

Alexandria City Public Schools Environmental Stewards Report School Year 2010-2011



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History of the Environmental Stewards

In April 2007, the Alexandria City School Board adopted the LEED requirement for Environmentally Sustainable Schools. A year later, the Superintendent convened the first meeting of what became the Superintendent's Environmental Advisory Committee. The group consisted of teachers, PTA representatives, and community members. The mission was "to work collaboratively and creatively with the ACPS community to identify, incorporate and support environmental best practices throughout all schools." "Together we will create a public school system that demonstrates its commitment to environmental sustainability in every decision it makes" was the committee's vision statement. The committee underwent reorganization in fall 2008. In December 2008 it became an official advisory committee. The Superintendent required every principal to identify a Sustainable Schools' Liaison in December 2008. The position transformed into the Environmental Steward position in 2009.



Other notable events in 2008: the City of Alexandria adopted the City's Eco-City Charter in June '08, and ACPS entered into a contract with EEI to identify ways to save energy. The Environmental Stewards were offered a stipend for their time, funded through the utility account because ACPS was saving money through the EEI contact.

During 2009, the Environmental Advisory Committee developed a job description and responsibilities for the schools' environmental liaisons. Also in 2009, the group compiled a list of environmental principles for students, faculty, staff, and administration to adhere to: reduce/reuse/recycle, air quality, water quality and conservation, transportation, energy conservation and green building, and healthy lifestyles. Under each principle were lists of actions to be taken (see Appendix A). These were officially adopted in 2010.

In March 2010, a steward had been identified at every school. Their job entailed helping connect students with 'green' construction projects at various schools, green-collar career opportunities, composting and recycling efforts in classrooms and cafeterias, and sustainability-focused learning activities. Twelve schools completed a waste management walk-through audit in 2010 to inventory procedures and practices (see Appendix B). Earth Day 2010 was the first Earth Day that the Environmental Stewards took part in.



Environmental Steward Responsibilities (adopted March 2, 2010)



Students at Douglas MacArthur Elementary: recycling and participating in a recycling assembly

Job Description:

The Environmental Steward will be responsible for ensuring the development and implementation of an Environmental Action Plan (EAP) for their school. The EAP will include action steps for the following areas: energy reduction; composting and recycling implementation; and promoting and connecting environmental sustainability within the curriculum.

Responsibilities:

1. Form a school-wide committee that will assist with developing and implementing an Environmental Action Plan that educates stakeholders of the importance to reuse; restore; sustain; consume less; and protect the environment.
2. Sponsor a before or after school club to educate students on reducing their impact on the environment, home, and within their community. In addition, the after school club will take the lead in the school's energy reduction, composting, and recycling campus campaigns.
3. Implement the Green Quest program.
4. Ensure their school's active participation in Earth Day, Arbor Day, and other eco-city initiatives.
5. Field questions and publicize program metrics to the school community as it relates to waste stream management and other environmental initiatives.
6. Serve as their school's point of contact for environmental issues.
7. Communicate and coordinate all school-wide initiatives with the Alexandria City Public Schools Energy Education Manager on a consistent and regular basis.
8. Engage and update PTA on a monthly basis.
9. Attend one monthly meeting after school.

At the end of the 2010-2011 school year, the first full year of the program, a self-reflection questionnaire was distributed to each steward. Twelve responses were received.

The following information was collected:

Responsibility	Implemented /Ongoing	Planning/ Progressing	Need to Initiate/ Improve
1. Form a school-wide committee that will assist with developing & implementing an Environmental Action Plan that educates stakeholders of the importance to reuse; restore; sustain; consume less; & protect the environment.	25% <i>Of the stewards that responded to this question...</i> 33.33% returning 66.67% not returning	33.33% <i>Of the stewards that responded to this question...</i> 75% returning 25% not returning	41.67% <i>Of the stewards that responded to this question...</i> 60% returning 20% not returning 20% unknown
2. Sponsor a before or after school club to educate students on reducing their impact on the environment, home, & within their community. In addition, the after school club will take the lead in the school's energy reduction, composting, & recycling campus campaigns.	75% 55.56% returning 22.22% not returning 22.22% unknown	25% 66.67% returning 33.33% not returning	0%
3. Implement the Green Quest program.	8.33% 100% returning	0%	91.67% 54.54% returning 27.3% not returning 18.18% unknown
4. Ensure their school's active participation in Earth Day, Arbor Day, & other eco-city initiatives.	91.67% 63.64% returning 18.18% not returning 18.18% unknown	8.33% 100% not returning	0%
5. Serve as their school's point of contact for environmental issues.	91.67% 63.64% returning 18.18% not returning 18.18% unknown	0%	8.33% 100% not returning
6. Field questions & publicize program metrics to the school community as it relates to waste stream management & other environmental initiatives.	81.82% 70% returning 20% not returning 10% unknown	9.09% 100% unknown	9.09% 100% not returning
7. Communicate & coordinate all school-wide initiatives with the Alexandria City Public Schools Energy Education Manager on a consistent & regular basis.	25% 66.67% returning 33.33% unknown	25% 66.67% returning 33.33% not returning	50% 50% returning 33.33% not returning 16.67% unknown
8. Engage & update PTA on a monthly basis.	41.67% 60% returning 20% not returning 20% status unknown	25% 33.33% returning 33.33% not returning 33.33% unknown	33.33% 75% returning 25% not returning
9. Attend one monthly meeting after school.	83.33% 70% returning 20% not returning 10% unknown	8.33% 100% not returning	8.33% 100% unknown

Comments Summary-

- 1. Form a school-wide committee that will assist with developing & implementing an Environmental Action Plan that educates stakeholders of the importance to reuse; restore; sustain; consume less; & protect the environment.**

At least two schools have an Environmental Action Plan. To be successful, they need administrative support and input. They need to engage resistant staff members.

- 2. Sponsor a before or after school club to educate students on reducing their impact on the environment, home, & within their community. In addition, the after school club will take the lead in the school's energy reduction, composting, & recycling campus campaigns.**

All respondents have a during or after-school group, varying ages and scopes.

- 3. Implement the Green Quest program.**

From the comments, it is clear no one knows what the Green Quest program is.

- 4. Ensure their school's active participation in Earth Day, Arbor Day, & other eco-city initiatives.**

100% participation from the respondents but it was time consuming, especially the Trashion Show.

- 5. Field questions & publicize program metrics to the school community as it relates to waste stream management & other environmental initiatives.**

Methods include Google group, link on school's blackboard, bulletin board, emails, and flyers. Want consistent monthly reports to include in a newsletter. One wants this responsibility eliminated.

- 6. Serve as their school's point of contact for environmental issues.**

Most respondents are fulfilling this duty.

