

## Encouraging teachers to help the environment by taking action in their school communities.

### Introduction

After taking a couple of master's classes I began to notice a certain trend among my colleagues. I am an informal educator so I do not have the same experience teaching as those who are formal educators in the school system. I do not have to conform to a curriculum that must be taught and understood every year, school tests that must be passed, or administrations that only focus on these issues. I decided that if these are the teachers who are working to change schools, if only to be more sustainable and environmentally friendly, how many others are trying to affect change but don't know how? Based on information gathered and aligning teachers and administrators values with the conservation values presented by Kellert (1995), the purpose of this study was to create a pamphlet for teachers to utilize that will encourage and help them achieve environmentally sustainable changes within their schools. We can see that as a society being stewards for the environment is finally beginning to be an important issue. Brought up by one of my colleagues in another class, the Texas Children in Nature Coalition has started a "Green Ribbon School" recognition program that awards schools for being sustainable and eco-friendly (Grisa, Donna 2011). "Being green" is beginning to bring in the green as an incentive for schools to change their ways, but to do that we need teachers who care and are willing to help.

### Goal(s)

The goal of this community engagement lab was to poll educators to see where their values and the values of their administrations lie and to create a pamphlet, based on the findings, to aid other teachers to affect change.

### Prediction(s)

I believe that the values of the administrators are going to be more utilitarian in regards to moving their organizations towards sustainability. According to Kellert, utilitarian views look at nature as what it can do to benefit people (Kellert, 1995, pg. 10). This would show itself in answers that reflect economic incentives. I hope to find that teachers care about the environment for other values, as outlined by Kellert (1995), but either do not know how to incorporate it into the subject their teaching or do not know how to get administrations to change

### Methods

For this study I used Survey Monkey to create a survey that was distributed to educators through social networking sites and the AIP masters cohort. Teacher values were determined by question number 4 and administration values by number 7, see Appendix 1. Surveys were completed between September 13<sup>th</sup>, 2011 and September 25<sup>th</sup>, 2011. Based on the survey of 27 educators, 15 labeled themselves as a teacher. The years of teaching experience ranged from 7 months to 29 years. Ages of the educators ranged from 22 to 54 years of age. Location ranged from Ohio to as far west as California and Washington and from Illinois to Pennsylvania, see Appendix 2 for survey results. Based on the information gathered from the survey, the pamphlet was put together with the values shown.

### Results

The first thing looked at was the values of administrations towards becoming sustainable. In Figure 1, out of 27 teachers surveyed, 37% of administrations would be opposed to changing things because it would cost them money and resources such as time and energy. The "Other/NA" category included things such as no support towards projects, lack of education on the subject or online schools that are not applicable.

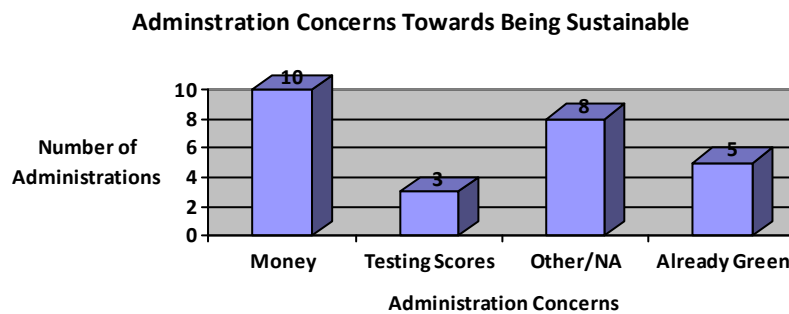


Figure 1. Categories and numbers created from answers to survey question 7. See Appendix 2 for full answers.

The next thing looked at was how teachers value nature, see Figure 2. Numbers were tallied from survey question 4, see Appendix 3. Only 4 different value categories came through. The Utilitarian category was comprised of answers pertaining to natural resources. Naturalistic values contained answers about hands on approach to nature

for example, taking students outside. Ecologicistic/Scientific values included answers that included lab experiments or how natural processes work. The Moralistic category included answers pertaining to how students are the future, fixing current issues and protecting what we still have. Lastly, the N/A column included answers that did not give a reason to teach conservation.

