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FUNDING AND IMPLEMENTING A
SIXTH GRADE ENVIRONMENTAL
CAMPING TRIP

by
Stewart Potter

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
At
Rowan University
April 9, 2003

Approved by

Professor

Date Approved

April 29, 2003

Abstract

Stewart Potter

Funding and Implementing a
Sixth Grade Environmental
Camping Trip
2003
Dr. Robert Kern
Educational Leadership

The focus of this study was to research methods to fund a sixth grade camping trip to Mt. Misery in Browns Mills, New Jersey. The local school budget was defeated, so a group of parent volunteers formed a group called P.A.N.T.H.E.R. (Parents And Neighbors Together Helping with Educational Resources) and began to think of ways to raise \$32,498.10 so their children would enjoy the same experience as those students before them. The parent committee created a distributed a survey to all of the upcoming sixth grade parents on June 10, 2002. A total of 59.3% of the surveys were returned. The results of the survey showed that 20% of the parents would not pay for the total cost of the trip, which would be approximately \$185.00, however 92% of the parents were willing to fund-raise to reduce the cost of the trip. After several fund-raisers, including a very successful golf tournament, the parent committee was able to cut each child's cost by 68.2%. This gave each student the opportunity to attend the environmental camping trip.

Mini-Abstract

Stewart Potter

Funding and Implementing a
Sixth Grade Environmental
Camping Trip
2003

Dr. Robert Kern
Educational Leadership

The local school budget of the Harrison Township School district was defeated. The sixth grade camping trip was in jeopardy. A group of parent volunteers (P.A.N.T.H.E.R) came together and was able to raise enough money to reduce the cost of the trip for each child by 68.2%.

Acknowledgements

I would first like to dedicate this paper to my late father Stewart G. Potter and my late grandmother Mary Sebbas. Both were educators. My father worked at Glassboro State College and taught management classes. My grandmother was a Latin teacher and librarian for well over 30 years. Both would be proud of my accomplishment.

I would like to thank my mother Karen D'Isidoro and stepfather Joseph D'Isidoro. Mom, you encouraged me to further my education and taught me to strive for excellence. You always care about what I am doing and that means a lot to me. Joe, (A.K.A. Mr. Whoopie) you taught me to take my time and to do things right. After five years, this couldn't have been more right. Thanks to both of you for everything.

There are quite a few people I would like to thank that helped me get through my Master's Degree program. I would like to thank all of the faculty members at Rowan University that I had over the years and taught me what it takes to be a good administrator. I would also like to thank my buddy Rico for all of your great ideas. I would like to thank all of the administration and staff of Pleasant Valley School for allowing me to put all of my projects into practice during this school year. I would really like to thank all of the 6th grade teachers: Fran Anzaldo, Cathie Hencke, Ann Bradshaw, Jill Ware, Karl Hedenberg, and Anne Franco. Thanks for being guinea pigs and testing many of my projects. I know it was difficult to jumble your work schedules around for me, but I really do appreciate it. Cathie, I want to give you special thanks for taking care of me for the last few years. You knew that I had been pre-occupied with all of my

administrative work, and you acted like a true friend and got me through it all. I really appreciate it.

There are three people in particular who spent a lot of time editing my thesis paper, as well as all of the other papers that I wrote over the past four years. Those awesome people are, Fran Anzaldo, Cathie Hencke, and Pat Acton. Without your help, this and other papers would have never been accepted.

I would like to give special thanks to Tom Schulte. As principal, you took me under your wing and taught me the most about being an administrator. You gave me latitude to try new things. With your guidance, I feel confident that I can take on the challenge of an administrative job. I just wish I had the opportunity to work under you as a vice-principal. Maybe it will happen someday.

Finally, I would like to thank my beautiful wife Eileen. It was a tough road. The end is finally here. Thank you for all of your support through every one of those ten classes, my internship, and this thesis. Thanks for encouraging me to further my education. It was difficult to begin going for my Master's Degree right before the birth of our twin girls. You should be given a medal for taking care of Lauren and Morgan all day and all night long while I was teaching, taking classes, or writing papers. As these beautiful (thank God they look like you) girls have grown to almost four, you keep supporting me in this venture. You work full time, come home, and sometimes without a breather, you watch me leave for class. By seeing how successful you are at your job, you have inspired me to strive for excellence in my Master's program. On May 16, 2003, I will walk in a ceremony that has been a long time coming. Thanks to you, the light is finally bright at the end of the tunnel. Thanks Eileen, I love you!

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Chapter 1

Introduction

Focus of the Study

The focus of the study was to research methods of funding a sixth grade camping trip after the local school budget was defeated. The sixth grade of the Harrison Township School district has been going on an environmental camping trip for over 30 years. Budgetary constraints have cut, what was once a three day, two night environmental education camping experience for fifth graders, and a five day, four night trip for sixth graders at Stokes State Forest, located in Branchville, NJ; to a three day, two night experience for sixth graders only, at Mt. Misery, located in Medford, NJ. This transformation has occurred over the past six years.

In order to fund the sixth grade camping trip the voters of Harrison Township had to approve the separate question on the ballot in April, 2001. The voters defeated the school budget by 383-369 and the separate question by a vote of 480-273. After the vote, a small group of supportive parents approached administration about ways of funding the trip. The administration and the Harrison Township Board of Education's hands were tied. No money would be provided by the Board of Education to fund this trip.

The main focus of this study was two tiered. The first part of this study was to research ways to fund a sixth grade camping trip to Mt. Misery. Once the money was raised, the intern designed, organized, and facilitated the sixth grade camping trip to Mt. Misery. The result, a Mt. Misery Handbook, will be distributed to all sixth graders, parents, staff, administrators, and board of education members. This booklet will be used

to orientate new students, parents, and staff members to Mt. Misery and provide valuable information as to the significance of the environmental camping trip.

Purpose of the Study

The purpose of this study was to discover means for funding the sixth grade camping trip to Mt. Misery using a community based case study design. Through the research and development of funding, the study resulted in a cultural picture that determined the trip was feasible. In the early stages of the research, the sixth grade camping trip to Mt. Misery was in question due to the lack of funding by the state of New Jersey and our recently defeated school budget. Once the trip was funded, the Intern took control of all operations of the trip.

As a result of completing this study, the intern developed leadership skills detailed in ISLLC Standard 4. By “Collaborating with family and community members, responded to community needs, and mobilized community resources,” the intern demonstrated the ability to manage the school properly.

Definitions

Balanced Budget: revenue is equal to expense

Beaver Dam Study: a course offered at Mt. Misery where students learn the characteristics of beavers while examining a beaver lodge

Budget Request Form: a form that shows expenditures and revenues for projects

Capital Reserve Fund: monies that have been set aside for a specific purpose

Community: an association of plants and animals, inhabiting a common environment and interacting with each other

Cruiser: a person at camp who retrieves and serves the food during meals

Current Fund: the accumulation of operating surpluses and deficits over the years

Fiscal Year: the calendar period from July 1 to June 30 of the following year

Hayride: an activity where the children get on a tractor cart filled with hay

Interdependence: the relationship of one organism to another

Journal Entry: an activity at camp where students write to a prompt

Low Ropes Course: an activity at camp where students maneuver over challenging apparatus

Mt. Misery Camp: Peter Bard, a successful businessman in Mount Holy, settled the area in the early 1700's. Upon hearing of the religious persecution of the French Huguenots, he set aside this area as a place of refuge for them. They were so grateful, that they named the settlement Mount Misericordia, which means "mountain of the merciful heart."

Net Budget: revenue minus expense

Operating Budget: the annual financial plan of detailed revenues and expenses for the operation of the school

Operating Expenditures: expenditures that cover the cost of operating the school including an equivalent to depreciation and are included in the operating budget

Orienteering: an activity at camp where students navigate a course using a compass

Pinelands: The Pinelands National Reserve includes portions of seven southern New Jersey counties, and encompasses over one million acres of farms, forests and wetlands. It contains 56 communities, from hamlets to suburbs, with over 700,000 permanent residents.

PTA: parent/teacher association

Row boating: an activity at camp where students learn the elements of rowboat safety while also learning basic rowing techniques

Sentry Walk: an activity at camp where students are led through the woods at night

Subsidies: revenue from other sources that can be used to subsidize negative net budgets

Transportation Budget: the annual financial plan of detailed revenues and expenses for providing transportation for students between the school and their home

Water Ecology: an activity at camp where students will explore a stream and lake to gain an understanding of how all living things are interdependent

Wilderness Survival: an activity at camp where students will learn the characteristics of beavers and other animals

Limitations of the Study

The study had several limitations that delayed its successful implementation. A total of \$32,498.10 had to be raised in order for parents to send their children to Mt. Misery without paying. Any amount less than \$32,498.10 would force parents to pay money out of their own pocket. Since the sixth grade is the only grade that goes on the trip to Mt. Misery, only those parents and students were involved in organizing and implementing fund-raising activities. An unexpected limitation was resistance to several fundraising activities. The thought was that some parents would not pay for the trip since they voted the budget down in the first place. Another thought was that some parents would not be able to afford the trip, no matter what the final cost. Another limitation was the time of the year that we were able to go camping. We were limited to the week of Good Friday, and the week of March 25th. Since Good Friday is a holiday, we went on a much colder week, March 25th. Finally, one of the fundraisers was going to be a car

wash. Due to the drought that caused water restrictions the sixth grade was unable to have the car wash that would have given the sixth grade students a feeling of involvement. This field trip is not part of the curriculum. Students are not required to go. Therefore, special accommodations needed to be made for those students who wished to stay in school. Those student's who stayed in school during this time, would have to travel with the other sixth grade team. This would mean that teachers would have to gather extra work for those students who did not participate.