- 7. Communicate & coordinate all school-wide initiatives with the Alexandria City Public Schools Energy Education Manager on a consistent & regular basis.**

Need more communication.

- 8. Engage & update PTA on a monthly basis.**

Level of engagement varies widely from school to school.

- 9. Attend one monthly meeting after school.**

Mostly yes but meetings are currently scheduled on the same day as district reading meetings.

(To see every steward comment refer to Appendix C)



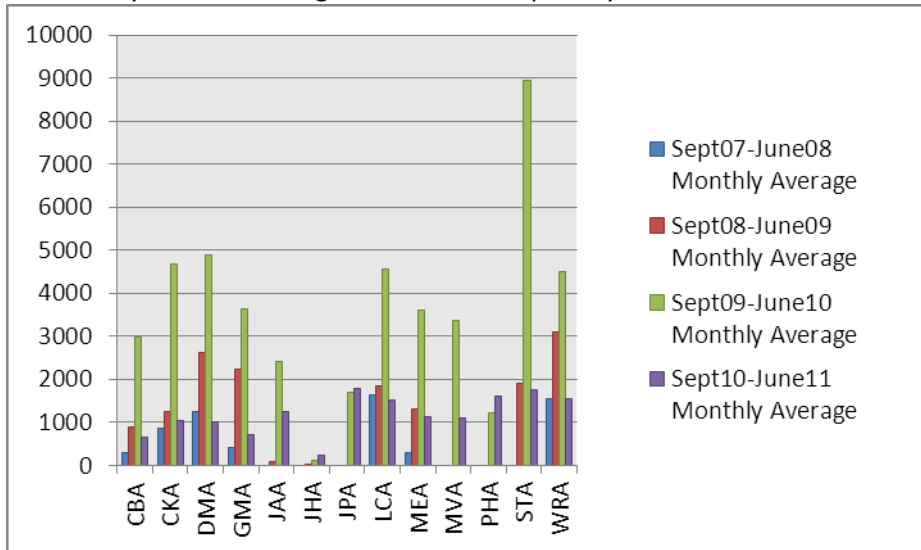
Composting

According to the ACPS Composting Initiative, effective with the 2009/2010 school year, all schools in the Alexandria City School system will implement a Composting Initiative in the cafeterias and kitchens. The main objectives of the program are the following:

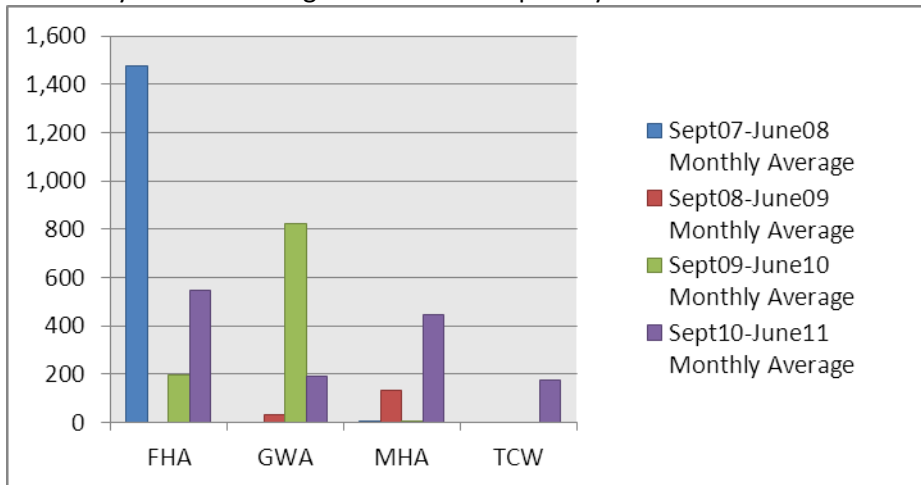


- Reduce the amount of waste each school generates on a daily basis.
 - Reduce the costs of waste hauling and disposal.
 - Engage our school community in an activity that delivers measurable and positive results for our environment.
 - Enable our children to make a tangible contribution toward a healthy environment.
- Provide an educational opportunity for our children to learn about actions they can take to “Reduce, Recycle and Re-use.”

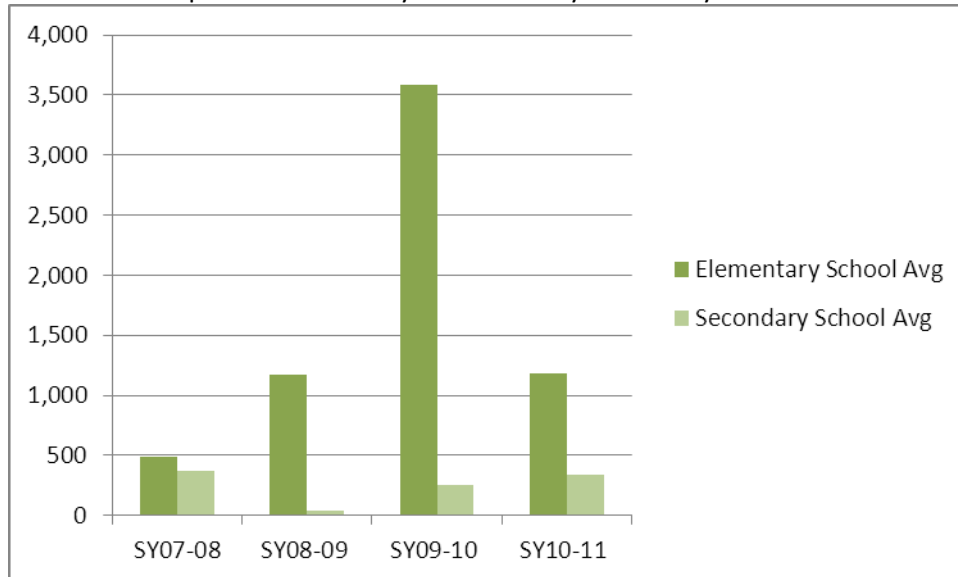
Elementary Schools Average Pounds of Compost by School Year



Secondary Schools Average Pounds of Compost by School Year



Pounds of Compost in Elementary vs. Secondary Schools by School Year



To see monthly composting weights by school, refer to Appendix D.

ACPS contracts with Envirolations to provide composting service to each school. Envirolations is a small company that struggled to provide consistent service to the schools. Weather problems caused the composting facility to shut down for days therefore school pickups were inconsistent. The program has also suffered from a clear expectation of the duties of the Stewards, the custodians, and the cafeteria staff in regards to the composting program.

Steward Program's Successes

Earth Day



Eighty-one percent of ACPS schools participated in Earth Day. Activities varied from school to school. Some schools participated in the Trashion Fashion Show where students created costumes, accessories and outfits out of recycled materials from school and household trash. In honor of Earth Day at other schools, students planted trees, participated in roadside litter pickups, and created signs for water fountains and light switches to remind students and staffs not to waste.