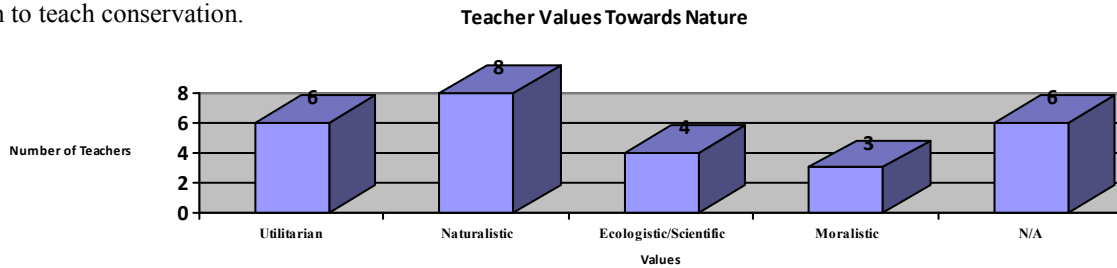


Figure 2. Teacher values were outlined by Kellert's paper (1995).

If teachers highly value nature, the question is if they can then incorporate positive values into their subject areas? Figure 3 shows the relationship of those two things. The "No" bar in "Can Incorporate Values" includes subject areas like math, art and music.

**Number of Teachers That Value Nature and Who can Incorporate Values Into Subject**

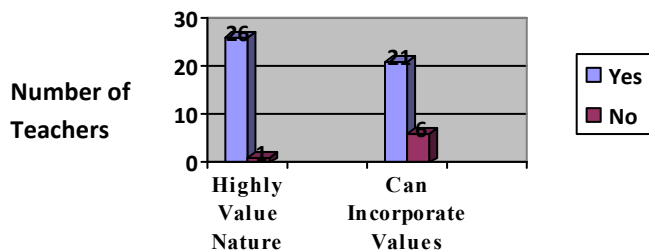


Figure 3. Categories created from answers to survey questions 4 and 5. See Appendix 3.

### Discussion

As stated in my predictions, it seems they have been supported by the results. The main concern of administrations was economic but a surprising number of administrations were already open and are participating in green projects. One thing about surveying online is to make sure all takers answer each part of the question asked. Another problem was getting people to take the survey. In regards to the teachers' values I was happy to see that ~30% of teachers taught conservation values through hands on contact with nature. My hope is that the system as a whole will change the importance of testing scores. that is another main variable of administrations not

supporting change in the classroom/school. To prove the system needs to change, Strife comments that environmental education "is not only education to inspire environmental stewardship and responsible citizenship, but also education to protect today's "de-natured" and increasingly unhealthy society" (Strife, Susan, 2010 pg.180). We want to make sure that future generations grow up healthy in a healthy planet and the most people they spend time with throughout their entire life are educators. The more we expose our young ones to environmental stewardship the better off our world will be. In an article by Mackenzie, she states that 90% of a person's learning "comes from experiences, media and 'free-choice' learning everywhere" (Mackenzie, Ann 2008, pg 200). So having that small 10% focused on nature in school gives us an edge over what other things they will learn.

### Next Steps/Reflections

The next steps would be to get fellow colleagues and other educators to help me improve the pamphlet and then distribute to educators. Also other studies could be done on my results including location and ages of educators, perhaps even where the educators received their educations and those facilities. Many other studies could be done in this area.

### References

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## Appendices

### Appendix 1- Survey

#### Conservation Values

1. What kind of institution do you work for? (ex. zoo, school, public, private, charter, high school etc.) What is your position? (ex. teacher, administrator, substitute etc.)

2. What do you know about wildlife and habitat conservation? Name some issues you are familiar with and ways to help those issues.

3. What state and city do you teach in? What is your age? How long have you been teaching?

4. Do you think students should be taught about the conservation of our natural resources, habitats and wildlife? Why and how would you teach them?

