SUPER RECYCLERS

Citywide Winner
High School Division

Stuyvesant
High School

2015 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 Recycling and Sustainability
nyc.gov/recycle

NYC Recycles

GAA-SRcert 06.15

2015 Golden Apple Awards
Contest Entry Judging Info

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

ID Info: **15015**

School: Stuyvesant High School

Grade Division HS

Borough: M

Affiliation: DOE

Cash Prize
$10,000

Super Recyclers Award
Citywide HS & Borough Winner

(for borough Master School Composter)

Golden Shovel Award

☑ **Super Recyclers project entry**

Stuy Goes Green

Over the last four years, the Stuyvesant High School Environmental Club and Green Team have rolled out a school-wide recycling program. Starting in the hallways, moving to the cafeteria, and finally in the classrooms, all areas of the Stuyvesant community are now recycling more than ever. Students understand the importance of clearly labeled bins for reducing confusion and contamination. They posted color-coded signs above each bin in hallway recycling stations throughout the school.

Weblink final
http://www1.nyc.gov/assets/dsny/downloads/pdf/golden-apple-awards/GA15_SR_HS_M_M475_Stuyvesant-HS_entry.pdf

School Population: total # 3300

Core Group:	Total Participating:
100	3300

Prior Year Entries:
04:RR-wd;08:SR-wd,RR-wd,TU-wd;13:SR-note,RR-HonM,TU-part;14:SR-notable

Current Entries
15:SR-C

Collaborations

- ☑ NYC Organics Collection
- ☐ NYC Compost Project
- ☐ GrowNYC RCP
- ☐ GrowNYC Grow To Learn
- ☐ MFTA
- ☐ NWF Eco-Schools
- ☐ NYRP MillionTreesNY
- ☐ NYRP Rose
- ☐ Citizens Comm for NYC

School Contact Information:

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Address: 345 Chambers St
New York 10282
Block&Lot: 1000160215
DOE Location: M475
DOE Bldg: M477

Contest Coordinator: Marissa Maggio
Principal: Jie Zhang
Sustainability Coord: Marissa Maggio
Custodian: Fred Arnebold

Printed: 6/11/2015


Stuyvesant
Environmental Club

Recycling paper and cardboard. Describe and include photos showing how your school recycles mixed paper and cardboard in classrooms, offices, teachers cafeterias or lounges, kitchen, and common areas (such as entrance, hallways, auditorium, and gymnasium).

Our school paper recycling system is visible and easily accessible. Recycling bins are situated in classrooms, teacher offices, guidance rooms, the programming office, the library, next to the first set of escalators near the second floor student entrance, and in the principal's office. In addition, there are two stations in the hallway of each of the 10 floors with landfill, paper, and bottle & can recycling bins. In the student cafeteria, paper is included in the composting bin. The garbage bins are to prevent students and faculty from throwing trash in recycling bins.

The bins are always blue, labeled with green DSNY stickers or with bold signs taped above, and either unlined or lined with a clear bag. Large pieces of cardboard are usually kept separate from the bins. All that the students have to do is to be aware of what color bin they throw their trash into, or to read the clearly worded signs above the bins.

Students take care to throw their trash in the right bins.

This is one of the paper recycling signs the environmental crew has made to facilitate paper recycling.

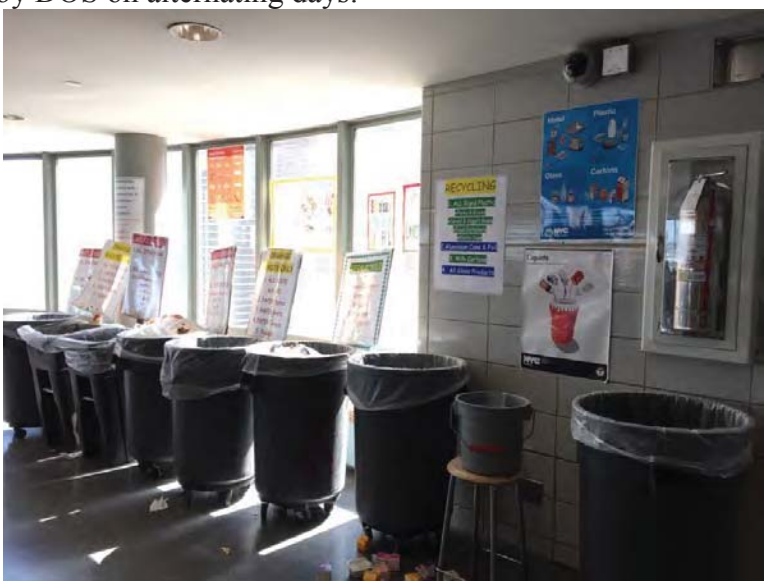
Paper and cardboard recycling bins are either unlined or lined with clear plastic bags.