Outreach

In the self-reflection questionnaire, the Steward from Mount Vernon Elementary said “People always come to me with questions and comments. I love it!” Some schools have started a Google group to disseminate information to the school community, an environmental link on the school’s Blackboard page, and write regular articles for newsletters.

Steward Program’s Challenges

1. Lack of computers for Paraprofessional Stewards

Steward activities that require a computer include developing the “Green Minute” for weekly TV reports, updating the environmental tab on Blackboard, sharing informative videos and information at environmental club meetings, updating families via a Google group, and responding to parent emails.

2. Custodians/Building Engineers not able to participate

ACPS Human Resources Department determined that hourly employees, such as custodians/building engineers, are not eligible for stipends if they work 40 hours per week. At some schools, these individuals are highly motivated and ideal for the steward position.

3. Composting/Recycling Confusion

The program needs to clarify the duties of the Stewards, the custodians, and the cafeteria staff in relation to the school’s composting/recycling program.

4. Time commitment of participation in Earth Day

Based on the self-reflection questionnaire, the Stewards found value in participating in Earth Day but the time commitment prevented them from facilitating other activities. At some schools, only a limited number of students participated in Earth Day. The effort did not equal the value to the students.

5. Communication with Energy Education Manager

There has been a breakdown in regular communication with the Energy Education Manager. A small number of stewards report having any regular communication with the Energy Education Manager.

6. Lack of knowledge of Green Quest

From the self-reflection questionnaire responses, it is clear that no one knows what Green Quest is and no one is fulfilling that requirement of the Stewards Program.



7. Lack of development and implementation of School Environmental Action Plan

No one has offered the Stewards technical assistance on the development and implementation of a School Environmental Action Plan. According to the self-reflection questionnaire responses, only two schools have one in place.

8. Value of Stipend/Expectations

Review and determine if the \$2,000 stipend an appropriate amount based on the requirements.

Recommendations for Overall Program Improvement

1. Focus on Steward's responsibility on educating the students

- Develop curriculum for afterschool clubs
- Explore funding for projects or field trips

2. Bi-monthly Meetings – improve electronic communication with Stewards and reduce the face-to-face time so more time can be dedicated to student/school activities

3. Responsibilities to revisit during the August Steward Boot Camp (more than 30% of respondents indicated Need to Initiate/Improve) –

#1 Form a school-wide committee that will assist with developing and implementing an Environmental Action Plan that educates stakeholders of the importance to reuse; restore; sustain; consume less; and protect the environment.

#3 Implement the Green Quest program. (Staff suggests eliminating this in favor of EPA/Energy Star with coordination by EEI)

#7 Communicate and coordinate all school-wide initiatives with the Alexandria City Public Schools Energy Education Manager on a consistent and regular basis. ACPS Info Office which will help PTA

#8 Engage and update PTA on a monthly basis.

4. Use 2010 school walk-through audit as baseline for gathering information and tracking yearly progress (see Appendix B) - included as part of the initial meeting at the beginning of the school year with EEI, the Steward Coordinator, and the School Steward. This is the first step in creating metrics by which to measure the program's progress and success.



5. Develop guidance/curriculum (a binder with materials supporting, describing, and providing examples pertaining to each responsibility) – Primary responsibility of the Steward Coordinator but will remain an ongoing activity as the Stewards communicate with the Program Coordinator. A draft resource binder will be presented at the August Steward Boot Camp. Future development of curriculum will be coordinated with the Curriculum Services Executive Director.

Steward Program Immediate Needs/ Recommendations for Actions

1. Computers for Paraprofessional Stewards –work with Technology Services to provide a computer for the Paraprofessional Stewards.
2. Composting/Recycling Program Clarification- Confirm with HR that composting/recycling requirements for custodians, building engineers, and cafeteria hostesses is part of evaluation process.
3. Standardize recycling and composting program requirements.
4. Discussion about custodians/building engineers as stewards – Revisit the wage rate question with the Human Resources Department and explore alternative solutions.
5. Develop a Stewards Boot Camp- Invite the Environmental Stewards, the Energy Education Manager, Custodians, Building Engineers, and School Administrators to a half-day boot camp in August, prior to school starting. Central Office staff will create clear expectations for hours/week to dedicate to this position and provide resources and technical assistance (such as examples and assistance with developing an Environmental Action Plan).
6. Provide more administrative support- commit to make a presentation at faculty meeting at the beginning of the school year expressing Central Office support for the program
7. Provide more compost dumpsters/ recycling receptacles in public spaces – Facilities Department to facilitate
8. Increase communication with Energy Education Manager — EEI to send quarterly reports to school principals and stewards on the power, water, gas usage for each school. The ACPS Facilities Department will distribute recycle and compost weight information.
9. Establish an individual meeting with the steward coordinator at the beginning of the year to set up school goals – including the EEI Energy Education Manager, the Steward Coordinator, and School Steward to conduct waste management audit



Steward Program Mid-term Needs

1. Promote field trips within the school system at least once a year to a venue promoting stewardship of the environment (i.e. Covanta, local water treatment plant, Chesapeake Bay Foundation building, local sustainable farm, office of sustainable architect, etc.)
2. Divest Earth Day responsibility from Steward / Stipend for Earth Day Student Involvement Coordinator (separate from the school's Environmental Steward) (Ex- \$500)
3. Enforce no Styrofoam in teachers' lounges
4. Instruct custodians to use clear bags for recycling and black ones for trash
5. Custodian and cafeteria staff need more training about recycling/composting program
6. Establish a procedure for end of the year recycling when volumes increase exponentially
7. Establish a stipend for stewards to create specific lessons addressing environmental stewardship & shared across ACPS (similar to how teachers are paid for curriculum development)

Steward Program Long-term Needs

1. More on-site composting with state-of-the-art technology, providing students with easily accessible educational opportunities.
2. Only compostable lunch trays
3. Biodegradable milk straws
4. Biodegradable utensils
5. Water fountains that are reusable-water bottle friendly or water filtration systems that provide hot & cold water in work rooms
6. Incorporate Styrofoam and electronics into the recycling program



Appendix A

ACPS Superintendent's Environmental Stewardship Principles

Revised April 8, 2010

STUDENTS

As a student in the Alexandria school system, you are being asked to do your part to decrease your impact on the environment at your school. Please work with your teachers and parents on these items. If your school has an environmental club, consider joining. If your school doesn't, talk to your teacher or other appropriate staff person about starting one.