Setting of the Study

The intern's internship took place at Pleasant Valley School, which is part of the Harrison Township School District, located in Mullica Hill, New Jersey. It is approximately 18 miles Southeast of Philadelphia, Pennsylvania. Harrison Township, located in Gloucester County, borders Mantua Township, South Harrison Township, Elk Township, East Greenwich Township, Woolwich Township, and the Boro of Glassboro.

Not that long ago, Harrison Township would have been considered a farming area. Today, Harrison Township is a flourishing suburban community. Some of the farms still exist, but much of the land has been sold to developers. According to the 2000 census, the population has increased from 5,788 in 1992, to 8,788 as of April 1, 2000. According to 2002 statistics, the average assessed value of a house in Harrison Township is \$162,000.

The socio-economic status within the Harrison Township District is predominately middle class. The New Jersey State Department of Education reports the unemployment rate in Harrison Township has dropped from 5.7% in 1992 to 2.8% in 2001.

The Harrison Township School System is made up of two schools. Harrison Township School houses kindergarten through third grade, while Pleasant Valley School houses fourth through sixth grade. The school system has grown. Over the past 12 years, the amount of students and classrooms per grade level has tripled. As of September 12, 2002, there were 1,253 students in the Harrison Township School District. Harrison Township School has 165 students in kindergarten, 178 in first grade, 173 in second grade, and 202 in third grade for a total of 734 students. Pleasant Valley School has 174 students in fourth grade, 173 in fifth grade, and 172 students in grade six, for a total of 519 students. The district also has 10 tuition students that are sent out of the district.

The amount of teaching staff in the Harrison Township District has remained proportionate with the growing number of students. As of September 12, 2002, there was 95 professional teaching staff employed by the Harrison Township Board of Education. Of the 95, 54 are on the BA pay scale, eight are on the BA +15 scale, four are on the BA+30 scale, 22 are on the MA scale, four are on the MA+15, and three are on the MA+30 pay scale.

Traditionally, the voters of Harrison Township have voted to pass the school budget each year. In the 2000-2001 school year, the total budget for the district was \$8,245,799, which was approved by the voters. In the 2001-2002 school year, the total budget for the district was \$10,797,364, which was approved by the voters. There was also a separate ballot question of \$371,636 that was also approved that is part of the \$10,797,364. In the 2002-2003 school year, the total budget for the district was \$11,786,021, which was defeated by the voters. There was also a separate ballot question

of \$98,844 that was also defeated and was not included or restored to the budget above.

The funding for the sixth grade trip to Mt. Misery trip was part of the \$98,844.

Organization of the Study

The remainder of the study will be organized as follows:

Chapter	2: Review of Literature
	3: Design of Study
	4: Presentation of Research Findings
	5: Conclusions, Implications, and Further Study
	References
	Appendix

Chapter 2

Review of Literature

Introduction

The focus of the study was to research methods of funding a sixth grade camping trip after the local school budget was defeated. The sixth grade of the Harrison Township School district has been going on an environmental camping trip for over 30 years. This event is a three-day, two night experience for all Harrison Township sixth graders, which takes place at Mt. Misery, located in Medford, New Jersey.

In order to fund the sixth grade camping trip the voters of Harrison Township had to approve a separate question on the ballot in April 2001. The voters defeated the school budget by 383-369 and the separate question by a vote of 480-273. A few months after the vote, a small group of supportive parents approached the administration about ways for funding the trip. The administration and the Harrison Township Board of Education's hands were tied. No money would be provided by the board of education to help fund this trip.

The main focus of this study was two tiered. The first part of this study was to research ways to fund a sixth grade camping trip to Mt. Misery. Once the money was raised, the intern designed, organized, and facilitated the sixth grade camping trip to Mt. Misery. The result, a Mt. Misery Handbook, will be distributed to all sixth graders, parents, staff, administrators, and board of education members. This booklet will be used to orientate new students, parents, and staff members to Mt. Misery and provide valuable information as to the significance of the trip.

Review of the Problem

Part of the tradition of the Harrison Township School District has been for the fifth and sixth grade students to go on an environmental science camping trip. For the longest time, the group would go to Stokes State Forest, located in Branchville, New Jersey. This had been a tradition for over 30 years. The fifth grade formerly would go in April or May for three days and two night. They would return the following September as sixth graders and stay for five days and four nights. Over the past six years, the trip has been severely altered. At first, the fifth grade trip was cut due to budgetary constraints in 1996. The following year, the sixth grade went for only three days and two nights to a site called Happiness is Camping, located in Hardwick, New Jersey. To cut costs even further, administration decided to locate an environmental campsite closer to home. For the past four years, the sixth grade at Harrison Township School has gone to Mt. Misery, located in Medford, New Jersey.

Due to the lack of state funding, the Board of Education decided to post a "Bare Bones" budget to the voters of Harrison Township. The budget itself was less than the 3% increase allotted by the state. An additional general fund of \$25,500 was proposed as a separate question to the voters that would have kept the trip intact. The sixth grade parents would pay the other \$7,000 needed for the trip. This would amount to \$40.00 per sixth grade child.

Unfortunately, the \$11,786,021 budget was defeated by 383 votes to 369 votes, or 50.93%. The additional general funds question, asking for \$25,500 for the camping trip to Mt. Misery was trounced 480 votes to 273 votes, or 63.75%. In the past two years, the budget has been approved by a 70.7% (2000-2001) and 72.76% (2001-2002) margin.

The defeated school budget will have a major impact on the sixth grade camping trip to Mt. Misery. In order for the sixth graders to go on the camping trip, parents, teachers, administrators, board of education members, and students will need to work collaboratively to make the necessary arrangements for a successful fundraising campaign. If all the money is not raised, strategies will need to be made to ensure that all of the sixth grade students participate in this experience. The New Jersey Core Content Curriculum Standards need to be looked at in order to validate this trip. If the curriculum for this trip does not match the New Jersey Core Content Curriculum Standards, then the program will need to be evaluated and revised. These revisions will be presented to the staff prior to going on the trip. In order for this trip to take place, parents, teachers, administrators, and students need to do their part from fundraising, to follow-up activities for this program to be a success.

Review on Major Concept Related to the Problem

1. Why do school budgets get defeated?

The school budget is a complex entity that can make or break a school district. Budgets need to be passed in order for schools to run at even normal efficiency. With the rising costs of housing and property taxes, many families cannot afford an increase in their taxes. Therefore, many school budgets over the years have been defeated. The constant failures have long eluded administrators. Because of these failures, administrators have had to look differently at the budgeting process. Lentz (1999) found that "Diminishing revenues and public resistance to increased spending for schools have stretched scarce resources for many districts and often led to tax rate referenda to balanced budgets."

Another failure in the budget procedure is not enough public relations within the community. As stated by Kinder (2000) "Public relations should be put on an equal footing with all other school functions." Unfortunately, this does not happen on a regular basis. Too many things are going on during the course of the day where, "Busy administrators and teachers often fail to recognize how vitally important it is to the health of their schools and districts to maintain a comprehensive public relations program" (Kinder, 2000). Administrators tend to forget that it is their obligation to keep an open line of communication with the public. This is truly important since the schools these days are constantly changing. Due to these constant changes, much of the community is uninformed. The community needs to be informed if they are to support the school and the budget (Kinder, 2000).

Communication is also a problem with parents of middle school children. Research findings show that parental involvement declines after the elementary grades. According to a study by Useem (1990) "Middle-school teachers communicate less frequently with parents than do elementary school teachers." It is also not shocking those parents of middle school children, "report receiving less information or guidance from the school" (Useem, 1990). It is important to remember that all administrators should keep a constant line of communication open. If this is done acceptably, the community may be more willing to come out and vote for the budget rather than against it. As one researcher states, "Effective administration skills are not sufficient for effective program operation unless they are combined with good interpersonal communication skills" (Sciarra and Dorsey, 1998).

2. Are defeated school budgets due to a lack of understanding?

Once a school budget has been defeated, administrators need to look closely at the problem at hand. They need to question the budget's defeat, and devise a strategy for getting the budget passed the following year. A way of strategizing is to make good allies. The best allies in the school district are the parents. According to an old Gallop Poll (Gallop, 1981) "Many of the problems of the schools can be solved only if parents become more involved than they presently are in the educational process." A Gallup poll conducted twenty years later confirms this. It states that when people have closer ties to their community school, "the better they like them" (Rose & Gallup, 2001). Parents seem to understand that it is important to get involved in many different activities the school system has to offer. In fact, in the Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools, 96% of the public answered "Very Important" to a question regarding the importance of parent involvement (Elam, Lowell, and Gallup, 1993). This does not mean that parents are involved, but it does show that they understand why involvement is important. In a survey conducted by the National PTA, parents revealed a complete understanding of the significance of their participation in the education process. Almost 95% of the parents surveyed in this poll, "favored having written plans for parental involvement" (Klein, Thornburg, Mumford, and Kilmer, 1993). This is a very important method to get parents into the school to see what their tax dollar is supporting. Dr. Joyce Epstein verifies this idea. She is an educator and researcher at Johns Hopkins University, who has been at the top of her field in observing parental involvement within school systems for 25 years. "Her research-based idea that the adults

most responsible for children's learning have overlapping spheres of influence in helping children reach their educational goals" (Epstein and Gibson, 2002). She goes on to say that there must be a, "partnership...between the school, family, and the community in order to maximize the educational process" (Epstein and Gibson, 2002).