Some of the bins are also shaped so that the opening is a slit, making it even more apparent that the bin is for paper only.

The paper and cardboard recycling bins can be found everywhere around the school.

Recycling metal, glass, plastic, and cartons. Describe and include photos showing how your school recycles metal and foil; glass bottles and jars; plastics; milk and juice cartons, and drink boxes in the following areas: offices, teachers cafeterias or lounges, student cafeterias, kitchen, common areas (such as entrance, hallways, auditorium, and gymnasium).

The student cafeteria is located on the fifth floor. The system that is implemented in the student cafeteria is very well defined and clear. The trash is not indiscriminately thrown into a random bin. There are two trash-sorting stations in the cafeteria (one in the front and one in the back of the cafeteria) that have a row of bins with different signs on each of the garbage bins and many posters instructing students how to sort their trash. The process requires very little effort on the student's part and is very simple and convenient. All of the plastic/metal recycling items are given one or two bins at each station, making a total of three plastic/metal recycling bins in the cafeteria. These bags are collected by the custodial staff and picked up by DOS on alternating days.

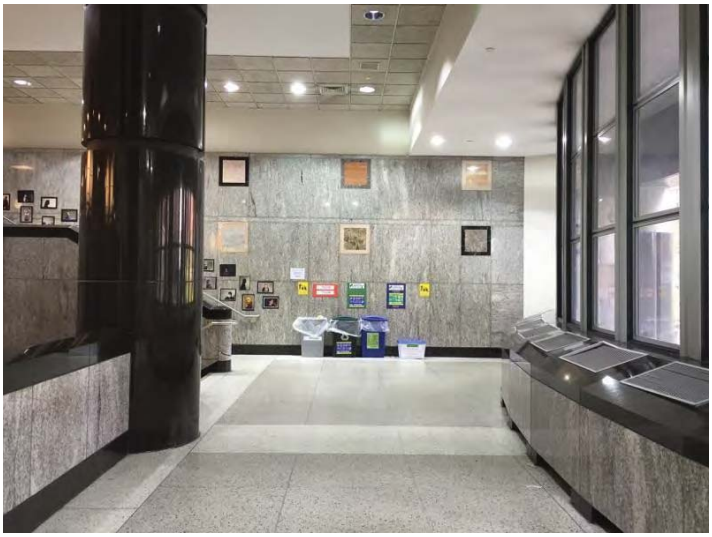


The metal, glass, plastic and cartons go into a bin separate from the bins for non-recyclable trash. The liquids in cartons are emptied out into a large plastic bucket, which is placed upon a pedestal near the bin for cartons, plastic, glass, and metal for the student's convenience. Any food is thrown to a Organics Collection bin to avoid messing up the recycling bin.

Unfortunately, in the classrooms, there are no bins for metals, plastic, glass, cartons. The reason is that the school does not permit students to bring drinks into the classroom. Thus, it is not allowed for to place bins in the classroom that are specifically designated for soda cans, glass and plastics. Similarly, the gymnasium does not allow drinks other than water.

There are an average of two recycling stations in all 10 floors. There is only one on the 10th.

There are also 2 stations on the half floor, between the first and second floors, where the underclassman congregate on free periods.



Caption: This is a hallway station on the half floor. In the green bin, you can see that there are round slots in the bins designed for bottles, cans, and cartons.

The teachers are also involved in recycling. In each of the teacher's office, there is a bin for plastics, metals, and other recyclable items.

But most importantly many of the teachers remind their students to throw away and plastic or metal drinking containers in the hallway stations. Though drinking is technically not allowed, many teachers look the other way so their students can stay hydrated and awake! MANY now remind their students to take their cans to the recycling stations in the hallway. There are even some who have made their students take a can OUT of the classroom trash so that they could recycle it..... well at least that is what the teachers tell Ms. Maggio!

Organics (for schools in the Organics Collection Program). Describe and include photos showing how your school recycles food waste in student cafeterias and the kitchen.

