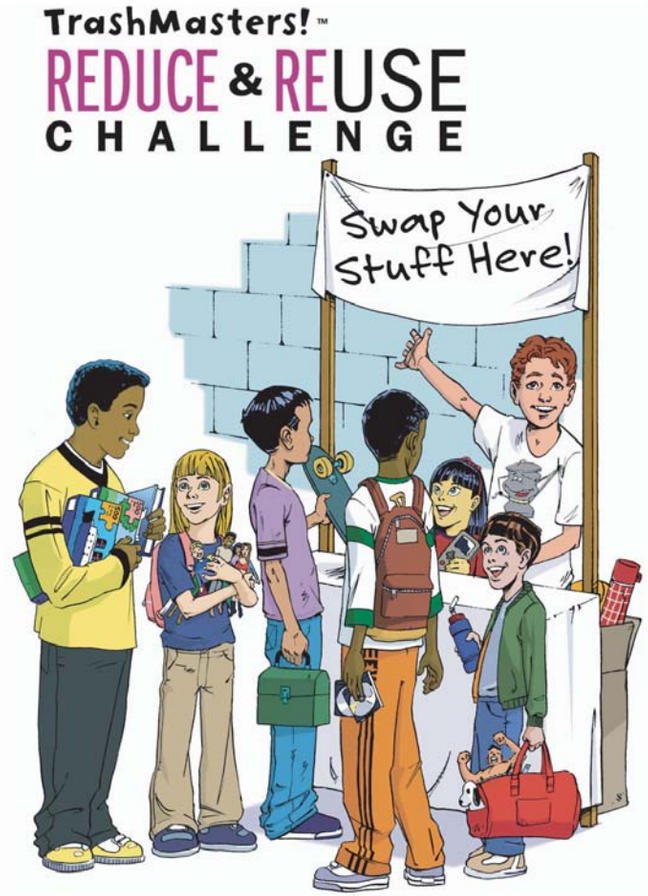


Elementary Division
Manhattan Borough
& Citywide Winner

PS 334
The Anderson School

2012 GOLDEN APPLE AWARDS

This certificate is awarded with the sincere appreciation and esteem
of a grateful Department and City in recognition of your school's efforts to help make New York City shine.

City of New York
Department of Sanitation
Bureau of Waste Prevention, Reuse and Recycling
nyc.gov/wasteless

recycle more,
waste less!

2012 Golden Apple Awards
Contest Entry Judging Info

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

ID Info: 12020

School: The Anderson School PS 334 (K-5)

Grade Division LM

Borough: M

☑ **Golden Shovel Award contestant**
(for borough Master School Composter)

School Population: total # 570

2012 Project Entries received for:

		Core Group:	Total Participating:
☐ **TrashMasters! Super Recyclers**	Received:		

☑ **TrashMasters! Reduce & Reuse Challenge** Received: 5/1/2012 | 0 | 380

Composting Cafeteria Trays, Food Waste, & other WP

Composting Cafeteria Trays, Food Waste, and other Waste Prevention Programs. In the 2011-2012 school year, the Anderson School has been focusing on implementing waste prevention, reduction and re-use programs throughout the school and campus. One key program has been replacing disposable Styrofoam cafeteria trays with compostable trays made from sugar cane waste (bagasse)and implementing a composting collection program for both trays and food waste. In partnership with IESI carting

☐ **TrashMasters! Team Up to Clean Up** Received:

Prior Year Entries:

10:(LM)SR-city

School Contact Information:

Phone: 212-595-7193
Address: 100 West 77 Street
New York 10024

Block&Lot: 1011480014
DOE Location: M334
DOE Bldg: M044

REQUIRED for Super Recyclers only:

Custodian: Frank Felix
Custodian's Phone: 212-595-1686
Custodian's Email: CM044@schools.nyc.gov

Contest Coordinator: Rob Schliessman, AP
Coord Phone (if different):
Coordinator Email: rschliessman@schools.nyc.gov

Principal: Jodi Hyde
Principal Email: jhyde@schools.nyc.gov

Comments (may not be relevant to judging)

Please provide # for Core Group of students who helped implement this project (Trash Troopers?)