Administrators also need to encourage their staff to involve parents in the classroom. According to a report by Becker and Epstein (1982) parents reported an, "increase in interactions with their children when teachers made parent involvement a regular practice." Further findings found that, "Frequent use of parent involvement in learning activities...result in greater understanding about the school programs" (Epstein, 1986). By seeing and understanding the school's different programs, parents can see the importance of keeping them intact in case one or more become jeopardized by the lack of state funding.

3. Why volunteer?

Many people within a school district need to feel a sense of belonging before they buy into it. As an administrator, one way to assist in this process is to encourage a volunteer program within the school district. Many parents are asked and encouraged to volunteer within a school district, but by the end of the year, how many actually get the chance to volunteer? Once they get in to the school, how many parents actually felt welcomed by the administration and staff? Of those who were welcomed, how many actually felt as if they did something useful? These are questions that need to be asked to determine if the school's volunteer program is meaningful (Landsverk, 1997).

According to Joyce Epstein, “Schools have a responsibility to improve volunteer recruitment, training, work, and schedules involving families because they support students and, most importantly, school programs” (Landsverk, 1997). A good volunteer program promotes a feeling of school community within the district. A good school volunteer program does not start overnight. Careful thought and planning need to go into the program in order to maximize the volunteer’s skills, as well as promoting an enjoyable experience within the school. Epstein recommends several ideas to promote the use of volunteers. First, the administration should send out an annual survey that can, identify what the prospective volunteer is interested in doing. Next, does the applicant have any special talents that a teacher may be interested in utilizing? Finally, the survey should identify availability for the applicant (Landsverk, 1997). If all of these guidelines are adhered to, a school will be able to successfully run and maintain a fantastic volunteer program. By promoting volunteering with the school system, the school is, “strengthening relations by reaching out to parents and community members to enlist their active support for the students, teachers, and administrators – and even the parents themselves” (Barclay and Boone, 1996). Volunteer work within a school system allows the parent to see the importance of many of the school’s programs. Many parents are blinded by the cost of certain programs without realizing the impact it has on the child’s overall education.

4. Can fund-raising help?

If a local school budget has been defeated and funds are lacking for specific program imperative to the child’s education, how can a volunteer parent or community

member help? According to Schrum, "Properly organized and implemented" fundraising campaigns, "can enhance institutional credibility, visibility, communications, teamwork and morale" (2000). This idea is something that is not new. In fact, "Districts have found ways to generate money outside state and local tax revenues, with the proceeds earmarked for 'extras' such as athletic uniforms or field trips" (Bauman and Crampton, 1995).

How can a school volunteer help in an effort to raise funds for a cut program? First of all, it would be important to seek volunteers who believe in the program that was just cut due to budgetary constraints. According to Bauman and Crampton, "Fundraising takes several forms – from individual parent activities to organized parent-teacher groups and special task forces" (1995). According to Schrum, "It may seem that simply being willing to make the commitment to launching a major new fund-raising effort should be enough to ensure campaign success" (2000). It would be good that volunteers would be willing to make that commitment. However, Schrum goes on to say that, "Motivation is an important ingredient, to be sure, but taken alone it is not enough" (2000). It is important for an administrator to guide parent and community volunteers in the right direction. These people are a valuable commodity in the school district and should be utilized to their utmost potential. Without their help in raising extra funds for jeopardized or cut programs, "The school would be limited to offering a 'meat and potatoes education'" (Smolowe, 1995). In fact, a study was done in a California school district about the amount of time that volunteers spend in the school. "The parent teacher association estimated parents volunteered 280,624 hours last year, which if calculated at an hourly wage of eight dollars would total \$2.2 million" (Graham, 1995).

Once a group of volunteers get together and believes in a common goal, they should form an Action Team. A school's Action Team, "takes responsibility for assessing present practices, organizing options for new partnerships, implementing selected activities, evaluating next steps, and continuing to improve and coordinate practices for all types of involvement" (Landsverk, 1997). During these times of limited funding from the state, the Action Team can help support programs that have been cut. Not only do these volunteer's help raise money to help with the student's education, they also instill a feeling of pride within the school. An example of this happens in Ferris High School every year. After each fund-raiser, "The event proved highly successful, both as a fund-raiser and as a way of building the school spirit so essential to a new school" (Hubbard, 1985). Fund-raising gives a sense of belonging to something important. The kids, parents, teachers, and administrators can feel as if they contributed to keeping a cut program in tact.

5. Is environmental education important?

Environmental education has been defined as a, "process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems," where people "work individually and collectively toward solutions of current problems and the prevention of new ones" (McKeown and Dendinger, 2000). Would an environmental camping trip provide for such awareness in a 12 year-old? According to Shin, "It is necessary to design and implement unique environmental education programs for each community" (1999). What better way to learn about the environment than for a school to plan, and implement an environmental camping trip.

According to a study by Desinger, teaching about the environment, “has not historically received high priority because concern about the environment was not until recently a societal priority” (2001). Only until recent times have expectations of the school begun to change. Desinger goes on to say, “Environmentalists and some educators called for schools to take active roles in working toward environmental improvement” (2001). Charles Rubin, a political scientist and opponent of environmental education, questions whether, “Environmental education as a specific subject or emphasis serves any useful purpose.” He indicates, “that the stated goals of environmental education are essentially identical to those of liberal education, so it appears that environmental education duplicated what schools are already charged to do through their traditional approaches and curricula” (Rubin, 1999).

Environmental education is similar to science as measurement is to mathematics. These chapters are often buried deep in the back of their respective textbook. The teacher is lucky to even touch on these concepts, let alone teach them. According to the Independent Commission on Environmental Education, “Environmental topics now appear in science textbooks, most commonly as isolated chapters,” and “have not generally been taught in well-planned scope-and-sequence patterns” (1997). When it is taught in the classroom, many texts use the fear factor to promote awareness. According to Sanera and Shaw, environmental education in the classroom, “focuses on bad science, lack of attention to economic principles and realities, and emotion laden pro-environmental pitches designed to foster irrational alarm about improbable environmental disasters” (1996). Sanera and Shaw’s critique, Facts, Not Fear, criticizes that

environmental education uses, “doomsday examples and rhetoric,” to “impose environmental values on impressionable school children by frightening them with overstated worst-case scenarios” (1996). But according to Simmons (1998), an advocate of environmental education, “Environmental education involves gaining appropriate knowledge as well as developing skills in decision making and strategies for practically and ethically initiating and implementing change before taking action.” She goes on to say that, “Teaching becomes much more than a simple matter of imparting neutral information; values are necessarily involved as we continuously learn what is valued by the many interests within a diverse society” (1998).

Many educators point out that through the science curriculum, environmental education should be studied. Shin goes on to say that, “Science is considered a vehicle to promote environmental education” (1999). There may be no better way to study science than out in the environment.

Science and environmental education have similar goals. They both prepare young people to become good citizens. Both are involved in training young people in topics involving social-science issues. Furthermore, in a study Volk concluded, “Common goals of science education and environmental education held the promise of future collaboration, to provide a valid and useful mold of basic scientific knowledge and skills with the consideration of personal and societal values” (Volk, 1984). By learning about one’s environment, that individual can develop a strong balance between, “quality of life and the quality of the environment” (Shin, 1999). What better way to start developing this balance in a sixth grader, than for a school to go on an environmental camping trip.

Chapter 3

Design of the Study

General Description of the Research Design

Data needed to be collected to obtain information about the feasibility of this project. The intern and parent committee created a survey. This survey was distributed and mailed in the early summer of 2002. Only those parents whose children would be in sixth grade received surveys. The students took the surveys home on June 10, 2002. Once the surveys were collected, they would be analyzed to determine if fund-raising would be the way to go to keep this field trip alive.

Development and Design of the Research Instrumentation

During the early summer of 2002, a group of eight parents, the intern, and principal of Pleasant Valley School got together and created a questionnaire. Exactly 162 questionnaires were sent home on June 10, 2002. Parents were asked to complete the questionnaire and return it to their child's homeroom teacher by June 13, 2002. The objective of the questionnaire was to ask the future sixth grade parents if they would be interested in participating in any type of fund-raising activities that would help pay for the Mt. Misery field trip. It was an uncomplicated instrument that would require just a few minutes to fill out. The group wanted to get as much feedback as possible, therefore only a few questions were put on the questionnaire.

At a meeting in June, the intern, principal, and parent volunteers evaluated the returned questionnaires and came up with several conclusions. The general consensus

was to go ahead with several fund-raising activities. The intern discussed the possibility of having a golf outing. The volunteers agreed. Several days later, a golf outing was booked at White Oaks Country Club in Franklinville, New Jersey. The date would be Saturday, October 12, 2002.

Through the summer and early fall, the intern and parent volunteers met regularly and discussed the golf outing, sponsorship, advertisement, prizes, etc. Two volunteers were put in charge of finances. Both names were on the account, and two signatures were needed to write out checks. Other volunteers were put in charge of handling other tasks.

In late September, a meeting was called for all of the sixth grade parents who were interested to help with fund-raising activities. The meeting also informed the parents about the importance of the environmental camping trip. This was demonstrated by a PowerPoint presentation given by the intern. Following the intern's presentation, the parent leader talked to the group about the possibility of having more volunteers help run the golf outing fund-raiser. Many more parents signed up to help.

