who could not make an afterschool activity, thus Makerspace was born. It was offered to any student free-of-charge and met monthly during the school day at the 30-minute recess. The space gave students the opportunity for STEAM learnings by exploring science, technology, engineering, arts, and mathematics. The Makerspace obtained all its materials purely by donation to promote reuse. The word was sent out to staff and Newbie families for donations. In September thru December, it collected items such as cardboard boxes and paper towel rolls, yarn and string, ribbon, discarded buttons, puzzle pieces, plastic tubes, and magazines to name just a few. The drop-off was at the front of the school and inside by the Principal’s office. As the year progressed and the Newbie Green Team ran their plastic bag collection, they noticed that many people also inquired about plastic bottle caps. To further promote sustainability, Makerspace started to also collect those and ended in March 2020 with 41 pounds of plastic bottle caps. These items were collected at the school and our plastic bag collection partner drop-off sites around town. The idea is to create a plastic art installation for the school. Makerspace provides a great way to creatively reuse items, encourage all of our students, and helps promote sustainability. We had hoped to provide a tally of the amount/lbs of materials collected at the end of the school year along with photos of the students’ projects. However, due to the pandemic, we are waiting until the fall.

**IMAGE:** **MAKERSPACE MATERIALS DONATION FLYER**

**IMAGE:** **DONATED BOTTLE CAPS**

**IMAGE:** **DONATATIONS YET TO BE SORTED**

**IMAGE:** **MAKERSPACE KIDS**

**WORD:** **PERMISSION_SLIP**

**EXCEL:** **COLLECTION LOG**