Info Confirmed:

5/23/2012

The Golden Apple 2012
Trash Masters Reduce & Reuse Challenge

The Anderson School PS334 K-5

Composting Cafeteria Trays & Food Waste and Other Waste Prevention Programs

BACKGROUND:

The Anderson School, PS 334 is a K-8 school located within the O'Shea Campus. The Computer School (grades 6-8) and PS 452 (grades K-1) are co-located with Anderson. Together, we have 1,100 students. When the Anderson School moved to the O'Shea building in Fall 2009, we set out to establish a recycling program in the classrooms first, and later in the cafeteria. On Earth Day 2010 we launched the cafeteria recycling program. Our goal for school year 2010-2011 was to expand the recycling program to the other schools in the building and to collaborate on energy conservation programs (the Green Cup Challenge). And this was successful. With the basic mandatory recycling program well under our belt, our goal for school year 2011-2012 was to begin to promote waste prevention, reduction and reuse projects throughout the school and campus. The following application details how we did that through a variety of creative and groundbreaking projects.

WASTE PREVENTION AND REUSE PROJECTS

I. Cafeteria Waste: Trays and Food Waste

A. <u>IMPLEMENTATION</u>

1. Why This?

During school year 2010-2011, the Anderson PTA Executive Board had talked about eliminating Styrofoam cafeteria trays and replacing them with Bagasse trays made from sugar cane waste. This was for two reasons: so that our children would no longer be eating off of polystyrene foam trays, a potential carcinogen, and to substitute a compostable material for one that would never breakdown in the environment. The O'Shea Campus schools generate 90,000 trays a year. That's a staggering amount of waste to produce for just a 20 minute lunch period. By eliminating the Styrofoam trays from the garbage, we felt that we could really make a positive impact on the environment.

Before the start of this program, 16 bags of garbage were generated each day in the cafeteria. The garbage cans contained foam trays, food waste and non-recyclable garbage. By eliminating the foam trays and food waste from the garbage cans, we believed we could drastically reduce the amount of garbage being collected for disposal at a landfill or incinerator. Just how much we'd reduce it by, we didn't know until we started the program.

2. What did you do?

Purchased Bagasse Trays: The Anderson PTA reached out to the PTAs of the other two schools in the building and each one agreed to fund a pro-rated portion of the trays. (Schools have to pay an extra 4 cents/tray above the cost of foam trays, funded by the PTA) Beginning on November 2nd, all students in the building who eat school food began using bagasse trays in place of Styrofoam.

Flip/Tap/Stack: Initially, we did not have a composting outlet for the trays. Students were educated to flip/tap/stack their trays purely to reduce the volume of garbage and number of bags. The PTA purchased 8 milk crates to put next to each garbage can. We immediately cut the number of bags in half from 16 bags to 8 bags of garbage, plus one bag of trays each day.

Separate food waste: We phased in the source separation of food waste in mid-March. The PTA purchased six 23 gallon square brown cans. These cans were selected because they looked different in shape and color from all the other cans in the cafeteria. The cans were placed adjacent to the stacking crates to make participation easy. Once food waste was no longer being thrown in the garbage cans, the number of garbage bags was further reduced from 8 to 3 bags per day.

Organic Waste Collection: The stacked trays are placed by the School Food cafeteria staff into a 64-gallon tote at the end of the fourth lunch period. The separated food waste is dumped from each brown can into a second 64-gallon tote. Kitchen staff empty the left-over salad bar, food prep waste, and uneaten cooked food into the tote. A custodian wheels the totes to the street for collection. IESI, a private waste hauler, empties the totes between midnight – 2 am and drives the material to the Peninsula industrial composting facility in Wilmington, DE. In 8 weeks, this 100+ pounds of organic waste is transformed to compost, "black gold." Not only did we reduce waste in NYC, the compost will now reduce the amount of chemical fertilizer used by a farmer or landscaper.

3. Project Planning:

Our objectives were to first eliminate Styrofoam trays, to find a way to compost the bagasse trays, and later to start composting food waste from school lunch and home lunch. When the Anderson PTA agreed during the 2011-12 budget process to allocate funds to purchase bagasse trays, the Green Team promised to explore ways to compost the trays. The D3 Green Schools group, of which the Anderson Green Team Co-Chairs Lisa Maller and Pamela French are members, had been discussing developing a pilot composting program for District 3 schools that use the bagasse trays. The group had discussed ways of raising funds to pay a private hauler to pick

Anderson Assistant Principal Rob Schliessman and O'Shea Head Custodian Frank Felix

up the trays daily to take them to a commercial composting facility. The group had also discussed developing partnerships with farmers who travel into the city to sell at GreenMarkets. But even if a farmer were interested, this would require storing trays for a week. Lack of storage space and concern for vermin made this an impractical solution.