Description of the Sampling and Sampling Technique

Parents of sixth grade students were sampled. There were 162 fifth grade students at the time the survey was developed. Therefore, it was decided that every parent needed to be informed of possible fund-raising activities and what impact it could have on them and their children. Of the 162 questionnaires that were sent out, 96 were returned, which amounted to a 59.3% return. It was decided that all we really needed to know was whether or not parents were interested in helping with fund-raising activities, if they had

any ideas for types of activities, and how much they were willing to pay to send their child to camp.

Description of the Data Collection Approach

The questionnaires were sent home with the fifth grade students on June 10, 2002. It was up to the students to return the filled out questionnaire to their homeroom teacher by June 13, 2002. The homeroom teacher's collected the returned questionnaires and gave them to the Intern on June 17, 2002. The Intern returned the completed questionnaires to a parent committee member on June 18, 2002. The questionnaires were limited because 40.7% of them were not filled out. Almost 60% of the soon to be sixth grade parents returned their questionnaires, which was a good indicator as to how the rest of the group would respond. The committee, however, had hoped for a better return. A limitation could have been that the child did not give his parents the questionnaire.

Description of the Data Analysis Plan

The data collected was used to determine the feasibility of fund-raising activities. Once the surveys were analyzed, it was determined that most of the parents were interested in helping out in some way. It was also determined that only a handful of parents were opposed to fund-raising. Since the majority of the questionnaires were for fund-raising, it was decided that the committee would move forward.

In order to ensure that this project is worthwhile, a data analysis plan was needed. All of the surveys were tabulated and put into chart form. Bar graphs and Microsoft Excel spreadsheets were developed and used to determine the validity of this project.

Chapter 4

Research Findings

The purpose of this study was to research methods of funding a sixth grade camping trip to Mt. Misery after the local school budget was defeated. In order to fund the sixth grade camping trip the voters of Harrison Township had to approve the separate question on the ballot in April 2001. The voters defeated the school budget by 383-369 and the separate question by a vote of 480-273. After the vote, a small group of supportive parents approached administration about ways of funding the trip. The administration and the Harrison Township Board of Education's hands were tied. No money would be provided by the Board of Education to fund this trip.

In June of 2002, a group of eight parents met with the building principal and intern to discuss alternative funding methods. The group developed a questionnaire (Appendix A) to be handed out to the fifth grade children. Exactly 162 questionnaires were distributed on June 10, 2002 and 96 were collected by June 13, 2002. This amounted to a return of 59.3%. The intern tabulated the results and forwarded the surveys to the parent committee on June 17, 2002. The results are grouped in Appendix B.

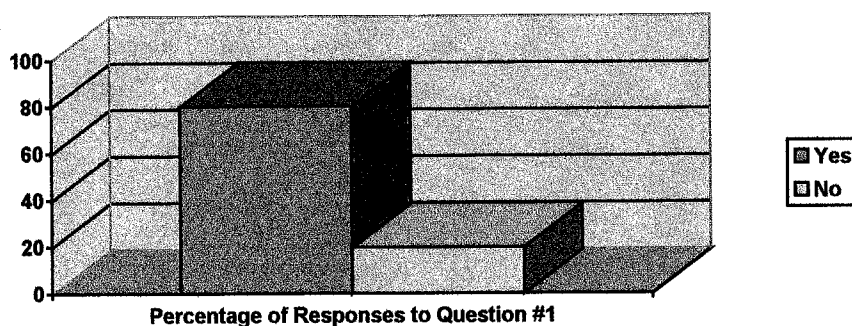
It was very interesting to see the results broken down question by question. The first question on the questionnaire asked if the parent would pay approximately \$185.00 for his child to attend Mt. Misery. Chart 4a shows the results to this question.

Even though 80.2% of the parents would pay for the trip, almost one-fifth of the entire sixth grade student body would be unable to go if no money was raised. The intern, principal, and parent group realized that this was a major concern. It would be highly unlikely that Pleasant Valley School would leave 20% of its student's home.

Chart 4a

Parent Questionnaire

Question #1: If parents had to pay for a child to attend Mt. Misery, (approximate cost is \$185.00 per child) would you allow your child to attend?



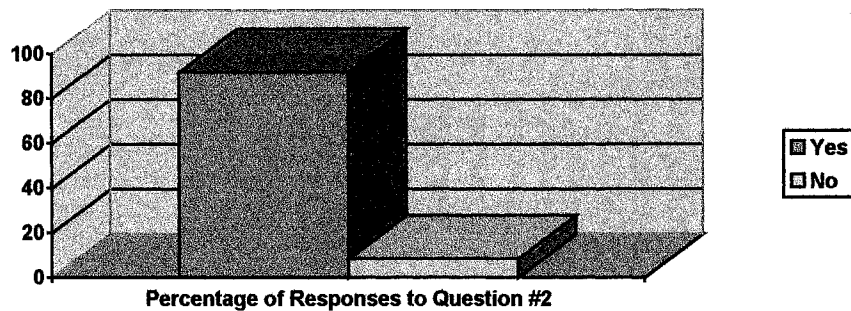
The second question on the questionnaire asked if a parent would participate in fund-raising events if the money collected benefited the sixth grade camping trip. Chart 4b shows the results to this question.

The response to this question was significant in continuing with the fund-raising plan. Only eight parents said they would not be willing to help with any fund-raising activities. This would amount to approximately 14 parents if all of the surveys were returned. This shows that the parents of Pleasant Valley School are willing to go the extra mile for their child. Granted, the other parents may not have time or energy to help with a fund-raiser, but with the strong positive response to question #2, the committee felt good about their chances of getting much needed help.

Chart 4b

Parent Questionnaire

Question #2: If fundraising events to cover part or all of the cost of the trip are held, would you be willing to participate?



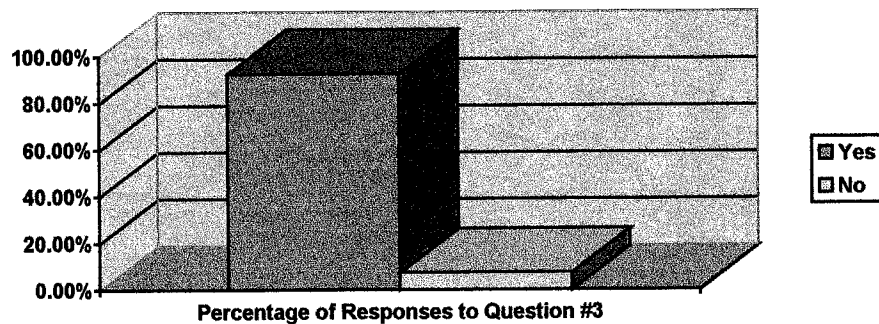
The third question of the questionnaire asked if a parent was willing to pay \$100.00 instead of the \$185.00. This is a reduction of \$85.00. This would be based on a successful fund-raising campaign to decrease each child's cost by \$85.00. A surprising 92.7% of the parents said that they would pay \$100.00. Chart 4c shows that this statistic is up 12.5% from those parents who were willing to pay the entire \$185.00.

This graph is significant because it shows that if the cost were reduced, more parents would be willing to send their child to Mt. Misery. The results from this question excited the committee. The feeling was to try to raise as much money as possible to reduce the cost under \$100.00. By decreasing the amount from the original \$185.00,

Chart 4c

Parent Questionnaire

Question #3: If fundraising would reduce the cost of the trip to \$100.00, would you allow your child to attend?



twelve more parents were willing to send their child to camp. The feeling was if it were reduced even further, maybe everyone would send his or her child.

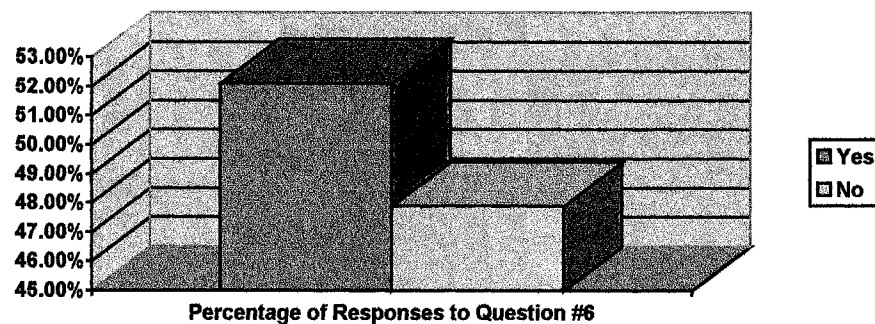
The final question asked if whether or not a parent would like to be contacted to serve on a committee to support the trip. The numbers were a bit surprising to the committee, but not to the principal and intern. Only 52.1% of the parents who returned the questionnaires said they participate on a committee. Chart 4d shows the results to this question.

Actually, the intern and principal were very pleased that 52.1% of the parents would responded to the survey would give up their valuable time to serve on a committee in support of this trip. To have such a large group of parents working together for a cause such as this one is amazing.

Chart 4d

Parent Questionnaire

Question #6: I'd like to be contacted in order to participate on a committee to support this trip?



The committee also noticed the many different ideas that parents noted on their questionnaires. Ideas included a car wash, bake sale, Chinese auction, fashion show, cookie dough sale, hoagie sale, poinsettia sale, candle sale, candy sale, night at McDonald's, dinner sale, pizza sale, golf outing, etc.

The committee decided to go with four fund-raisers. The first would be a golf outing. This was going to be the fund-raiser that set the stage for the other three. The other three fund-raisers were the candle sale, poinsettia sale, and a car wash.

The committee named themselves P.A.N.T.H.E.R., which stands for Parents And Neighbors Together Helping with Educational Resources. Panther is also Pleasant Valley School's mascot.