Here are some things you can do every day at school:

Reduce, Reuse, Recycle

- Use email instead of paper where possible
- If you must use paper, copy or print on both sides
- Keep a stack of scrap paper in the classroom for use during activities and note-taking
- Make sure that any items that can be recycled (such as paper) is put into the recycling bin and not into the trash
- Bring your own lunch in a reusable container
- Bring a reusable water bottle to school to fill up at the fountain
- Use a few paper towels as you can in the bathroom and classroom
- Place all your compostable cafeteria waste in the appropriate containers

Air Quality (Indoor and Outdoor)

- If you travel to school by car, encourage your parents or other adults that pick you up or drop you off not to keep the car running while they wait for you and help organize a carpool for others in your neighborhood
- Encourage your teacher to keep plants in the classroom and volunteer to help water and maintain them
- Only use the appropriate amount of cleaning or art supplies and put the lids back on the containers when not in use; if you are unsure of the right amount to use, ask your teacher for help

Water Quality and Conservation

- Dispose of facial tissue in the trash instead of flushing it and save 3-7 gallons per flush
- Avoid letting the water run while washing your hands or brushing your teeth
- Turn faucets off tightly after use
- Encourage your parents or guardians to fix oil leaks on your car, which keeps the car running right and prevents big repair bills. And if you keep the oil off the ground, it won't get washed into the storm drain
- For car Washington, use a commercial carwash that recycles the water rather than washing your car by hand
- If you or your parents/guardians wash your own vehicle by hand: park the car on the grass if possible and use mild detergents without phosphorus. Wash water contains



Appendix A Continued

grease, oil, brake dust, heavy metals and other things that impact living organisms in our streams. Run the water only to wet and rinse when washing vehicles and use a bucket for wash water. Storm drains lead directly to our streams.

- Inform a teacher or other school staff member if there is a leaking faucet or toilet

Transportation

- Walk or bike to school when possible
- If you do walk or bike to school, use sidewalks and crosswalks to stay safe
- If walking or biking is not possible, form a carpool with other students in your neighborhood

Healthy Lifestyles

- Choose fruits, vegetables and grains for a healthy lunch
- Drink more water and healthy fruit juices (not containing high fructose corn syrup) with lunch
- Concentrate on good posture when sitting or walking to build strong muscles and avoid back and neck pain
- Stretch hands, arms, neck, legs, feet- you can even do this at your desk- avoid soreness from sitting, writing, and typing
- Use recess time to stretch, run, play and be active

Energy Conservation and Green Building

- Last one out turns off the lights
- Encourage your teacher to open the blinds during winter months and close them during hot spring, summer and fall days
- Encourage your teacher to shut off any equipment (overhead projectors) that is not in use and to set computers for automatic sleep modes
- Help out your school garden and water recycling efforts
- If you see any energy being wasted around your school, let your teacher or your school's Environmental Steward know about it

If you have any other suggestions for taking care of the environment at your school, let your school's Environmental Steward know!



Appendix A Continued

ADMINISTRATION/FACULTY/STAFF

As stated in the 2010-2015 Strategic Plan, it is incumbent upon ACPS to consider and reduce the environmental impacts of all school system operations and to increase the opportunities to incorporate environmental education into the curriculum.

ACPS takes seriously its responsibility as an Environmental Steward in all school system matters. To further our role, I am issuing the following set of Stewardship Principles and related Best Practices consistent with the Goals and Strategic Objectives of the Strategic Plan, as well as the Principles set forth below, that all units within ACPS will follow.

To encourage the implementation of these Principles, I am announcing a Green Campus Initiative that will serve as a certification program to ensure that these operating principles are incorporated into all of our workday routines by carrying out these best practices. Details of this Initiative will be sent out separately but schools and other facilities should immediately begin to incorporate these principles into their operations working with the School Environmental Steward, other relevant staff, parent groups and the PTA, as appropriate. If your school has an environmental club, consider helping out with activities; if there is not one, consider starting a club.

Principle: Reduce, Reuse, Recycle

Use resources and manage waste in an environmentally sustainable manner.

- Use email or websites instead of paper where possible
- Copy or print on both sides of paper when use of paper cannot be avoided
- Keep a stash of scrap paper available in the classroom for activities and encourage kids to re-use the back side of paper sheets
- Bring your own lunch in a reusable container
- Bring a reusable water bottle to school to fill up at the fountain and use a mug rather than disposable cups for coffee or other hot liquids
- Use a few paper towels as you can in the bathroom and classroom
- Purchase lunchroom supplies with a preference for compostable materials over non-compostable materials

Principle: Air Quality (Indoor and Outdoor)

Work towards improving indoor and outdoor air quality by reducing air pollution around school facilities and playgrounds, and improving the quality of the indoor air in facilities and classrooms.

- Establish a school rule to prohibit vehicles, including buses, parked at curbside near school buildings from idling no longer than one minute
- Purchase and use non-toxic or low toxic cleaning products to limit exposures by staff and students, and do not overuse products
- Control pollution sources such as art supplies and laboratory activities
- Provide adequate ventilation and access to fresh air
- Encourage the use of potted plants in classrooms and hallways and assign care and watering responsibilities to students
- Partner with the City and incorporate the topic of air quality, such as the Clean Air Partner's On the Air education program, into the curriculum



Appendix A Continued

Principles: Water Quality and Conservation

Work towards improving the quality of stormwater discharged from school properties to protect local streams, the Potomac River and the Chesapeake Bay. Reduce water consumption through conservation and implementation of reuse options.

- For classrooms with sinks, run the water only when needed. Educate students to use only the amount of water necessary to accomplish the task (hand washing, cleaning materials)
- Report any leaking faucet or fixture immediately
- Flush only toilet paper – dispose of tissues, paper towels and personal items in the trash receptacles

Principle: Transportation

Encourage modes of transportation that reduce dependence on private automobiles while promoting riding buses, bicycling or walking.

- Promote safe paths to school for biking and walking
- Provide a cycling proficiency program
- Offer safety lessons for cycling and walking
- Encourage and assist parents to form carpools where biking and walking are not possible

Principle: Energy Conservation and Green Building

Conservation of energy in school facilities and protecting our natural resources shall be a priority in all operations.