In October 2011, at a meeting convened by Debby Lee Cohen, founder of Styrofoam out of Schools, members of the D3 Green Schools Group met Laura Rosenshine, then a consultant to IESI carting company. Ms. Rosenshine was working with IESI to increase the amount of food waste they collected for composting. Ms. Cohen had invited Ms. Rosenshine to attend the meeting to share information about a food waste composting program she had organized at a Manhattan private school as well as IESI's involvement in food waste collection and composting. At the meeting, Ms. Rosenshine shared that IESI was interested in collecting bagasse trays as well as food waste from public schools for free for a limited time.

In the weeks and months that followed, parents from several D3 schools (Manhattan District 3 public schools) using bagasse trays met with Ms. Rosenshine and representatives from IESI at our respective schools. At the O'Shea Campus, Lisa Maller and Pamela French were the lead contacts and project planners. Joe Lazarus, D3 DOE Facilities Manager, approved conducting a pilot collection program at four D3 buildings. These include the O'Shea Complex (home to Anderson), the Joan of Arc Complex, PS166, and PS199. Mr. Lazarus negotiated with IESI for a four month-long pilot collection with free collection of both trays and food waste.

In order for this pilot to work, it was imperative to get the buy-in and cooperation of many people and organizations. First, Joe Lazarus was very supportive of the pilot and instructed the Head Custodians at each of the pilot schools to participate. The O'Shea Head Custodian, Frank Felix was supportive of the pilot from the beginning and was very effective at getting his staff to support the pilot. Second, DOE School Food (SF) was very supportive of the program, from Stephen O'Brien, Director of School Food, to Manhattan SF Manager, Cathie Condon, to D3 SF Supervisor Georgia Angelakis to the O'Shea Cafeteria Manager Mr. Adrian Williams. Anderson parents, Maller and French, and Mr. Felix participated in a February 2012 meeting of representatives from all the pilot schools and Ms. Condon and Ms. Angelakis. It was a very productive meeting where all of the logistics of the pilot were discussed and any concerns resolved.

Mr. Williams was very positive about participating in the pilot and instructed his staff, those involved in both food preparation and lunch room clean-up at O'Shea, to be supportive. Anderson Green Team parents met with the O'Shea SF staff to explain the pilot and the changes in how cafeteria waste will be handled. The parent volunteers provided support to the SF staff for the first few weeks of the pilot until it became their new routine.

A third key part of the project planning phase was reaching out to the surrounding Block Associations of the pilot schools to let them know that collection would take place after midnight. We contacted City Councilmember Gale Brewer who in turn sent a letter and fact sheet about the pilot to the 77th Street Block Association President on our behalf. The fact sheet had phone numbers of whom to call in case of a noise problem.

Coordinating with IESI was obviously another key step in project planning. We had to work out when and where the containers would be collected. IESI delivered four 64 gallon totes, two to use each day, two as spares, and a supply of compostable bags to last for the duration of the pilot. They also provided laminated graphic signage to be used above the food waste, trays, recycling, and garbage containers.

Purchasing or repurposing containers for the cafeteria was another key step before the pilot could start. Anderson Green Team parents along with Mr. Felix studied the usage of existing cans and traffic patterns in the cafeteria. They decided that the number of stations could be reduced from 8 to 3 for garbage and recycling, and 6 new stations would be created to stack trays and source separate food waste. The reason for the high number of stations compared to other schools in the pilot was that it is a very large lunch room with hundreds of students eating in there at one time. Fewer stations would not be practical.

It was decided that purchasing new cans for food waste collection was better than using old garbage cans. We were concerned that students associated the grey cans with garbage and that even if signage indicated the can was for food waste, it would be confusing. The PTA purchased six 23-gallon brown containers for food waste. At the start of the program, just trays were stacked and composted and at that time, 8 black milk crates were purchased to coordinate with the 8 garbage stations. When we rearranged the stations, we repositioned the milk crates. Mr. Felix supplied used 10 gallon white drywall buckets for the kitchen staff to use for food prep waste.