The golf outing took place on October 12, 2002 at White Oak's Country Club in Franklinville, NJ (Appendix C). The P.A.N.T.H.E.R. committee of twenty held bi-

monthly meetings to plan the golf outing. The intern helped delegate jobs to the volunteers. Volunteers were responsible for getting sponsors, raffle tickets, auction, prizes, lunch, goodie bags, printing posters, sleeves of golf balls, and thank you cards.

The cost for golf and dinner was set at \$100.00 per person. A supporter could come out for dinner only and would have paid \$30.00. Appendix D shows a chart detailing all of the profits and expenses. The golf outing raised \$19,116.00. The trip itself was going to cost \$32,498.10. If all 177 students went on the trip, each parent would be responsible for paying \$75.61. This is a major accomplishment since each parent was going to pay \$185.00.

Two of the three other fund-raisers also contributed in cutting the cost of the trip. The candle sale, which began in early October and ran through October 28, 2002, raised \$2,338.00. The Poinsettia sale that began in early November and ended November 25, 2002 raised \$624.00. The car wash was cancelled due to New Jersey's water restrictions. The total amount of money raised was \$22,078. The trip itself was going to cost \$32,498.10. If all 177 students went on the trip, each parent would be responsible for paying \$58.87. To make it easier, P.A.N.T.H.E.R. would ask parents to pay \$60.00 for their child to go to Mt. Misery and any left over money would be delegated to sixth grade recognition night.

In years past, the Board of Education paid all but \$25.00 per child to go on the camping trip to Mt. Misery. This year, the Board of Education was going to pay all but \$40.00 for each child due to budgetary constraints. This year, parents would be asked to pay \$35.00 more than parents in the past had to pay. To save each family \$125.00 per

child is a huge accomplishment. The fund-raiser was very successful. In such a short amount of time, involved parents made the difference.

Finally, a packet was created (Appendix E) that was distributed to parents and sixth grade students. This packet contains emergency information, history of Mt. Misery, a packing list, goals and objectives for the trip, a schedule of events, a souvenir list, a sample menu, a description of educational experiences, a medical form, and journal writing prompts. Every individual that will be associated with this trip in the future will utilize this packet.

Chapter 5

Conclusions, Implications and Further Study

The focus of this study was to research methods of funding a sixth grade camping trip to Mt. Misery, located in Browns Mills, New Jersey, after the local school budget was defeated. The camping trip has been a tradition of the Harrison Township School district for over 30 years. Many administrators, teachers, parents, and students were very upset that the trip was to be canceled. A group of parents, later known as P.A.N.T.H.E.R., approached the administration to discuss ways to keep the trip intact. The principal and intern listened to the parent group and believed that the trip could be saved, as long as the parents raised the money to pay for the trip. The parent committee agreed and several fund-raising ideas were discussed. In the end, a total of \$22,078 was raised by P.A.N.T.H.E.R. Since the trip cost a total of \$32,498.10, the sixth grade parents had to make up the difference. Since 177 students went on the trip, each parent was responsible for contributing \$58.87 for their child to attend. During this ten-month journey, the intern came to several conclusions related to community involvement, the ability to fund-raise, and the importance of this environmental educational program to everyone associated with the Harrison Township School district.

The intern first learned that the sixth grade camping trip to Mt. Misery was going to be on the ballot as a separate question way back in February of 2002. Due to the history of the camping trip and the importance of it to the Harrison Township School district, the intern knew that if the question were defeated, many people within the community would be very unhappy. The intern demonstrated leadership skills detailed in ISLLC Standard 4. By having an understanding of “emerging issues and trends that

potentially impact the school community,” (Ubben et al, 2001) the intern demonstrated the ability to foresee what was in store for the school district. The separate question along with the budget was defeated in April of 2002.

Two months later, a group of parents approached administration with a proposition of fund-raising the camping trip so their children could have the same experience as their predecessors. By allowing the parent group to fund-raise, the intern also gained leadership skills detailed in ISLLC Standard 4 where interaction and cooperation with families was demonstrated, as well as the involvement of families in the school’s decision-making process. The intern realized that without parental and community involvement in this endeavor, there was no way that the sixth graders would be able to go on this trip. The intern values the educational experience that this trip has to offer. Therefore, the intern demonstrated skills associated with ISSLC Standard 5, by serving as a “role model” (Ubben et al, 2001). If the trip were to be cancelled this year, chances are there would never be an environmental camping trip to Mt. Misery or anywhere for the future sixth grade students of the Harrison Township School district.

The intern met with P.A.N.T.H.E.R. and created a survey that was distributed to the parents on June 10, 2002. The survey was created to determine if the trip was feasible. As the results showed, 91.7% of the parents of the sixth grade students were very interested in fund-raising the sixth grade environmental camping trip. The intern demonstrated leadership skills detailed in ISLLC Standard 1. By gathering relevant data pertaining to students and their families, the intern demonstrated the ability to lead the parent group in the right direction.

During the months from July through October of 2002, the intern learned a great deal about the community of Harrison Township. As a teacher, the intern never got the chance to really see how the parents worked together toward a common goal. As an intern, and participating in meetings with P.A.N.T.H.E.R. the intern developed leadership skills outlined in ISLLC Standard 4. By believing in the families of these children as partners in the education process of their children and having the best interests of their children in mind, the intern concluded that many parents were eager to help and participate in their child's education no matter how much of their own time and effort was needed.

During the time of all of the fund-raisers, the intern demonstrated effective communication skills as outlined in ISLLC Standard 1. During the months prior to the golf outing, the intern was "engaged in activities where the vision and mission of the school was effectively communicated to staff, parents, students, and community members" (Ubben et al, 2001). An open line of communication was kept between the intern, P.A.N.T.H.E.R. chairperson, administration, faculty, parents, and students. During this time, the intern learned skills associated with ISLLC Standard 6 where, "the environment in which schools operate is influenced on behalf of students and their families" (Ubben et al, 2001).

The parents of the Harrison Township School district raised a total of 67.9% of the \$32,498.10 that was needed for the sixth grade students to go on the trip. This was a tremendous effort by all involved. After the completion of the fund-raisers, the intern developed skills in ISLLC Standard 4. By assembling community resources, the intern

learned that, “resources of the family and community needed to be brought to bear on the education of students” (Ubben et al, 2001).

The past ten months have been a tremendous learning experience for the intern, as well as the administration and staff of the Harrison Township School district. This fundraiser was extremely important for the survival of this trip. By keeping this trip alive, the intern developed skills in ISLLC Standard 4 by securing community resources to help the Harrison Township School district achieve its goal by providing its students with the opportunity to experience the environmental camping trip as so many students have done in the past. By taking on this project, the intern has paved the way for future fund-raisers that will support this trip.

The organization made a change for the better. The community came together in a time where economic hardships were hitting districts all over the state. The families of the 177 sixth graders could have easily buried their heads in the sand and not raised the money to support this environmental camping trip. The group as a whole became more united as a result.

As a result of the faculties and interns work, a Mt. Misery pamphlet was created that outlines all of the environmental activities that each sixth grader will participate in (Appendix E). Each and every sixth grade student and teacher who goes on the trip will utilize this pamphlet. Each sixth grade parent who wants to know about the educational value of the trip, as well as the particulars of the trip will also utilize it. The intern demonstrated skills associated with ISLLC Standard 2 where the intern engaged in curricular activities that were based on teacher’s expertise and recommendations. Without the teacher’s input, the Mt. Misery pamphlet would not have been created.

Unfortunately, economic times are still bad for school districts. With increasing enrollment, state aid remains stagnant. Budgets are getting tighter and tighter. The sixth grade camping trip to Mt. Misery will be in jeopardy next year. It is already known that the trip will not be in next year's budget. In order to keep this trip in tact, a new group of parent leaders will have to step to the plate and create fund-raisers to pay for the trip. With increasing costs, this will be no easy chore.

Pleasant Valley School still intends to send their sixth graders to Mt. Misery next year, and years to come. A further study will need to be done to determine if parents are willing to continue the P.A.N.T.H.E.R. tradition. Notices need to go out now, letting the fifth grade parents know that their child's environmental education trip is in serious jeopardy. Surveys need to be distributed, which will give parents an opportunity to get a jump on fund-raising ideas. It is the intern's feeling that without the help of the parents, community members, and businesses, this trip will be gone forever.

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APPENDIX A
PARENT SURVEY



Pleasant Valley School



To: Pleasant Valley Parents/Guardians – Class of 2003
From: Parents in Support of Mt. Misery
Re: Mt. Misery Trip, Spring 2003
Date: June 10, 2003

Each year the 6th grade students have had the opportunity for a very meaningful overnight experience away from school. In most recent years, the students have visited Mt. Misery. This is a rewarding learning experience where the students are accompanied by their teachers and learn from a hands-on curriculum dealing with environmental education. The trip gives the students the opportunity to learn about water ecology, compass orienteering, wilderness survival, native wildlife and Pinelands environments, rowboat safety, and group "Challenges by Choice" which is conducted by camp personnel. The students also enjoy an evening presentation entitled "Snakes and Reptiles of the Pinelands". Many past students have described this trip as one of their most memorable and important grade school experiences. More detailed information will be available via a presentation early in the 2002-2003 school year.

Unfortunately, due to the reduction in state funding and the defeat of the budget, there are no public funds to support the traditional 3-day, 2 night trip.

It is hoped that alternative sources of funding may be found. We need everyone's input.

Thank you for your cooperation.