- Develop and use energy conservation concepts in environmental education curriculum
- Enable all computers with short-time sleep mode settings
- Turn off the lights if there is enough sunlight to light the room
- Turn off any other electronic equipment (for ex., overhead projectors) when not in use
- Ensure lights are turned off when classrooms, bathrooms and other common areas are not being used
- Inform your school's Environmental Steward if you notice opportunities of have other suggestions for energy savings at the school or on school grounds

Principle: Healthy Lifestyles

Promote healthy lifestyles and encourage eating healthy and exercising regularly

- Create a "No Child Left Inside" program among ACPS, RPCA, and possibly even private Alexandria schools, to encourage and promote healthy lifestyles for Alexandria's youth and to foster lasting connections to the natural environment
- Develop exercise programs and opportunities to walk/bike to school
- Utilize schoolyard gardens and outdoor facilities to the maximum extent possible for learning opportunities
- Provide resources for curriculum development, awards, and extracurricular activities about sustainability and environmental stewardship
- Encourage students and colleagues to bring lunches and snacks made from locally-grown and locally-purchased healthy foods



Appendix B

School Walk-Through: Waste Stream Management

School: _____

Classroom

1. How many classrooms do you have in your building? _____
2. What percentage of classrooms use recycle bins? _____
3. Describe the recycle bin (i.e. copy paper box; plastic tub; etc.).
4. What is placed in the recycle bins? Are clear liners used in the bins?
5. Who is responsible for transporting the recyclable materials to the loading dock?

Hallway

6. Does your building have large recycle bins in the hallways? _____
7. Describe the recycle bin(s)?
8. Is a clear liner placed in the bin(s) to separate the recyclable materials from waste?
9. Who is responsible for transporting the recyclable materials to the loading dock?

Teacher Work Room(s)

10. Do the teacher work rooms have large recycle bin(s)? _____
11. Describe the recycle bin(s)?
12. What is placed in the recycle bin? Are soda cans and copy paper separated? Are clear liners used in the bins?
13. Who is responsible for transporting the recyclable materials to the loading dock?



Appendix B Continued**Cafeteria**

14. Is composting occurring in your school's cafeteria? _____
15. Describe your schools composting efforts.
16. Are there composting receptacles available for student use? _____
17. Is a clear liner placed in each receptacle? _____
18. Who is responsible for transporting the recyclable materials to the loading dock?
19. Are there posters promoting the composting process? _____

Student Involvement

20. What environmental clubs are available for students to join?
21. What environmental projects/awareness efforts occur in your school on an annual basis? Are curricular connections communicated within your school to educate students on environment issues?
22. Please list up to three goals you would like to accomplish in the area of environmental awareness and action for your school community.



Appendix C

Steward Self-Reflection Results with Comments

Responsibility	Implemented / Ongoing	Planning / Progressing	Need to Initiate/Improve
<p>Form a school-wide committee that will assist with developing and implementing an Environmental Action Plan that educates stakeholders of the importance to reuse; restore; sustain; consume less; and protect the environment.</p>	<p>25%</p> <p>33.33% returning 66.67% not returning</p> <ul style="list-style-type: none"> • needs to develop in size to support the diverse initiatives (Polk) • We form a new committee at the beginning of each year to help out with all Environmental Action Plans. (LC) • Myself and the PTA work closely to incorporate and implement our Environmental Action Plan. (MM) 	<p>33.33%</p> <p>75% returning 25% not returning</p> <ul style="list-style-type: none"> • I secured a PTA liaison & have recruited 2 teachers to serve on the committee (in addition to the Environmental Steward) beginning next year. I also have at least 4 parent volunteers to serve on the committee & chair sub-committees beginning in September 2011. (DM) • I started the Green Team this year. It consists of myself and 4 other staff members. They have assisted with other green initiatives for our school and we are working to get gardens and habitats planned and up and running. We have not developed an official Environmental Action Plan for our school. We need some guidance about what the expectations are and what this looks like. (PH) • Our Environmental Committee is combined with our Wellness Committee. We have met and talked about the need to draft our Environmental Action Plan. (ST) • We have a small group of three staff members that will engage in developing and implementing plans. 	<p>41.67%</p> <p>60% returning 20% not returning 20% status unknown</p> <ul style="list-style-type: none"> • This committee must have administrative support and input/participation (CK) • Staff members have been very resistant to implementing Environmental Practices (FCH1) • Since I did not take over the steward responsibilities until March, I did not have time to implement this task. (JA) • This has not happened this year. There is one teacher I know who will be on Board to join the committee next year. (MV)

		(WR)	
<p>Sponsor a before or after school club to educate students on reducing their impact on the environment, home, and within their community. In addition, the after school club will take the lead in the school's energy reduction, composting, and recycling campus campaigns.</p>	<p style="text-align: center;">75%</p> <p>55.56% returning 22.22% not returning 22.22% status unknown</p> <ul style="list-style-type: none"> • I started an after school Environmental Club which meets each Tuesday. We have had demonstrations that included vermi-composting, we made a compost tumbler, and a rain barrel, had 11 students participate in the Trashion Show, took a walking field trip to Chinquapin Gardens, discussed the impact of water bottles on the environment, started 3 Terracycle brigades, & presented a "Green Minute" on the Good Morning MacArthur Show each Wednesday. We hope to take a field trip to Covanta next year. (DM) • Had very limited scope. Was established late and had to be coordinated during school hours. Competed with trash and fashion contest. (Polk) • We have a ongoing environmental group called the Planet Crusaders that help out with environmental needs at school. We are hoping to enrich this program with an after school club for those that would enjoy learning more about the environment and it's needs. Our fifth grade Science class has taken on the job and responsibility of our composting efforts. All fifth graders participate in this project. (LC) 	<p style="text-align: center;">25%</p> <p>66.67% returning 33.33% not returning</p> <ul style="list-style-type: none"> • This year the afterschool club was responsible for the Trash to Fashion show. The students were not involved in helping with other environmental practices. (FCH1) • I already have a well-established recycling program with my 4th graders, but this is an in-school group and is limited to my 4th graders. There is no after-school component open to all classes. (JA) • This year I had an after school student group. It was the Trashion Team. We met every other week and developed our creations for the big city Earth Day event. Next year I want to determine a way to have this team and a Junior Environmentalist Club that does green projects and leads school initiatives. (PH) 	<p style="text-align: center;">0%</p>



	<ul style="list-style-type: none"> • Two parents run an Environmental afterschool club. While the club meets weekly to work on different projects and learn more about the environment, the students should get more involved with implementing different activities for their peers. (MM) • This is the second year that I have had an after school club of 4th and 5th graders. We recycle and we work on the school's gardens. (MV) • "The Tucker Green Club" met bi-weekly throughout the school year. Each club meeting consisted of activities such as: guest speakers; working on outfits for the "Trashion Show"; and other learning activities. The club also assisted with the promotion and implementation of the various recycling programs at our school. (ST) • I am actually not the sponsor, but I do work closely with this group to organize events, like invasive species removals in ChinquapinPark. I do sponsor the T.C. Garden Club, which composts all of the organic waste from the prep kitchen. (TCW) 		
<p>Implement the Green Quest program.</p>	<p>8.33%</p> <p>100% returning</p> <ul style="list-style-type: none"> • I'm not sure just what Green Quest means, but my interpretation would be the all inclusive effort to recycle and reduce waste. We are 	<p>0%</p>	<p>91.67%</p> <p>54.54% returning 27.27% not returning 18.18% status unknown</p> <ul style="list-style-type: none"> • What is this? (CK) • I have never heard of this. (DM)