Training the students, Trash Troopers, Assistant Teachers and parent volunteers was the next to last step in project planning. Once the pilot was ready to start, Green Team Co-Chairs, Lisa Maller and Pamela French, retrained the Trash Troopers and students to flip their trays and tap their food waste into the new brown cans, and stack their trays in the black milk crates. They also made a presentation to Assistant Teachers at their monthly meeting; Assistant Teachers are key to the continued success of the pilot since they are now assigned to lunch duty and are in the cafeteria each day. Learning Leaders, a group of parent volunteers, were also solicited for lunch duty and trained in the new source separation procedures.

Trash Trooper Training

Outreach to the other schools in the building, the Computer School and PS452 was the last step in project planning. There are four lunch periods a day and two of them are for the other schools in the building. Their student population comprises approximately 30% of the campus population. In order for the food waste collection pilot to be a success, it was imperative to reach out to students and faculty at the other schools. Anderson Green Team parent volunteers were a presence in the cafeteria during Computer School and PS 452 lunch periods to support the first few weeks of the pilot.

4. Student Involvement:

The Anderson Trash Troopers were born on Earth Day 2010 when we started recycling in the cafeteria. Two students per class volunteer each month to be Trash Troopers. They are responsible for patrolling the recycling buckets both in their classrooms and in the cafeteria, and answering the teachers' and students' questions about what goes in each bucket. New Trash Troopers are trained in a special 30-minute hands-on training session in the cafeteria once a month.

However, now that TTs are in their 3rd year, it is really only the new Kindergarteners that need to be trained. The "older" kids are now recycling experts and can train the younger students. Students who have already been Trash Troopers love doing it so much, they beg to do it even when it's not their turn.

When we introduced the bagasse trays in November and the flip/tap/stack, we trained the Trash Troopers on that so they could train their classmates. When we began separating food waste in March, we re-trained the Trash Troopers specifically on composting (what it is and why it's beneficial to the environment) and what goes where in the cafeteria. We have had a rainy-day recess on composting planned since March, but there was not one rainy day in March or April. We have a Power-Point presentation ready to go, and an Arthur video on giant worms and composting! In the meantime, parent volunteers have trained the students on-site in the cafeteria with a megaphone and fun sorting challenge games.

For the last 10 minutes of the lunch period each day, Trash Troopers stand at their stations. Wearing a latex-free glove given to them by a school aide, they field questions from their classmates about what goes where. They even often answer a confused teacher's questions. Ideally, by being spread out around the cafeteria, Trash Troopers try to stop someone from putting the wrong item in a container. But if they are not quick enough, they reach in – gloved hand only – to pull out the errant item. Trash Troopers also help with stacking trays neatly so that they take up less room when they are placed in the totes.

One of the best examples for how passionate the students have become about composting happened the second day of the program. A third grade boy came up to a parent volunteer with a large bag of vegetable waste he brought from home, asking if he could put it in our composting can. It is heartwarming to see how serious the children are about food waste composting. Clusters of children can be seen each day huddled around the cans, holding up items and looking at the signage, debating what goes where.

Another example of the wonderful amoebic effect of this project is that enthusiasm for composting has spread to the other schools in the building. Computer School (middle school) students took the initiative to ask if they could get Community Service credit for being a "trash trooper," recycling and composting educator, during their lunch period. Maller and French trained eighth graders who are now each assigned a lunch period each week.

5. Promotion:

In addition to training the Trash Troopers each month, posters and other visual aids in the cafeteria help to educate all students about the new food waste composting program. There are large, colorful signs over each can with simple graphics to help students determine what goes where. Green Team parents have used a megaphone in the cafeteria during the lunch period to tell students about the program. Presentations have been made at each of the three school's PTA meetings, in order to recruit parent volunteers and to let parents know about the new program their students are participating in.

6. Collaboration:

As described in the *Project Planning* section above, there was an extensive amount of collaboration in setting up this program.

IESI: provided two (free) 64-gallon totes and a supply of compostable bags to last the duration of the school year; IESI has donated the collection and disposal service for the duration of the school year.