5. Do you value the natural habitats and wildlife?

No Value

No Feeling Either Way

Some Value

Highly Valued

6. How positive are your interactions with other members of your institution to affect change?

Very positive

Moderately positive

Slightly positive

Not at all positive

7. How open to change is your administration? What would it take for them to be more willing to make changes towards becoming more conservative and sustainable?

8. How concerned is your administrator with how well students are learning about conservation and sustainability in your classroom?

Very concerned

Moderately concerned

Slightly concerned

Not at all concerned

9. What suggestions do you have for improving the sustainability your school?

10. What are some positive steps your school is taking towards being sustainable/conserving resources?

### Appendix 2- Survey Results Arranged by Question and Individual

#### 1. What kind of institution do you work for? (ex. zoo, school, public, private, charter, high school etc.) What is your position? (ex. teacher, administrator, substitute etc.)

1	teacher	10	5th grade teacher	19	Student
2	Outdoor education	11	School teacher	20	9th grade Algebra
3	Instructor, Technical College	12	Public school, teacher	21	Special Ed Teacher
4	Teacher	13	teacher	22	substitute
5	Education specialist, public park system.	14	teacher	23	teacher
6	teacher	15	teacher	24	teacher
7	Adjunct at Comm. College	16	Health and Physical Ed	25	teacher
8	Administrator	17	teacher	26	teacher, department chair
9	Camp Educator	18	science teacher	27	public school teacher

**2. What do you know about wildlife and habitat conservation? Name some issues you are familiar with and ways to help those issues.**

- 1 save the rainforest  
strip mining, oil drilling, catch and release, national, state, county and city parks, green spaces, water purity, climate
- 2 change, land management.  
I took several Environmental Sciences courses in college and actively take steps to reduce my personal waste and
- 3 recycle.  
There are many problems like extinction of animals and I can help by spreading the word or getting involved in a
- 4 project. Habitats are being destroyed and getting involved helps.  
Gypsy moth deforestation, emerald ash borer infestations (remove ash trees, do not transport
- 5 wood), asian longhorn beetle infestation, overpopulation of white-tailed deer (cull to minimize deer starvation),
- 6 Was a biology major  
There are many endangered species and even if they are not considered officially endangered
- 7 now, most people do not understand the importance of helping preserve wildlife creatures  
and the places in which those creatures make their homes. People are careless and I support  
parks, forests, etc and do not agree with hunting or the tearing down of trees and other plant- life. Hunting takes lives  
and the tearing down of trees and other plant-life is taking away their  
homes and then possibly, their lives as well. I don't do volunteer work with wildlife
- 8 organizations, but I do appreciate those who do and those who make that their life's work.  
not much  
Wildlife - Most of my knowledge comes from working at a zoo. I know many species are  
endangered and specific conservation breeding programs are in place to increase  
populations. Conservation can be worldwide and local. Habitat - Habitat conservation is equally  
important in preserving because its the basis on how the species live. In order to save a species the broader spectrum  
of habitat needs to come first. Also many at risk habitats are  
near human populations with livelihoods, so including locals to aid in the process will provide
- 9 greater conservation.
- 10 composting, buying/growing local produce, recycling, reducing, reusing, not buying palm/peat
- 11 go green
- 12 Climate change, white nose syndrome in bats, invasive plant and animal species  
barn owl habitat destruction: building next boxes in barns and other previous nesting sites.  
wildlife conservation: breeding programs, protected areas, establishing nesting sites (eagles/owls), identifying  
endangered/threatened species habitat conservation: government
- 13 identification of wilderness/wetland/sanctuary areas; citizen involvement
- 14 Recycling, local conservation efforts  
protecting some species like eagles, wolves and spotted owls, removal of invasive species to protect habitats and
- 15 biodiversity  
Hunting - Knowing that you should only hunt during legal times. Trash - Never dispose of your
- 16 waste in the wildlife, especially water. Trees - Unless it's an open territory, they should not be cut unless dead.
- 17 rainforest habitat is being destroyed at a very rapid rate - donate to organizations that protect the habitat  
deforestation, urban sprawl, air water and soil pollution, invasive species. A good place to start is reduce  
reuse recycle repurpose. As for urban sprawl and deforestation, we need eco-conscious urban planning. Invasive
- 18 species can be removed physically but also consider the role they now play in their ecosystem.  
invasive species- be concious when planting pollution- do not litter and encourage others to do the same. stormwater
- 19 runoff- again, dont pollute and be concious of what you are tossing on impervious surfaces.
- 20 Not my area of expertise  
State Parks efforts, Purple Martin Society (Larry Hunter, see Portage Lakes,OH), Advisory Council for Portage
- 21 Lakes, OH.  
saving the rainforrest, polarbears going extinct, giant masses of floating trash in the oceans, preventing oil  
drilling to preserve habitats, oil spills... ways to help: recycle as much as possible, don't buy bottled water, reusable
- 22 grocery bags and tupperware sandwich containers instead of bags... carpool, etc.  
Water consumption- reduction of water use and not buying water but drinking from the tap. Recycling- buying  
reusable containers & bags, recycling paper, plastic, metals and anything else that is available. Natural parks- create  
and generate clean, breathable air, allow for liveable space for other members of our ecosystem
- 23