	<p>committed to the single stream recycling program throughout our school and we monitor energy consumption and waste. (LC)</p>		<ul style="list-style-type: none"> ● Has not been initiated (FCH1) ● I honestly don't even know what this is. (JA) ● What is it?? (Polk) ● What is green quest? (MV) ● I'm not sure what this is. We need guidance in this area. (PH) ● I am unaware of this program – need further information. (ST)
<p>Ensure their school's active participation in Earth Day, Arbor Day, and other eco-city initiatives.</p>	<p style="text-align: center;">91.67%</p> <p>63.64% returning 18.18% not returning 18.18% status unknown</p> <ul style="list-style-type: none"> ● The Trashion Show was great. However it consumed a large amount of time in stewards' meetings and also in my students' after school club. Perhaps there is another way to organize this. Also, if this is a city-wide event, should not the parochial and private schools in the city be invited to take part? (CK) ● We participated WITH FLAIR in the Trashion show, even though we only had a few weeks to design and create our trashion fashions (due to our late start). (JA) ● Participation in all of these events has been an on going part of our school over the years and remains the same. (LC) ● We participated in Earth Day, a stream clean up and we are participating in a street clean up. 	<p style="text-align: center;">8.33%</p> <p>100% not returning</p> <ul style="list-style-type: none"> ● Earth day participation (FCH1) 	<p style="text-align: center;">0%</p>



	<p>(MM)</p> <ul style="list-style-type: none"> We have participated in Earth day for 2 years. (MV) This year I arranged for a representative from Envirelations to come out and do a presentation for Earth Day. We also had a poster walk where each class created or decorated a green awareness poster to put in the halls. Also, each class posted signs at water fountains, sinks, recycling bins, and light switches in order to better green our school. The Trashion Team that I created represented our school at the city's Earth Day Celebration. Last year our school had a table at the Alexandria Earth Day Festival where I displayed some of the many green activities our school did. I also led a school- wide clean up where I took every grade level out and we cleaned up our grounds around the school. (PH) Our school created outfits for the "Trashion Show" that took place at Alexandria's Earth day; advertised and collected materials for "Alexandria Gives" program. (ST) The Environmental Club helped me run a composting booth at the Earth Day event in Ben Brenman Park. (TCW) 		
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<p>Serve as their school's point of contact for environmental issues.</p>	<p>91.67%</p> <p>63.64% returning 18.18% not returning 18.18% status unknown</p> <ul style="list-style-type: none"> • Have worked closely with Gary King, our building engineer on environmental issues. (JA) • Any environmental concerns are directed to the steward. (LC) • People always come to me with questions and comments. I love it! (MV) 	<p>0%</p>	<p>8.33%</p> <p>100% not returning</p> <ul style="list-style-type: none"> • Needs improvement – it has been difficult getting the information out to the staff and to the administrators (FCH1)
<p>Field questions and publicize program metrics to the school community as it relates to waste stream management and other environmental initiatives.</p>	<p>81.82%</p> <p>70% returning 20% not returning 10% status unknown</p> <ul style="list-style-type: none"> • We have a Google group for our school and I send information to the school community that way. I also added an environmental link on the MacArthur blackboard site. There is information/announcements posted there as well. (DM) • Have only really fielded questions regarding recycling, which I have been managing at John Adams for about 6 years. (JA) • We have outside programs for recycling that we share with the community. We do an in house battery recycling collection and have encouraged outside recycling on the playground area by 	<p>9.09%</p> <p>100% status unknown</p> <ul style="list-style-type: none"> • I let parents know what is going on through the PTA listserv. I need to do more of this. Also, I have attended 2 PTA meetings and discussed my ideas. (MV) 	<p>9.09%</p> <p>100% not returning</p> <ul style="list-style-type: none"> • Not started (FCH1)



	<p>placing recycling bins for use. (LC)</p> <ul style="list-style-type: none"> We have a bulletin board and I often communicate with teachers and parents through email or flyers. (MM) I would really like to receive consistent monthly reports on each: composting, recycling, energy, etc. That way I could get the info out in my newsletter more efficiently. (PH) Shared this information with the custodial staff and administration. Can this responsibility be eliminated? Can ACPS take this info and present it throughout the district in a more uniform way? (ST) My AP students will be conducting their second trash audit of the school, with a focus on the cafeteria waste. The goal is to estimate how much waste could be composted. (TCW) 		
<p>Communicate and coordinate all school-wide initiatives with the Alexandria City Public Schools Energy Education Manager on a consistent and regular basis.</p>	<p style="text-align: center;">25%</p> <p>66.67% returning 33.33% status unknown</p> <ul style="list-style-type: none"> This is something that has not been fully established with ACPC. If information was given regularly regarding Energy Management each school would be able to monitor the energy consumption and waste their school is producing. With that information each school would see what area they 	<p style="text-align: center;">25%</p> <p>66.67% returning 33.33% not returning</p> <ul style="list-style-type: none"> As far as I know I have coordinated everything I have been made aware of! (JA) I have communicated many of our activities but now all. (MM) I'm not sure what else this entails but we meet and share at meetings. (PH) 	<p style="text-align: center;">50%</p> <p>50% returning 33.33% not returning 16.67% status unknown</p> <ul style="list-style-type: none"> This task needs to be explained more fully. (CK) I believe I met the Energy Education Manager at a meeting once. That has been my only interaction with that person. (DM) Not started (FCH1) Don't know what this means (Polk) I need to do more of this.



	<p>needed to monitor for improvement. (LC)</p> <ul style="list-style-type: none"> Communicated with George Johnson on a more consistent basis last year. He has not been as visible during the school day. However, he is coming to the school at night. Would like to have a more structured time to meet with him – maybe once a month to discuss ongoing issues (ST) 		(MV)
Engage and update PTA on a monthly basis.	<p>41.67%</p> <p>60% returning 20% not returning 20% status unknown</p> <ul style="list-style-type: none"> Through the parent liaison and our Google group. (DM) An update on what is going on Environmentally is usually given to the PTA. We work together to make all the Environmental Programs work. (LC) We hold monthly meetings before the PTA meetings. (MM) I work with a group of parents who help in the garden and with composting. We are in constant communication. (MV) PTA is very supportive of initiatives throughout the school. Willingly assists and helps run “Capri Sun” recycling program. Helps advertise and promote things that are happening at school. (ST) 	<p>25%</p> <p>33.33% returning 33.33% not returning 33.33% status unknown</p> <ul style="list-style-type: none"> Not monthly, but informed of events (Polk) This has not been monthly. I have attended some meetings and updated the PTA about upcoming events. I am trying to get more parents involved with the Trashion Team, The Junior Environmentalist Club, and the staff Green Team. (PH) 	<p>33.33%</p> <p>75% returning 25% not returning</p> <ul style="list-style-type: none"> Have tried to contact the PTA but did not receive a response(FCH1) I have not been in regular communication with our PTA. I have, however, replied to emails and post on our JA forums regarding the trashion show. (JA)