D3 Schools: There was and continues to be extensive collaboration among the other schools in the pilot program. A team of parent volunteers, Lisa Maller and Pamela French (Anderson - PS334), Emily Fano (PS166), Jennifer Prescott (PS333), and Laura Sametz (PS199), all members of the D3 Green Schools Group, meet regularly to discuss the pilot and share information and resources.

O'Shea Campus Schools: Anderson administration and parents share information about the pilot with the administration, teachers and parents at the Computer School and PS452. These schools have two of the four lunch periods each day. Without their collaboration, the pilot would fail.

School Food: Without the support of the Office of School Food and the cooperation of the Cafeteria Manager and his staff, this project could not succeed. They are integral to every part of the pilot and have adapted to the new routine with enthusiasm.

City Councilmember Gale Brewer: Councilmember Brewer was informed about the pilot when it was being developed, and she was very supportive. In advance of the first collection, she contacted the Block Association President and residents who live on W77th Street, where the totes are placed for collection, about the late night collections. (To date we have not had any complaints.)

7. Educational Components:

Trash Troopers: There are two Trash Troopers from each class in K-5th grade each month that receive training on waste disposal, waste prevention, reuse, recycling, and now composting.

Auditorium presentation planned: A rainy-day recess program has been planned to teach about composting in a fun and interactive way.

Worm Bin: There are plans to purchase worm bins for the fourth grade classes and science classroom. This will provide students with the opportunity to experience first-hand the composting process that is happening in Wilmington, Delaware. (However, students will not be composting meat and dairy or other cooked food as they do in the cafeteria.)

Brooklyn Grange Roof Top Farm: On May 17th, there is a trip planned as a belated Earth Day activity for the 5th grade. They will be visiting the Brooklyn Grange Long Island City roof top farm to learn about urban agriculture and to assist in planting and other farm chores. Part of their lesson will include learning about composting. Students will be encouraged to bring things like orange and banana peels, coffee grounds and tea bags from home to add to the compost pile. Students will get a chance to smell, touch and turn the compost.

Science Class: Students learn about compost , waste prevention, reduction and reuse in science class as part of their regular curriculum. During the month of May, after Second graders complete a unit of study on soil, they simulate a compost pile in the classroom. The teacher fills a bin with soil and asks the students to bring in fruit peels and uneaten snacks and lunch. They mix the organic matter with soil to observe the degradation over the course of several weeks.

PROJECT ANALYSIS

1. What worked?

For the first two weeks of the food waste composting program, parent volunteers were in the cafeteria every day to oversee the program. Since then, the parents have pulled back, only to visit to spot check how things are going. We are pleased to say that the level of contamination is minimal.

Feedback from Peninsula Composting in Delaware about the quality of the material has been very positive. The program is going smoothly with minimal parent involvement through the help and dedication of the Trash Troopers.

While every aspect of this pilot has gone very smoothly, The Trash Trooper model is the most successful part of the program. There is no substitute for training youth to train each other, and to be present each day to oversee the program and take ownership of it. Parent volunteers and assistant teachers come and go, but the students are there for several years and it is ultimately their school, their program, and their planet they are protecting. By training our students, we are hoping to establish life-long habits of recycling, waste prevention and composting.

The collaboration at every level of the school has also been very successful. The School Food cafeteria staff has fully embraced and supported the program from the Cafeteria Manager to the head cook and his staff to the man who pulls the garbage. Cafeteria staff have beautifully adapted to a new way of handling cafeteria waste. The kitchen staff now save their food prep waste in a separate bucket to empty into the compost containers at the end of the lunch periods, They also empty salad bar leftovers and other food that can't be saved into the compost containers. Some people might be resistant to doing things differently after years of doing it one way, but the O'Shea cafeteria staff members were not.

The custodial staff has also embraced and supported the program, from the Head Custodian to the Cleaners. Assistant Teachers and parent volunteers have also been supportive. Without all of these aspects in place, the program could not be as successful as it is.

2. What didn't work?

It's hard to find any element of the program that did not work. If anything, the students are overzealous about composting. At the beginning of the program, students would go up to the food waste container and throw out totally uneaten fruits, vegetables and sandwiches. Sometimes we thought they were so eager to participate, they saved their lunch to put into the food waste bin. But now that the program is no longer a novelty, that has subsided.