- 24 Natural habitat is being destroyed at an alarming rate. More than 130 species are going extinct everyday.
- 25 pollution habitat destruction
- 26 our school brings in some organizations each year to make students aware of many habitat conservation
- 27 loss of wetlands from peat production - buy alternatives like coconut husk

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**3. What state and city do you teach in?**

**What is your age?**

**How long have you been teaching? (City and age removed for privacy concerns)**

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1	OH 1yrs	10	Ohio 21 years as a teacher	19	Student
2	OH 2 yrs	11	OH	20	Ohio
3	Oh 8 mo	12	Indiana 2 years	21	Oh 15 years
4	WA 5.5 years	13	OH 22 yrs	22	ohio 7 months
5	Ohio. 3 years.	14	OH 29 years	23	OH 8 years.
6	PA, 32 yrs	15	Ohio, 12 years	24	Ohio 14
7	OH, 3 weeks, 1 yr at college	16	OH 3 years	25	KY 3 years
8	do not teach	17	Ohio 21 years	26	CA 18 years teaching
9	IL 7 years	18	OH starting my 4th year	27	ohio 14 years

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**4. Do you think students should be taught about the conservation of our natural resources, habitats and wildlife?**

**Why and how would you teach them?**

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- 1 Yes because they are the future and they need to be prepared how to conserve before all our resources are gone.  
yes, give them real world examples, and hands on experience. make some sort of environmental community service a
- 2 mandatory part of the curriculum  
Yes, but that doesn't have much to do with my subject - art. I guess it could come up in the use of recycled materials
- 3 as media.  
Yes they should. They need the knowledge of why it is a problem and how they can help. I would teach by getting
- 4 them involved in projects  
Of course students should be taught about conservation. Working with children from the time they are very little with  
concepts that they can understand and expanding to more complicated issues as they become age appropriate. In  
preschool we work with conserving natural resources(like water) and recycling. This builds a foundation for interest
- 5 and stewardship for the natural world.
- 6 yes, but in a contractual way, leaving out the many of the greeno views  
I feel it should be brought up when they are very very young, in kindergarten. Unfortunately, you can only teach so  
much on this subject in a school setting--it is up to the parents to further educate their children on this subject, As a  
college instructor and not teaching an environmental science course, I would not be teaching on this topic. They
- 7 should already know about such issues by the time they reach college.  
Yes because in the end we are all responsible for the sustainability of our planet. I don't know how I would teach
- 8 them...
- 9 Yes, because its our planet and if it lost we will not have opportunities to connect with the natural world and species  
Yes, they need to care and become involved now. They also can educate their families and push them to become  
more involved. I teach them by modeling, choosing articles and books that teach conservation issues, and by showing  
them videos and smartboard lessons that focus on the environment, bringing in guest speakers & going on field trips
- 10 that focus on conservation
- 11 yes, through physical demonstrations and the use of new technology  
Yes. I would teach them because they are important to me and to the future of my students. I think the best way to  
teach conservation is to get students involved in hands on project such as community gardening, habitat restoration
- 12 and wildlife observation.  
Students should be taught about the conservation of NR, h, & w. Currently, I am teaching them through inquiry
- 13 projects that are hands-on.