Attend one monthly meeting after school.	<p style="text-align: center;">83.33%</p> <p>70% returning 20% not returning 10% status unknown</p> <ul style="list-style-type: none"> • I believe I missed the Dec. meeting when I was sick. (DM) • I have attended all but one meeting held since I took this position. (JA) • Have attended meetings (FCH1) • As the Environmental Steward for LCTA I have not missed one of the Environmental Steward Meetings. (LC) • I go to the meetings at TC. (MV) • I attend every Environmental Steward meeting. I also chair the Faculty Green Team that also meets monthly. I also have met every other week with the Student Trashion Team. (PH) • Please take into consideration the Modified School Calendar when planning meetings for next year. (ST) • I was with the Garden Club this last month, but I regularly attend the meetings. (TCW) 	<p style="text-align: center;">8.33%</p> <p>100% not returning</p> <ul style="list-style-type: none"> • Unfortunately this year I was not able to attend all meetings as they fell on the same day as district reading meetings. (MM) 	<p style="text-align: center;">8.33%</p> <p>100% status unknown</p> <ul style="list-style-type: none"> • The other Steward for our club attends the monthly meetings. (WR)
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Additional comments:

-The most important task for the school stewards is to educate the students. This should take priority over all other tasks. Administrative support and encouragement is paramount to the successful completion of these tasks. (CK)

- I am very passionate about my role as an Environmental Steward. It is rewarding on several levels, which is why I agreed to do it. That being said, the job has been much more involved than I originally thought it would be and I understand why no one else wanted to take on the position. There are many duties and responsibilities that should be delegated to a committee with sub-committees. Some of the challenges were: not having a curriculum to work with for the environmental club, not knowing if there was funding for projects or field trips,

problems with getting Envirolations to pick up compost, running out of compost dumpsters when we piloted the compostable tray program, getting custodial staff to use clear bags for recycling and black ones for trash, and having time during the day to check on how composting was going in the cafeteria. The single biggest challenge I had was not having a laptop, because I am a para instead of a licensed teacher. This made it very difficult to perform many of the duties that I performed, including: developing the "Green Minute" for MacTV weekly, updating the environmental tab on Bb that I started, sharing informative videos and information at environmental club meetings, updating families via our Google group, and responding to parent emails. Not having a laptop also prevented me from being able to make recycling, composting, and other informative video stories for our school that I had originally planned on doing. I understand why the role of paraprofessional does not require a laptop, but I feel for the 2 paras who are also Environmental Stewards, this rule should not apply. I need a laptop to do this important job properly. Certainly, there must be one or two extra laptops somewhere in the City. I would also like the authority to do energy audits and let teachers know when they leave lights and computers on via a note, as well as a no Styrofoam rule in the teachers' lounge. Why are we, as a school system, allowing this? No Styrofoam should be allowed in this area. It is totally unnecessary. This should be a "no Styrofoam zone" with ceramic mugs only. Can we make this an ACPS policy? I'd love to see more on site composting and only compostable lunch trays. Biodegradable milk straws would be a plus. In an ideal world we would use biodegradable utensils as well. Revenue from Terracycle could help offset some of these costs, while keeping drink pouches and energy bar wrappers out of landfills. Every school should have a monthly report of our power, water, and gas usage, as well as how much we recycle and compost.(DM)

- From my observations, with the stress at the middle schools, staff has been reluctant to get involved in extra activities and planning. The overall moral is generally negative and has affected the participation in school activities. In addition, having three middle schools in one building makes logistics extremely difficult in reporting to three different administrators and staffs and receiving inconsistent feedback from them. It is a very overwhelming task to start programs such as recycling and composting without support from others in the building. (FCH1)

- To meet the goals of engaging the student body, staff, and entire school community in ongoing environmental education and sustainable practices requires much more manpower than a single steward can supply. From my experience I see a need for a environmental communications team, a special events team, an operations coordinator for recycling and composting, a yard club, a PTA events coordinator to bring recycling to their nighttime events, and ??? (JP)

- It would be very helpful to have an individual meeting with the steward coordinator at the beginning of the year to set up personal goals for each school. I don't have a good sense of what the expectations are as far as hours/week that we should be dedicating to this position. For example, I feel like my role as the Garden Club sponsor, in promoting organic, local foods, composting cafeteria waste and educating the public should be part of my deliverables as the steward. Also, if there is going to be a second steward at T.C. next year, then each steward's responsibilities need to be defined clearly. I like the Earth Day celebration, but I feel like it takes up a disproportionate amount of time at the meetings, and of the stewards' time at the schools. There are a lot of other things that we could be doing to promote energy conservation and higher recycling participation.



I have also been very frustrated with the lack of support for composting in the cafeteria by Service Solutions. There needs to be a more active role taken by Central Office to implement procedures to make the composting effort go smoothly. If composting is going to happen at the high school level in any meaningful way then we will need more participation by Service Solutions. (TCW)

- We could use support in drafting our Environmental Action Plan. We would like to see drafts and specific outlines as to when and how it should be submitted.

I consistently heard throughout the year that Environmental Stewards need more support and follow through from administrators. This will enable Environmental Stewards to be more successful when trying to implement recycling programs and initiatives throughout the school.

Needs to be more consistency throughout additional programs that are being run in the school such as Campagna and Food and Nutrition Services – it has been challenging getting consistent support and follow through with recycling programs.