Please respond to the following:

1. If parents had to pay for a child to attend Mt. Misery, (approximate cost is \$185.00 per child) would you allow your child to attend? YES _____ NO _____
2. If fundraising events to cover part of all of the cost of the trip are held, would you be willing to participate? YES _____ NO _____
3. If fundraising would reduce the cost of the trip to \$100.00, would you allow your child to attend? YES _____ NO _____
4. Please list any suggestions for raising funds:

5. Name: _____
Address: _____
Phone #: _____

6. I'd like to be contacted in order to participate on a committee to support this trip. YES _____ NO _____

In order for Mt. Misery to be a reality, your input is necessary.

Please return this from to your child's homeroom teacher by June 13, 2002.

If you have any questions, feel free to contact Denise Manna 555-1221 or Karen Sweeten 555-2112

APPENDIX B
PARENT SURVEY RESULTS

Parent Survey Results

Question Number	Parents who Responded "Yes"	Percentage of Parents who Responded "Yes"	Parents who Responded "No"	Percentage of Parents who Responded "No"
1	77	80.2%	19	19.8%
2	88	91.7%	8	8.3%
3	89	92.7%	7	7.3%
6	50	52.1%	46	47.9%

APPENDIX C
P.A.N.T.H.E.R. GOLF PROGRAM

Parents And Neighbors Together Helping
with Educational Resources



2002

P.A.N.T.H.E.R.

FALL GOLF CLASSIC

October 12, 2002

GOLF PROGRAM

White Oaks Country Club

Golf Program

- 11:45 Golf Registration/Putting Contest
- 1:00 Shotgun Scramble Start
- 6:00 Buffet Dinner & Refreshments
- P.A.N.T.H.E.R. Welcome
 - Recognition of Classic Corporate,
Grand Tour, Silver and Bronze
Level Sponsors
 - Award of Golf Prizes
Foursome Winners
Men's Straightest Drive
Ladies' Straightest Drive
Men's Longest Drive
Ladies' Longest Drive
Men's Closest to the Pin
Ladies' Closest to the Pin
Holes in One
 - Door Prize Drawing
 - Auction
 - Raffle Drawing
 - Closing Comments

Tournament Sponsors

CLASSIC CORPORATE SPONSOR
PG&E

GRAND TOUR SPONSOR
The Design Collaborative

SILVER SPONSORS
Raven's Hill Construction Co. Inc.
Century 21 Hughes Riggs
Pat Settler & Peggy Read

HOLE IN ONE SPONSORS
Lexus of Atlantic City 1-800-31LEXUS-Lexus
Erich Golf - \$25,000

BRONZE SPONSORS
BOC Gases
Mackin Imaging Systems Corporation
Clancy's Pub, Inc.
Century 21 Hughes Riggs – "The Read Team"
Peggy Read, Janice O'Reilly, Donna Mahan

Contest Sponsors

The Porch Agency, Inc.
Pierson Holmes Corporation
R.F.P. Solutions Inc.
Pacifico Mazda
"Kayla's Hope For Kids"
Russo Mechanical Inc.
Digital Mobil Concepts
Rainey's Servicer
Zee Orchards Inc.

\$100.00 Hole Sponsors

Café Neena
Longley Kitchens Inc.
Bello's Jewlers
Inverso & Stewart
The Salon in the Village, LLC
DeSimone Construction
Harry J. Landrum, Jr. O.D., P.C.
Equity Bank
Commerce Bank
Family Health Center of Mullica Hill
Straga Brothers Construction
William McAuliffe-State Farm
Gloucester County Democratic Committee
P.C. Network
Knights of Columbus
A&E Heating and Air Conditioning

\$100.00 Hole Sponsors (Continued)

EBS(Educational Based Services)

VanBrill Pools

Dr. Patricia Hoey

Maxim Logistics, Inc.

Tom Schulte

Warren's Hardware

W.G. Straga Inc.

Sean's Painting

Ausimont/Solvey

Raymond James Financial Services

Lonetta Stubits and Ken Ezzo

Gilbert Monez, Jr. Escavating

Ken and Berminna Solem

Rob Scharle

Joe Stone's Hardware Floors

Alessio Azzari, Inc.

Tom Pontano & Sons Farms

Zee Orchards Inc.

Proud to be a Panther

The Fiedorowicz Family

The Campbell Family

Peggy and Jack Manning

Al and Pam Klopsic

Chess Board Associates

Harrison Soccer Club

Harrison Township Administrators

Hyundia of Turnersville

Chevrolet of Turnersville

Security by Sonitrol

Lobascio Concrete Pavers

Killiam Irrigation

\$50.00 Hole Sponsors

Bank Of Gloucester County
Gangemi Landscaping
R.A.P. Performance
Kadar Othodontics
Gooley Louies
Lisa Moffett
Cary M. Brown/State Farm
Simcox Electric
Westwood Medical Associates
Photo Works
G & M Accounting
Bill the Glassman
Karl E. Hedenberg
Dr. Jean Heisman
Drs. Timms, Koslow, and Lovelace
Joe's Pizza
Cathie Hencke
Fran Anzaldo
Jill Ware
Stu Potter
Jenna Brancy and Emily Best

Diamond Prize Sponsors

Lexus of Atlantic City
Boeing Jets
Stonewall Golf Club
Amgen Inc.
Elks Lodge of Deptford
Woodbury Country Club
Wedgewood Golf Course
White Oaks Country Club
Town and Country Golf Links
Riverwinds
Carl Harz Furniture
September Rose Picture Studio
Holland's Wellness Center
Accessories
Erich Golf
Pine Hill Golf Club
Shore Gait Golf Club
Sandy and Frank Santo

P.A.N.T.H.E.R. would like to express its sincere gratitude to all who sponsored and participated in this year's 2002 Fall Golf Classic. Your generosity and support will have a direct and positive impact on the education and the children in the Pleasant Valley Class of 2002. Your participation today will insure that the "hands on learning experience" of the Mt. Misery trip becomes a reality. Please remember to thank our sponsors with your patronage. We hope that you enjoyed your day. Thank you one and all.

May God Bless America

APPENDIX D

P.A.N.T.H.E.R. PROFIT/EXPENDITURES CHART

PROFIT/EXPENDITURE CHART

Profits

<i>Sponsors</i>	<i>\$12,332.00</i>
<i>Sold Raffle Tickets</i>	<i>\$2,840.00</i>
<i>Raffle Board</i>	<i>\$1,000.00</i>
<i>Auction</i>	<i>\$2,800.00</i>
<i>Dinner</i>	<i>\$1,350.00</i>
<i>Golf</i>	<i>\$7,100.00</i>
<i>Total</i>	<i>\$27,422.00</i>

Expenditures

<i>Dinner</i>	<i>\$1,012.50</i>
<i>Golf</i>	<i>\$5,147.50</i>
<i>Goodie Bags</i>	<i>\$100.00</i>
<i>Printing</i>	<i>\$217.00</i>
<i>Thank you ad</i>	<i>\$399.00</i>
<i>Lunch</i>	<i>\$200.00</i>
<i>Prizes</i>	<i>\$630.00</i>
<i>Raffle Winner</i>	<i>\$600.00</i>
<i>Total Expenditures</i>	<i>\$8,306.00</i>

No Charge Items

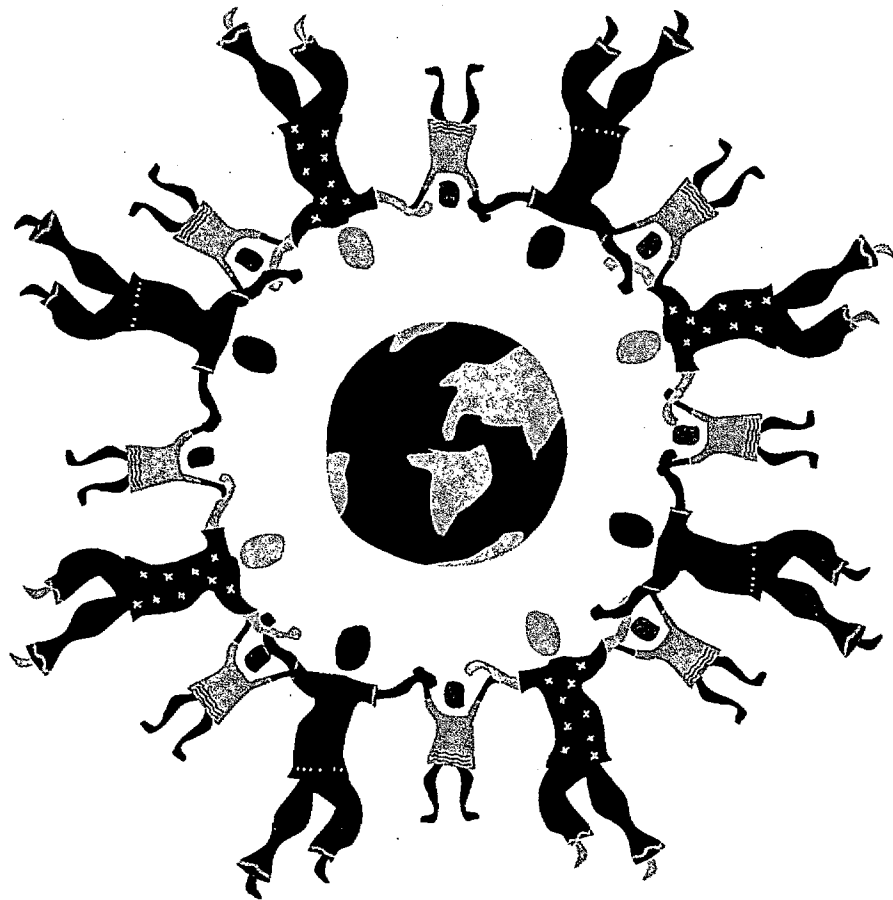
<i>Additional Printing</i>	<i>\$0.00</i>
<i>Film</i>	<i>\$0.00</i>
<i>Insurance</i>	<i>\$0.00</i>
<i>Postage</i>	<i>\$0.00</i>
<i>Sleeves of golf balls</i>	<i>\$0.00</i>
<i>Poster Board</i>	<i>\$0.00</i>