Yes, they should be taught about these topics because they live in this world and have a right to know how it works and what they can do to make it better. Plus, they will be the decision-makers before you know it. I would teacher them through lecture, readings, activities, and if possible INQUIRY:)  
14 kids need to learn about protecting what we have, and it would be best if they could be physically involved with the protection of everything, not just recycling paper at an adults requests  
15 I think it should be taught. As a health and physical educator, it would be rather easy. In physical education, we are outside whenever the weather permits it, so I encourage the students to not leave behind their waste, pick up waste if they see any (even if it's not theirs), to stay away from all animals because you don't know how they will react if they are within reach, and to not destroy trees, flowers, grass, etc. because that's not their purpose (to grow and get destroyed). In health class we can talk about different issues such as recycling, respecting territory, and respecting other mammals and/or ways of life. I could also how to camp appropriately when the opportunity arises.  
16 Yes, speakers, trip to zoo or botanical gardens  
17

Yes, everyone needs the opportunity to make informed decisions. I use labs, current events, video clips etc whenever possible. You have to come up with ways of fitting it in the curriculum  
18 Absolutely. Hands on activities, giving them direct connection with the natural world around them.  
19 Yes, but I teach math.  
20

YES - They will be our future leaders. Compost./school garden,, Club at lunch hours for wildlife inquiries - search within the surrounding area outdoors. Right now doing a composting with 60 students and educating them on sustainability through videos and websites.  
21

yes! 5th graders are taught about nonrenewable and renewable resources, which is a good learning opportunity... science experiments in decomposition of organic and inorganic materials... a recycling club... Awareness presentations... field trips to places like Mohican School of the Outdoors  
22

I do believe that it is important to teach students about conservation, renewable and nonrenewable natural resources. It is really important to make sure that students are aware of the implications of our impact on habitats and wildlife. I teach biology to special education students and cover this topic when I teach a unit on ecology. Depending on the time of the year, I try to take them outside and through models of what happens when there is a significant disturbance to one or more organisms in an ecosystem.  
23

Absolutely, I feel the ideal way would be to expose them directly to nature by outdoor labs, nature walks, and field trips exposing them directly to nature where they could run inquiry projects themselves.  
24

Yes so that they can help change the earth for better. I would teach them by example and by showing them easy things to do to conserve.  
25 yes, but it is hard to do that much in a music class  
26

yes, if they don't know they won't help. plus teaching them when they are young instead of waiting til high school or college makes more of an impact since it becomes a natural part of their life.  
27

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**5. Do you value the natural habitats and wildlife?**

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1	Highly Valued	7	Highly Valued	13	Highly Valued	19	highly valued	25	highly valued
2	Highly Valued	8	Some Value	14	Highly Valued	20	highly valued	26	highly valued
3	Highly Valued	9	Highly Valued	15	Highly Valued	21	highly valued	27	highly valued
4	Highly Valued	10	Highly Valued	16	Highly Valued	22	highly valued		
5	Highly Valued	11	Highly Valued	17	Highly Valued	23	highly valued		
6	Highly Valued	12	Highly Valued	18	Highly Valued	24	highly valued		