Custodial and cafeteria staff need more training about recycling programs – how to implement programs correctly. There is not always a consistent effort. (ST)

-There have been times that implementation has been difficult because of my lack of authority. Many custodians, teachers, etc feel like these green initiatives (recycling, composting) and the education involved, is not part of their jobs. When I am trying to get things up and running and consistent it is very difficult to get everyone on board. I love this job. I plan on continuing to work hard to meet these expectations and reach our goals. (PH)

- Although I feel the students enjoyed participating in Alexandria City Earth Day, I felt that it was a lot of work for the individual Steward. I feel that much of my time was spent working on fashion designs for Earth Day and therefore, I was not able to sponsor as many environmental school wide activities as I would have liked. Out of 350+ students, only about 10 chose to participate in Earth Day. (MM)



Appendix D

Composting Weights in Pounds

School	Sep-07	Oct-07	Nov-07	Dec-07	Jan-08	Feb-08	Mar-08	Apr-08	May-08	Jun-08	Annual Total
CBA	0	0	0	0	0	0	0	976	1,534	504	3,014
CKA	0	0	0	0	0	0	960	3,248	2,935	1,406	8,549
DMA	0	0	0	0	0	0	1,163	5,469	3,728	2,273	12,633
FHA	0	0	0	5,490	2,606	3,504	1,310	1,639	206	12	14,767
GMA	0	0	0	0	0	0	0	471	2,443	1,367	4,281
GWA	0	0	0	0	0	0	0	0	0	0	0
JAA	0	0	0	0	0	0	0	0	0	0	0
JHA	0	0	0	0	0	0	0	0	0	0	0
JPA	0	0	0	0	0	0	0	0	0	0	0
LCA	0	2,361	1,320	1,595	1,554	1,960	1,459	2,369	2,498	1,202	16,318
MEA	0	0	0	0	0	0	440	2,541	0	0	2,981
MHA	0	0	0	0	0	0	0	0	0	37	37
MVA	0	0	0	0	0	0	0	0	0	0	0
PHA	0	0	0	0	0	0	0	0	0	0	0
STA	0	0	0	0	0	0	0	0	0	0	0
TCW	0	0	0	0	0	0	0	0	0	0	0
WRA	0	0	0	0	0	0	2,340	7,278	4,270	1,432	15,320
Grand Total	0	2,361	1,320	7,085	4,160	5,464	7,672	23,991	17,614	8,233	77,900

School	Sep-08	Oct-08	Nov-08	Dec-08	Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Annual Total
CBA	1,715	264	447	743	724	945	344	3,176	288	331	8,977
CKA	0	534	821	1,142	1,254	1,770	1,702	1,723	2,574	1,023	12,543
DMA	0	1,326	1,787	3,170	4,013	4,671	3,717	1,765	2,772	2,967	26,188
FHA	0	0	0	0	0	0	0	0	0	0	0
GMA	2,859	810	1,063	2,698	3,818	3,418	2,766	1,749	1,898	1,287	22,366
GWA	0	0	0	0	0	0	0	0	303	0	303
JAA	715	0	0	0	0	0	0	0	0	0	715
JHA	0	0	0	0	0	0	0	0	136	127	263
JPA	0	0	0	0	0	0	0	0	0	0	0
LCA	3,002	680	1,143	1,852	3,192	2,679	2,089	1,047	1,880	932	18,496
MEA	1,573	151	272	1,048	2,278	2,198	1,771	967	2,013	696	12,967
MHA	1,003	130	167	0	0	0	0	0	0	0	1,300
MVA	0	0	0	0	0	0	0	0	0	0	0
PHA	0	0	0	0	0	0	0	0	0	0	0
STA	0	177	1,730	2,598	3,987	4,874	2,428	1,157	1,810	208	18,969
TCW	0	0	0	0	0	0	0	0	0	0	0
WRA	0	1,597	2,258	3,101	5,644	4,676	5,503	1,977	3,952	2,328	31,036
Grand Total	10,867	5,669	9,688	16,352	24,910	25,231	20,320	13,561	17,626	9,899	154,123

	Sep-09	OCT-09	Nov-09	Dec-09	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	Annual Total
CBA	801	2,150	1,415	2,004	2,749	1,079	1,639	2,028	2,236	262	16,363
CKA	1,912	4,848	3,188	2,727	3,250	1,325	2,467	2,002	2,741	1,277	25,737
DMA	4,758	3,578	2,537	2,358	3,533	1,294	2,062	2,041	1,980	2,731	26,872
FHA	114	0	27	0	2	762	0	27	135	0	1,067
GMA	2,240	2,128	1,949	2,488	2,900	1,281	2,124	2,255	2,044	504	19,913
GWA	0	620	174	773	305	0	536	564	1,284	266	4,522
JAA	0	0	0	0	0	0	2,742	3,965	4,421	2,184	13,312
JHA	0	0	0	0	0	141	408	0	0	0	549
JPA	0	19	135	8	286	568	2,442	3,125	2,142	536	9,261
LCA	2,529	3,376	2,731	2,165	3,353	1,892	3,052	2,523	2,223	1,286	25,130
MEA	1,467	2,590	2,893	3,401	2,471	1,286	1,767	1,602	1,445	918	19,840
MHA	17	17	0	0	0	0	0	0	0	0	34
MVA	0	1,146	2,394	2,187	2,495	1,560	2,380	2,530	2,669	1,133	18,494
PHA	0	347	572	878	712	508	2,035	503	588	529	6,672
STA	9,482	6,075	7,603	5,184	4,240	2,306	4,083	2,378	5,606	2,304	53,749
TCW	0	0	0	0	0	0	0	0	0	0	0
WRA	3,608	4,533	2,429	2,937	3,245	997	2,224	1,525	2,425	891	24,814
Grand Total	26,928	31,427	28,047	27,110	29,541	14,999	29,961	27,068	31,939	14,821	266,329



School	Sep-10	OCT-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Annual Total
CBA	764	488	445	1,119	1,305	861	880	366	291	27	6,546
CKA	379	1,394	798	1,027	2,294	1,219	1,651	459	1,093	0	10,314
DMA	0	516	996	938	1,546	703	1,376	1,373	1,892	789	10,129
FHA	0	0	0	310	597	1,259	1,121	728	872	559	5,446
GMA	845	718	559	838	1,003	690	1,098	553	611	139	7,054
GWA	0	8	20	884	30	196	297	439	39	0	1,913
JAA	994	369	1,903	1,521	951	1,471	1,757	1,371	1,848	385	15,802
JHA	0	0	0	0	2,476	0	0	0	0	0	2,476
JPA	105	262	1,466	2,028	3,250	1,184	2,211	1,956	4,076	1,315	17,853
LCA	1,492	1,667	1,580	1,485	0	1,581	1,795	1,844	2,939	693	15,076
MEA	1,016	971	660	1,086	2,964	842	1,165	553	1,636	485	11,378
MHA	0	0	0	0	3,954	0	0	0	508	0	4,462
MVA	989	1,095	1,088	1,396	0	1,217	1,323	1,056	2,057	747	10,968
PHA	1,279	2,113	1,700	1,667	2,194	1,125	1,745	1,612	2,041	565	16,041
STA	2,769	2,495	2,172	1,379	1,759	1,289	2,182	1,166	1,968	241	17,420
TCW	0	0	0	0	1,132	0	0	0	58	562	1,752
WRA	10	1,320	2,683	2,436	108	1,507	2,285	1,866	2,918	419	15,552
Grand Total	10,642	13,416	16,070	18,114	25,563	15,144	20,886	15,342	24,847	6,926	170,182