However the most common contamination in the food waste bins are sandwiches still wrapped in plastic wrap and fruits and veggies in Ziploc bags. We need to encourage children to eat their lunches, and if they can't finish them, to throw the food in the compost bin without the plastic. The second most common contamination is the plastic cutlery. We are considering putting a separate 10 gallon white bucket next to the food waste bin just for cutlery to see if that makes a difference.

3. Applicability to other schools:

This program is definitely replicable in other schools. Whether a school has bagasse trays or Styrofoam trays does not matter; Whether the menu is a WITS (Wellness in the Schools) menu or regular School Food menu doesn't matter. Trays can still be stacked to reduce the volume of garbage even if they are not composted. And food waste can be separated for compost from school lunch and home lunch, regardless of the trays used.

One key element necessary to replicate this project in another school is the collection service, which may or may not be available to other schools. We are working on trying to secure collection for next year for both our school and other schools. There currently aren't a lot of options available to collect bagasse trays and meat and dairy food waste for composting. More options exist for on-site composting of fruit and vegetable waste and other non-meat and dairy items that could be explored by schools.

Other key elements to success are cooperation of the custodial and kitchen staff, the school administrators and teachers. It is also important to have dedicated parent volunteers willing to be present to kick-off the program for the first two weeks. And finally, it is very important to have some sort of student "Trash Troopers" to oversee the program after the parent volunteers leave.

Finished compost

4. Measuring success:

Part of the pilot design included plans for estimating volume and weighing the garbage/food waste/recycling before the start of the pilot and for one week each month of the pilot. This was so that we could measure our success and track changes in participation over time. Source separating the material has also allowed us to look into each can to get a better idea what is thrown out and how that changes over time.

We can simply measure the success of the program by looking at the change in what's thrown out at the curb each night. Before we started this pilot project, there were 16 bags of garbage thrown out each day from the cafeteria alone. There are now just 3 bags of garbage each day. **That's a volume reduction of 81%.**

A team including parent volunteers, the custodian and his staff, and two fifth grade student volunteers have assisted in weighing the material. The week prior to the start of the composting pilot, we threw out an average of 168 pounds of garbage daily. Now, we throw out an average of 39 pounds of garbage daily. **That's a 77% decrease by weight.** We now **compost on average 139 pounds of food waste** (including kitchen waste)and **17 pounds of trays daily**. If we continued at this rate for an entire 180 day school year, we could divert more than 28,000 pounds of garbage from landfills or incinerators per year.

Surprisingly, our metal/glass/plastic (m/g/p) recycling collection has remained constant, averaging 24 pounds per day. Our hypothesis going into this pilot was that the increased training and awareness about what goes where would increase recycling rates. One can only conclude that our rates were already high and couldn't increase! But our observations do show that the blue cans have a lot less contamination. There is a greater awareness of what types of plastic go into the garbage can and cannot currently be recycled at school. Since plastic weighs very little, it's removal from the blue buckets has not affected the weight.

Another side benefit of the program is that with the increased source separation of the material, we can get more anecdotal information about what is being thrown out. For example, the majority of what is now in the garbage cans is plastic: bags, cutlery, straws, yogurt containers; and multilayered materials like chip bags and granola bar wrappers. This provides us with useful information for our waste-free lunch campaign for students who bring lunch from home.

By separating the food waste, we also get a unique opportunity to see what food students are throwing out. We are gathering information and sharing it with the School Food/WITS staff to let them know what the students seem to like and not like. This is then informing how they prepare the food and has resulted in some menu changes. Scraping their food waste into a separate container has also made the students more aware of how much food they are wasting, and may ultimately affect what they take and don't take from the cafeteria line, and what they ask their parents to send to school each day. The impact will be a healthier student community and less waste generated ultimately.

OTHER WASTE PREVENTION AND REUSE PROJECTS AT ANDERSON

Waste prevention, reduction and reuse projects are integrated throughout Anderson, from the offices to the classrooms, art room, and PTA run activities. It is a school-wide philosophy that is put into practice throughout the year.

IMPLEMENTATION:

II. Paper Use Reduction

A "corporate culture" of paper use reduction is embraced throughout the entire school, from the Administration, to teachers, and the PTA. Before 2008, paper memos were sent home via the "backpack express" on a regular basis. Since then, e-blasts are sent in lieu of paper memos in most cases. The Parent Coordinator sends weekly e-blasts, a compilation of announcements and upcoming events, to all the parents. That saves a minimum of 378 sheets of paper per week in the Elementary School alone. The periodic "Principal's Letter" is emailed, as are important notices that cannot wait for the weekly e-blasts.