Totals

<i>Total Raised</i>	<i>\$27,422.00</i>
<i>Total Expenditures</i>	<i>\$8,306.00</i>
<i>Total Profit</i>	<i>\$19,116.00</i>

APPENDIX E
MT. MISERY STUDENT/PARENT INFORMATION PACKET

Pleasant Valley School
Mullica Hill, New Jersey



Sixth Grade Trip to Mt. Misery

801 Mt. Misery Road
Browns Mills, New Jersey 08051
Telephone (609) 893-3354
March 24 - 28



PLEASANT VALLEY SCHOOL



401 Cedar Road
MULLICA HILL, NEW JERSEY 08062
(856) 223-5120
Fax (856) 223-2692
www.harrisonswp.k12.nj.us

STEWART POTTER
Principal Intern

March 10, 2003

Dear Parents,

The following information may be helpful in preparing for our trip to Mt. Misery Camp during the week of March 24-28.

1. Should an emergency arise, we will contact you immediately. We will have all emergency phone numbers with us. If you must contact the camp in an emergency, the phone is (609) 893-3354
FAX 893-0473.
2. Student's health records will be with us at the camp under the direction of our nurse. Any medications that need to be taken must be brought into Mrs. Tomarchio during the week of March 17 - 21.
3. Meals will be served family-style. The camp provides all food. Students are not permitted to bring food. The camp does not allow food in the cabin. Children will sleep in heated cabins. Most cabins will house approximately seven (7) students in a room. Chaperones will be assigned to each room.
4. **General Information**
 - a. Nametags should be on all articles if possible.
 - b. This is an outdoor experience.
Jewelry, perfume and other items are discouraged.
No Walkman or video games.
Flashlights are encouraged.
 - c. Please attempt to limit luggage to one large suitcase, sleeping bag and pillow.
 - d. The Camp Canteen has items ranging from \$.25 postcards to \$20.00 sweatshirts. Students should not bring more than \$30.00.
 - e. Three buses, driven by Harrison Township drivers, will be used for transportation.
 - f. Students have been divided into Instructional, Cabin and Dining Hall groups to promote cooperation and appropriate socialization.
 - g. Mt. Misery is located in Browns Mills, N.J. just off of Route 70 approximately 3.9 miles past Route 72.

Listed below are the teachers who will be on the trip.

Mrs. Anzaldo	Mr. Hedenberg	Mrs. Ruiz
Mrs. Bradshaw	Mrs. Hencke	Mr. Schulte
Mrs. Daniels	Mr. Kahn	Mrs. Shoemaker
Mr. DeGeorge	Mrs. Klopsic	Mrs. Tomarchio
Mrs. Franco	Mr. Potter	Mrs. Ware
Mr. Gray		

If you have any questions, please don't hesitate to call me at 223-5120.

Sincerely,

Stewart Potter
Principal Intern

Pleasant Valley School
Mullica Hill, New Jersey
(856) 223-5120 FAX (856) 223-2692

Medical Information Sheet

PLEASE RETURN BY March 17.

Name of Child: _____

Home Phone: _____

Business Phone: Mother _____ Father _____

Family Physician: _____ Phone: _____

Please list any relevant health information of which we should be aware (allergies, chronic or acute conditions, etc).

1. _____
2. _____
3. _____

List any **essential medication** your child must take on the trip:

THIS MUST BE ACCOMPANIED BY DOCTOR'S ORDERS.

Medication _____ Time/Dosage _____

I also give my permission to administer any medication properly labeled with the child's name as indicated above. Emergency treatment may be given as deemed necessary by agents of Pleasant Valley School.

Signature: _____ Date: _____

TRIP PERMISSION FORM

_____ has my permission to attend Mt. Misery Camp during the week of March 24-28.

Parent's Signature

Child's Homeroom

Pleasant Valley School

Sixth Grade Trip to Mt. Misery

Why the name “Mount Misery?”

We can assure you that the camp was named after the area and not vice versa. Peter Bard, a successful businessman in Mount Holly, settled the area in the early 1700's. Upon hearing of the religious persecution of the French Huguenots, he set aside this area as a place of refuge for them. They were so grateful, that they named the settlement Mount Misericordia, which means, “mountain of the merciful heart” or “mountain of mercy.” The locals over the past 200+ years have, for reasons unknown, shortened the name. It has remained Mount Misery ever since.

Environmental education is essential in today's world. Our planet is faced with many problems. Before we can solve these problems, we must understand how an environment works and understand its delicate balance.

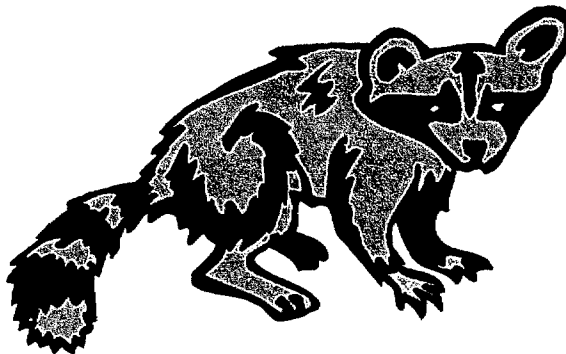
Environmental education ties together all the sciences. We cannot understand water quality without knowing the physical characteristics of its water. We cannot understand the ecology of an environment without knowledge of geography, climate, plants (flora), and animals (fauna).

Environmental education includes other subjects. We must learn the history of people. We must know how to read and research answers to problems. We must learn how to express an ethic towards the environment. Testing an environment involves the proper use of equipment and skills in mathematics.

Environmental education involves thinking skills. Learning scientific methods of thinking involves a set process. It involves all levels of thinking from the understanding of facts to imaginative and original thinking.

Environmental education includes social skills. Nothing will ever be solved if people cannot work together. Cooperative learning is essential to the solution of all environmental problems.

The Pinelands of New Jersey gives us a unique area to study the environment. Mount Misery provides a setting for our three-day study.

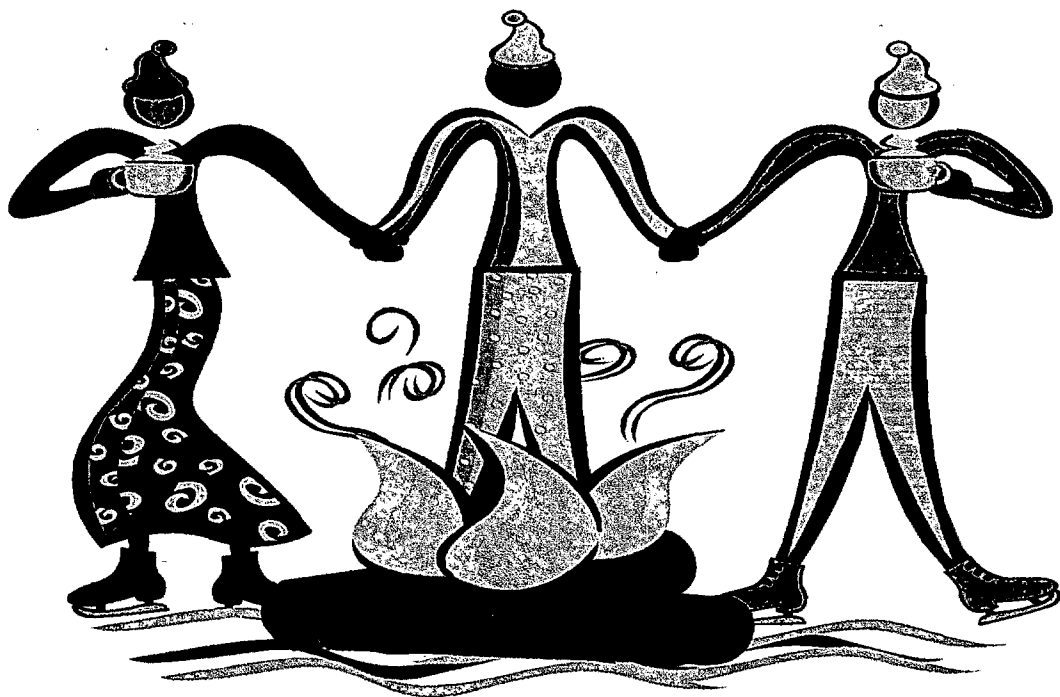


OBJECTIVES

1. Recognize the value of our natural resources and learn to use them wisely.
2. Increase knowledge and interest in several areas of science.
3. Apply classroom learning to outdoor situations.
4. Live democratically with others in a residential setting.
5. Develop interests and skills in outdoor recreation.
6. Develop stronger and lasting friendships.
7. Develop positive attitudes and behavior.
8. Create a personal environmental ethic.

REGULATIONS

1. Cabins, personal belongings, and surrounding areas must be cleaned, orderly, and swept before morning lessons.
2. Cruisers must report 15 minutes before each meal and follow dining hall procedures.
3. Students must be on time for all lessons, activities, and meals.
4. Bring the necessary supplies and wear the appropriate clothing for each lesson.
5. Students may not leave the immediate vicinity of the campsite unless accompanied by a teacher.
6. Food and beverages are not allowed in the cabins.
7. No one may leave their cabin after they return from night activities.
8. Treat the grounds and buildings at Mount Misery with respect.