Organics are collected in the student cafeteria. In a row of bins designated to landfill, plastic/metal recycling, and terracycling, there is a bin specifically for organics collection. The kitchen staff have their own organics bin to dispose of food waste as they prepare food for the student cafeteria. The organics bin is clearly labeled with a sign, just like the other bins. Of the two trash-sorting stations in the cafeteria, each station has two organics bins, making a total of four organics bins in the cafeteria.

In addition much of the food waste from the biology teacher offices is collected by Ms. Hill to be used to make compost in the worm bin she has set up in one of the classrooms.

Recycling collection and setout. Briefly describe and include photos showing how your school collects the separated recyclables throughout the building, including storage and setout for DSNY collection. Note: Recyclables must be moved through the building by custodial staff, not by students.

As per DOE regulations, trash and recyclables from all areas of the school are collected by the custodial staff.

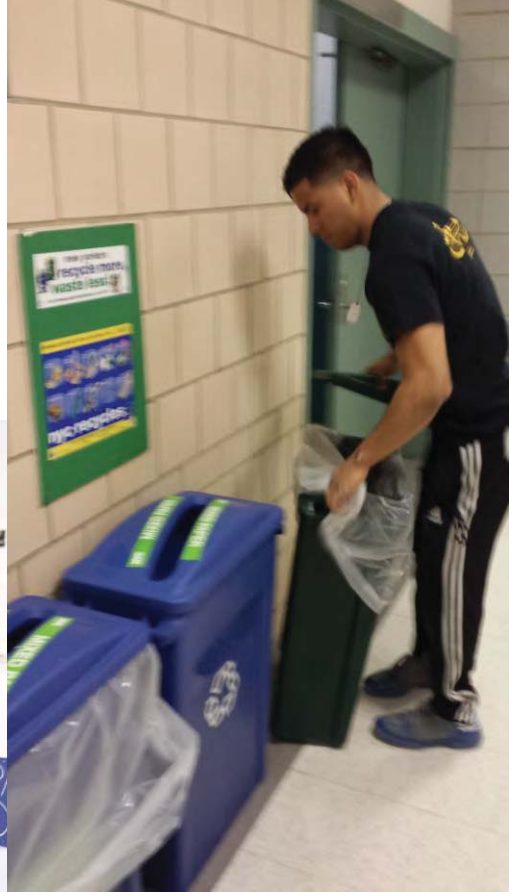
Paper is collected from the hallways and classrooms once the bins are about 3/4 full. Cardboard and all paper recycling is picked up after school on Monday, Wednesday and Friday.

Bottles and cans are collected from the hallways also when the cans are about 3/4, as well as every Friday. These bags are picked up DOS every Tuesday and Tuesday after school.

Every Monday, Wednesday and Friday the bags for landfill are picked up but that is a morning pickup.

Finally, organic bins are emptied every of the week.

Classroom Recycling



Hallway Bottle and Can collection

Classroom Tom collecting some paper from the 7th floor Hallway station

Once collected, if trash is not taken out to the street for collection it is stored in our refrigerated storage room. Outside of which is where all cardboard is stored until paper collection day.

ADDITIONAL RECYCLING

In addition to paper, plastic and aluminum we have been collecting for the last 4 years materials that would normally go to the landfill and shipping it off to the company Terracycle in NJ. At school we collect chip bags, drink pouches, personal car and oral care products, candy wrappers and all forms of Electronic waste. For the second year in a row the students have raised almost $1000 through this effort.

At a penny a piece chip bag you can imagine just how many pounds of waste the Environmental Club has diverted from the landfill. Terracycle collections bins can be found in a number of freshman biology classrooms - teachers run a competition to see which class can collect the most - in many teacher offices, and some hallway stations also have the Terracycle bins. They have been placed in the areas where students most commonly congregate on free periods.

Terracycle collection bin on right on Half floor **Terracycle collection bin in teacher work spcce**

School Recycling Program Implementation

Before and after. Before you implemented these projects, what was your school recycling program like? What changes and improvements were made?

Before we implemented these projects, the school recycling program was virtually non-existent. We had paper bins in each classroom, but the students and the faculty were not properly educated about recycling and tended to use the blue paper bins for plastic bottles or for landfill trash. The hallways also had a rudimentary recycling system, generally only having one big bin for landfill trash and nothing else. The cafeteria system was similar. There were large landfill trash bins in spaces between dining tables. Much of the trash that could be recycled was not and garbage could be found everywhere, on the floor and under tables. After we implemented these projects, the school collectively started taking recycling more seriously and made an effort to sort their trash. Much of our waste is recycled or composted now and trash is rarely left on the floor.