The school website (www.PS334school.org) has been upgraded and is used extensively. The school calendar and monthly calendar is posted instead of sending home a paper copy. Registration for everything including Parent-Teacher Conferences, Grandparent Visiting Day, and after school classes is done on-line and is paperless. All information about admissions is now on-line, instead of printing brochures.

Teachers each have class pages on the school website, and post assignments and information about curriculum and upcoming trips. Teachers also routinely send emails to the parents rather than send paper memos home. Information to teachers from the administration is either emailed or posted on the white (dry erase) board in the Main Office.

The PTA has also embraced paper-less communication through the increased use of their website (www.AndersonPTA.org) . The PTA posts minutes from all meetings, PTA, SLT, EB, and the budget on a password-protected site. Announcements about PTA events, including Auction updates which were once very paper intensive, are now posted on the website and emailed home. The PTA also emails a weekly one-page newsletter highlighting upcoming events.

In the office, double-sided copying is encouraged whenever possible. In the classrooms, whatever waste paper that is not double-sided is placed in scrap paper boxes and used as scrap paper or for drawing during "choice time" in the lower grades.

Not only have we saved a significant amount of natural resources by reducing our paper consumption, we have also saved money.

III. Re-Use Drives

Compared to the bagasse and food waste composting pilot, re-use drives are not implemented with the goal of diverting large amounts of waste. The goal is in part to raise awareness about waste and waste reduction strategies and to provide examples to Anderson families of what they can do at home. There is also a community service component to the re-use drives, involving Anderson Middle School students in the collection process and also raising awareness of people who are less fortunate who receive the donated materials. Re-use drives are publicized through weekly e-blasts from the Parent Coordinator to all parents, through the school and PTA website, through a weekly PTA newsletter, and through grade-wide emails from parent grade-reps.

<u>Used Halloween Costume Sale</u>
We started the school year with a used Halloween costume collection and sale at the PTA Fall Welcome picnic. Fifty costumes were donated and sold for $2 each. Any costumes not sold were donated to the Henry Street Settlement.

<u>Earth Week</u>
Anderson is celebrating Earth Week 2012 during the week of April 30-May 5. The theme for this year is waste prevention, reduction and re-use. Each day of the week there is a different collection drive planned: publicized via email newsletters and e-blasts to parents from the administration and from parent grade reps:

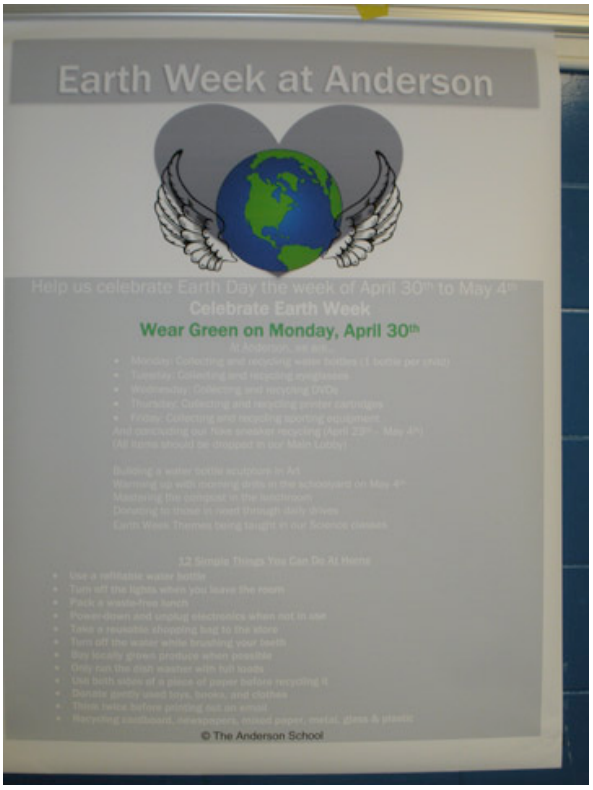
Monday: Plastic Water Bottles
Empty plastic water bottles collected in a box in the lobby will be used in art class to make sculptures.