A decorative border of black umbrellas surrounds the text. The umbrellas are arranged in a rectangular frame, with some on the top and bottom edges and others on the left and right sides, creating a border around the central text area.

Clothing and Equipment List

Mount Misery has heated sleeping and living facilities. Each student should be prepared for outdoor lessons in all types of weather. Avoid new clothing and make sure shoes are broken in for hiking. Rainy weather gear is a **MUST!** Clothing should reflect the season. Layered clothing is better than heavy bulky clothing. In the Pinelands, nighttime temperatures below freezing are common in Spring and Fall.

Leave valuable items at home. Audiovisual equipment and knives of any kind are not permitted. Duffel bags or old suitcases are recommended for clothes.

BASIC EQUIPMENT

sleeping bag or two blankets
pillow
bath towels (two)
wash cloth, soap, shampoo, toiletries
toothbrush and toothpaste.
night wear
slippers
underwear (4 sets)
socks (4 pairs)
waterproof rain gear
waterproof boots
hiking boots/sneakers (2 pairs)
jacket (suitable for season)
sweater and sweatshirt
laundry bag (plastic trash bag)
change of clothing (4 sets)
tissues
wristwatch
hat
no shorts
no backpacks

SEASONAL EQUIPMENT

gloves
chapstick (most seasons)
sunscreen

INSECT REPELLENT

repellent against ticks

OPTIONAL EQUIPMENT

disposable camera
binoculars
board games
flashlight
alarm clock

Pleasant Valley School

MULLICA HILL, NEW JERSEY 08062

(856) 478-2016

FAX (856) 478-0699

6th Grade Trip to Mt. Misery

EDUCATIONAL EXPERIENCES

I Low Ropes Course – Mt. Misery Staff

- Students develop their group awareness by accepting “challenges by choice”. (“The Wall”, Cable Bridge, Remote Islands, Tire Crossing and Swinging Logs)

II Beaver Dam/Wildlife Study – Mrs. Ware/Mrs. Anzaldo

- Students will learn the characteristics of beavers while examining the beaver lodge.

III Orienteering – Mrs. Shoemaker/Mrs. Bradshaw/Mrs. Daniels

- Students will learn the rudiments of compass orienteering by following an established course.

IV Wilderness Survival – Mr. DeGeorge/Mrs. Franco

- Students will learn the necessary survival skills in the wilderness. Elementary first aid and other survival skills will be presented.

V Rowboat Safety – Mr. Potter/Mr. Kahn/Mr. Gray

- Students will learn the elements of rowboat safety while working cooperatively with a partner. Basic safety and rowing techniques will be presented.

VI Water Ecology – Mrs. Hencke/Mr. Hedenberg

- Students will explore a stream and lake to gain an understanding of how all living things are interdependent.

VII Journal Entries – All Teachers

- Students will write journal entries during assigned times.



Pleasant Valley School

MULLICA HILL, NEW JERSEY 08062

(856) 223-5120

FAX (856) 223-2692

6th Grade Trip to Mt. Misery

March 24 - 28

Daily Schedule

Day 1

8:30	Arrive at school
8:30 - 9:00	Pack busses
9:15	Depart PVS
10:30	Arrive Mt. Misery
10:30 - 11:30	Unpack and cabin assignments
11:30 - 12:30	Review expectations (Mr. Schulte/Team) Camp orientation (Mr. Webster)
12:15	Cruisers report to Dining Hall
12:30 - 1:15	LUNCH
1:15 - 2:45	EDUCATIONAL EXPERIENCE I - Beavers - Beaver Dam Hawks - Rowboats Raccoons - Water Ecology Deer - Low Ropes Course I Sunfish - Orienteering Otters - Low Ropes Course II Muskrats - Wilderness Survival
3:00 - 4:30	EDUCATIONAL EXPERIENCE II - Beavers - Water Ecology Hawks - Low Ropes Course I Raccoons - Orienteering Deer - Wilderness Survival Sunfish - Rowboats Otters - Beaver Dam Muskrats - Low Ropes Course II
4:30 - 5:00	Journal Entry
5:00 - 5:15	Personal Hygiene
5:15	Cruisers report to Dining Hall
5:30 - 6:30	DINNER
6:30 - 7:30	Sentry Walk
7:30 - 9:00	"Reptiles and Amphibians of the Pinelands"
9:00 - 10:00	Prepare for bed
10:00	Lights Out

Day 2

7:00 - 7:45	RISE AND SHINE !!!
7:45	Cruisers report to Dining Hall
8:00 - 8:30	BREAKFAST
8:45 - 10:15	EDUCATIONAL EXPERIENCE III
	Beavers - Orienteering Hawks - Wilderness Survival
	Raccoons - Rowboats Deer - Low Ropes Course II
	Sunfish - Low Ropes Course I Otters - Water Ecology
	Muskrats - Beaver Dam
10:30 - 12:00	EDUCATIONAL EXPERIENCE IV
	Beavers - Rowboats Hawks - Low Ropes Course II
	Raccoon - Low Ropes Course I Deer - Beaver Dam
	Sunfish - Wilderness Survival Otters - Orienteering
	Muskrats - Water Ecology
12:00 - 12:20	Personal Hygiene
12:15	Cruisers report to Dining Hall
12:30 - 1:00	LUNCH
1:15 - 2:45	EDUCATIONAL EXPERIENCE V
	Beaver - Low Ropes Course I Hawks - Beaver Dam
	Raccoon - Wilderness Survival Deer - Water Ecology
	Sunfish - Low Ropes Course II Otters - Rowboats
	Muskrats - Orienteering
3:00 - 4:30	EDUCATIONAL EXPERIENCE VI
	Beaver - Wilderness Survival Hawks - Water Ecology
	Raccoon - Low Ropes Course II Deer - Orienteering
	Sunfish - Beaver Dam Otters - Low Ropes Course I
	Muskrats - Rowboats
4:30 - 5:15	Personal Hygiene/Cabin Inspection
5:15	Cruisers report to Dining Hall
5:30 - 6:30	DINNER
6:30 - 8:00	Hayride
8:00 - 9:30	Evening Activity
9:30 - 10:00	Prepare for bed
10:00	Lights Out

Day 3

7:00 – 7:45	RISE AND SHINE !!!	
7:45	Cruisers report to Dining Hall	
8:00 – 8:30	BREAKFAST	
8:30 – 8:45	Journal Entry	
8:45 – 10:10	EDUCATIONAL EXPERIENCE VII	
	Beaver – Low Ropes Course II	Hawks – Orienteering
	Raccoon – Beaver Dam	Deer – Rowboats
	Sunfish – Water Ecology	Otters – Wilderness Survival
	Muskrats – Low Ropes Course I	
10:15 – 11:15	Pack cabin, clean up, load busses	
11:15	Cruisers report to Dining Hall	
11:30 – 12:00	LUNCH	
12:15	Leave for PVS	
1:30	Arrive at PVS	
1:30	Parent pick up at PVS	



SAMPLE MENU

Mount Misery



These menus are sample menus only. The Food Service Manager is responsible for planning all menus and for meal preparation. Special needs (i.e. vegetarian diets, medical diets, etc.) should be made known to the administration.

Breakfast

Pancakes
Turkey Sausage
Syrup/Butter
Cold Cereal
Juice
Milk
Coffee/Tea

Scrambled Eggs
Hash Browns
Whole Wheat Toast
Butter/Jelly
Cold Cereal
Juice
Milk
Coffee/Tea

French Toast
Turkey Sausage
Syrup/Butter
Cold Cereal
Juice
Milk
Coffee/Tea

Lunch

Soup
Tuna Salad
Lettuce
Bread
Potato Chips
Dessert

Hamburgers
French Fries
Lettuce
Tomato
Dessert

Meatball Sand.
French Fries
Milk/Punch
Dessert

Dinner

Spaghetti
Salad
Wheat Bread
Milk/Water
Dessert

Baked Chicken
Baked Potato
Corn
Salad
Wheat Bread
Milk/Water
Dessert

Turkey Ham
Potatoes
Mixed Veggies
Salad
Wheat Bread
Milk/Water
Dessert

CANTEEN PRICE LIST

For Mt. Misery Camp Site

Clothing – Tee Shirts	XXL	\$8.00
	Adult	\$7.00
	Child	\$6.00
Clothing – Sweatshirts	XXL	\$20.00
	Adult	\$18.00
	Child	\$14.00
Baseball Hat		\$4.50
Poncho		\$3.00
Stationary 5 pack		\$2.00
Pencils		\$0.50
Pens		\$0.75
Postcards		\$0.50
Miscellaneous		
Plush Animals		\$6.00
Keychains		
\$2.00		
Mini Binoculars		\$3.50
Mugs		\$4.50
Water Bottles		\$2.00
Glow Yo Yo		\$2.00
Necklaces		\$3.00
Bracelet		\$2.00
Flashlight		\$4.00
Batteries AA		\$3.00
Batteries C		\$1.25
Batteries D		\$1.00
Beverages		\$0.75

Biographical Data

Name	Stewart G. Potter Jr.
High School	Williamstown High School Williamstown, NJ
Undergraduate	Bachelor of Arts Elementary Education Glassboro State College Glassboro, NJ
Graduate	Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	Sixth Grade Teacher Pleasant Valley School Mullica Hill, NJ