Project planning. What were your objectives, and the planning and organization that drove this project?

We wanted to make Stuyvesant High School a greener and cleaner school. Our objective was to both keep the school clean and educate our peers about the importance of recycling and how to recycle properly. The Environmental Club and our club faculty advisor Ms. Maggio drew up the plan for this project.

Student involvement. Describe student efforts to plan and implement the project. Include activities conducted by classrooms, cluster, grade, school-wide, team, club, or afterschool program.

The Environmental Club made a signs to facilitate recycling in the hallways, classrooms, and cafeteria. These signs feature bold handwriting and stickers with examples and pictures. The club also put up these signs in the right places. THe materials for these signs Ms. Maggio had funded through Donorschoose.

We also host an annual Earth Day Fair each year that aims to educate our peers about environmental awareness and about the school-recycling program. Students in the Environmental Club volunteer in the cafeteria once a week during their lunch periods to help keep the stations running well and teach others how to sort their trash.

In addition students volunteer after school to collect the Teracycle bins from the different classrooms, hallways and teachers offices so that they can be sorted and shipped once the appropriate weight is reached.

Some Environmental club students are responsible for updating the EcoFacts Globe stickers found around the school, while others maintain and update the Environmental Club Bulletin Board on the 5th floor.

Promotion. Describe your efforts to promote this project. Include samples of relevant announcements, memos, flyers, posters, letters, web pages, skits, songs, assembly programs, media coverage, or other special events.

In order to promote the recycling program at school, we hung up posters around Stuyvesant that remind students that green is for plastic and blue is for paper.

We also hold assembly programs for incoming freshmen to educate them about our school's recycling system at the beginning of the year.

At the beginning of every school year there is a one day orientation for incoming freshman called Camp Stuy. During the assembly Ms Maggio presents a 20 talk about garbage in NYC (using clips from the Secret Life of Trash) and the recycling programs here at Stuy. Then as the students move move from station to station, they spend some time with the members of the environmental club playing a recycling game. We have some boxes each representing a form of waste at school - organic, landfill, paper, bottle/cans and terracycle. Freshman are then given a number of pieces of

trash to place in the correct bin after a short recycling presentation by members of the Environmental Club. The student who finishes correctly and fastest wins a Eco-Prize.

Ms. Maggio works hard to educate other teachers about the program so they can set good examples for their students by presenting at all faculty conferences. We also have a PowerPoint presentation posted on our website about the school recycling system.

Collaboration. What other schools, professionals, businesses, or community organizations did you work with on this project? How did you solicit donations or help?

We worked with PS 89 to promote recycling in schools. Students from Stuyvesant would go over to PS 89 to help the students there sort their trash during their lunch periods.

Educational components. Include learning standards met, lesson plans, and exemplary samples of student work.

We hold an Earth Day Fair every year in which we educate our peers about recycling and other environmental issues with educational boards and games. We also have globe stickers posted all over the school that have eco-facts on them. These facts are also announced over the speakers every Tuesday.

Project Analysis

What worked? What were the most successful aspects of this project?

The project's most successful aspects were in its conception and implementation plan. We covered a lot of bases with signs, bins with different shapes, and monitors to look after confused students. It is a simple plan on the surface, but one with little intricacies that make it great.

What didn't work? What were the least successful aspects of this project?

The least successful aspects of this project are promotion and education. This may have something to do with the fact that Stuyvesant students have small attention spans, but that just means that we have to work harder to make them care about recycling and to make an effort to reduce our landfill waste. It also has to

do with the fact that the classes already have a lot of material to cover and teachers do not feel there is time to implement recycling lessons into their curriculum.

Applicability to other schools. What advice would you give to other schools with similar populations who want to replicate your project?

Other schools should have programs that aim to make the students care about recycling and that bring awareness to the faculty as well. The program has to be widespread and well planned out in general. Promotion is definitely key to the implementation of the program, so the promotional plan also has to be well thought-out ahead of time.

Measuring success. Describe how you measured the success of your project. Include charts or graphs, if possible. Explain any impact on the students or community.

We measure the success of our project by the change we see in our school and in our peers. After we started this program, the school became a lot cleaner and the students more aware of recycling and its importance. The faculty is also much more educated about recycling.

Future plans. How would you use contest prize funds to further enhance your school recycling program?

Contest prize funds would go into the promotion of our school-recycling program. It may fund educational programs or a short film about recycling to get students interested in it. We could also use it to host a fair that makes recycling fun and exciting for students.