Tuesday: Used Eyeglasses
In partnership with Pildes Optical, a local merchant, used eyeglasses deposited in a box in the lobby will be sent to needy families in Nicaragua.

Wednesday: DVDs
Used DVDs collected in a box in the lobby will be added to the school's collection if appropriate subject matter. DVDs will also be donated to the Association to Benefit Children.

Thursday: Printer Ink and Toner Cartridges
Used cartridges collected in a box in the lobby will be brought to Staples. Funds received will be utilized by the school. Cartridges are sent back to the manufacturers by Staples and are recycled.

Friday & Saturday: Sporting Equipment Swap
There is a Kid-Fit day planned for Saturday May 5th in the school yard to highlight health and wellness. This is a Campus-wide and community event. Families are encouraged to bring gently used, outgrown or never used sports equipment to trade for something else they might need. *"One person's trash is another person's treasure."* Any items remaining at the end of the day will be donated to the Association to Benefit Children.



April 23rd – May 5th: Sneaker Recycling
Initiated by Anderson, the O'Shea Campus was selected by the Nike ReUSE a Shoe Project as a collection site for Earth Month. We are collecting sneakers in a lobby box for a two-week period, culminating with the Kid-Fit day. The leather and rubber from the sneakers are recycled by Nike. The rubber is made into running tracks and safety play surfaces.

IV. Waste-Free Lunch/School Fundraisers

Since the start of the cafeteria recycling program on Earth Day 2010, we have become very aware of the items thrown out that could be eliminated if more families who send lunch from home adopted the goal of sending a waste-free lunch. In particular, we set our sights on eliminating plastic water bottles and plastic sandwich and snack bags (eg: *Ziploc bags*).

Water bottles: Beginning in school year 2010-11, the PTA purchased 100 18 oz. high quality stainless steel water bottles for sale as a school fundraiser, and to promote awareness about waste reduction. All 100 bottles were sold out. At the start of the 2011-12 school year, the PTA purchased 48 12-oz. water bottles and an additional 100 18 oz. water bottles. Water bottles are sold at PTA meetings and PTA run events such as the fall Welcome picnic, pre-Thanksgiving festival, movie nights and more. Students are encouraged to bring their refillable water bottles to the cafeteria at lunch time to fill with water from the water jet, rather than take plastic cups.

Re-Usable Snack & Sandwich Bags: The PTA purchased a variety of reusable snack and sandwich bags from a company called *Lunchskins*. Bags were resold at a slight profit as a school fundraiser, but more so, they were promoted as a way to eliminate plastic bags from the cafeteria waste stream. The first order of 60 pieces sold out almost instantly at PTA meetings and events. A second order of 100 pieces was placed in time to sell them at our pre-Thanksgiving event. *Lunchskins* remain a very popular item and can be seen all around the Cafeteria at lunch time. We are also exploring a partnership with *KidsKonserve,* a company that makes stainless steel reusable snack and lunch containers.

V. Art Projects

Where possible and appropriate, the re-use of materials is incorporated into art projects. These are just a few examples:

Welcome Banner: Anderson is a member of Materials for the Arts (MFA) and had left over fabric from MFA that had been used for a previous year's weaving project. A parent had the idea to use the fabric scraps to make a Welcome Banner at the fall Welcome picnic.

African Masks: 3rd grade students made African masks in art class to support their Social Studies curriculum. Art teacher Mr. Nahabedian asked students to bring in used cardboard rolls and boxes to make the masks.

Totem Poles: 4rd grade students made totem poles in art class to support their Social Studies curriculum. Art teacher Mr. Nahabedian asked students to bring in used cardboard rolls and boxes to make the totem poles.

Steampunk: 5th grade students were asked to bring in broken devices from home to create the devices of the future, in the style of "steampunk," a genre of literature that combines science fiction, fantasy and alternate history.

PROJECT ANALYSIS OF OTHER (non-composting) WASTE PREVENTION AND REUSE PROJECTS AT ANDERSON

All of our waste prevention and reuse projects have been very successful. They raise awareness, save natural resources, save money, and in some cases raise money. Future re-use drives may last for longer periods of time (eg: one week or one month per item) to allow for more time to promote collection and to collect a greater quantity of material. All of our waste prevention and reuse projects can easily be replicated in other schools.