**6. How positive are your interactions with other members of your institution to affect change?**

- |   |                     |    |                     |    |                     |
|---|---------------------|----|---------------------|----|---------------------|
| 1 | Moderately Positive | 10 | Moderately Positive | 19 | moderately Positive |
| 2 | Very Positive       | 11 | Slightly Positive   | 20 | Not at all Positive |
| 3 | Moderately Positive | 12 | Very Positive       | 21 | slightly positive   |
| 4 | Very Positive       | 13 | Very Positive       | 22 | N/A                 |
| 5 | Very Positive       | 14 | Slightly Positive   | 23 | slightly positive   |
| 6 | Moderately Positive | 15 | Slightly Positive   | 24 | very positive       |
| 7 | moderately Positive | 16 | Moderately Positive | 25 | moderately Positive |
| 8 | Slightly Positive   | 17 | Slightly Positive   | 26 | moderately Positive |
| 9 | Moderately Positive | 18 | Slightly Positive   | 27 | slightly positive   |

**7. How open to change is your administration? What would it take for them to be more willing to make changes towards becoming more conservative and sustainable?**

- 1 It would have to be able to be easily aligned to standards and if possible tests.
- 2 Make it more affordable
- 3 They do have recycling and conservation efforts in place and all teachers are made aware.
- 4 Open. They already are. We became a green school last year.  
I think people are open to change although in a large organization some people will always drag their feet. Small changes to become more energy efficient can be achieved easily but large changes such as building insulation, alternative power sources and some recycling initiatives take more money and top down insistence.
- 5 have them stay out of what they have no clue about
- 7 N/A  
The University of Michigan actually is constantly looking for new ways to conserve energy and institute green initiatives. i think they would respond very positively to any suggestions I had but with administration being the way it is it would likely take at least a year or two for any new projects to find traction.
- 9 I work at a conservation center for my region and I feel like great conservation change is in their future  
Not at all. He is opposed to anything not on the state tests. He also says that he was raised on cement and he has no interest in the environment or promoting it, period!
- 11 yes, if we had enough extra money, we would  
It depends on how the topic is presented. If the case can be made that it is beneficial to students, they will consider changes. The amount of work teachers and students are willing to take on plays a big part too, how easy will it be for the administration and how good will it make them look.
- 13 district approval
- 14 I think they are and will continue to be willing as long as it's "financially neutral".
- 15 tnt under their butts, maybe some public embarassment, basically a miracle  
I am not really sure about my administrations stance on conservation and sustainability. I would like to think that they are advocates of it though. It would probably be determined by what ways we could be more conservative and sustainable.
- 17 it would have to be cost effective for the administration  
HA! Get rid of state testing! I have an administration that is open to change, but is bogged down with state testing concerns. Nature is on the back burner.
- 18
- 19 N/A
- 20 We are an online school so there are no issues of sustainability  
Administration from all levels in Ohio are on a tight budget with no funding. They are NOT open to any change right now.
- 21

The resources to put programs into affect just are not there... recycling pick up has to be completely paid for (not by the school)... It took us 3 years to get the money approved to buy recycling trash cans... and any environmentally friendly field trips or presentations cost too much (especially busing)

22

In the neighboring city and the home to half our students, they have wind mills to generate electricity for a section of that city. We will be building a new school in the next 2 years and geothermal and other sustainable energy sources are being contemplated.

23

24 They are open, but one of the first concerns is money involved since we have a tight budget.

25 Education on ways to do this.

In my 10 years at the school there have been a lot of changes in that direction. They would certainly consider suggestions.

26

27 not very open. they don't want to deal with the time and money. they don't have the people to back it up.

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**8. How concerned is your administrator with how well students are learning about conservation and sustainability in your classroom?**

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- |                        |                         |                         |
|------------------------|-------------------------|-------------------------|
| 1 Slightly Concerned   | 10 Not at All Concerned | 19 Very Concerned       |
| 2 Slightly Concerned   | 11 Slightly Concerned   | 20 Moderately Concerned |
| 3 Slightly Concerned   | 12 Slightly Concerned   | 21 Not at all Concerned |
| 4 Slightly Concerned   | 13 Slightly Concerned   | 22 Slightly Concerned   |
| 5 Very Concerned       | 14 Slightly Concerned   | 23 Slightly Concerned   |
| 6 Slightly Concerned   | 15 Not at All Concerned | 24 Moderately Concerned |
| 7 Not at all Concerned | 16 Slightly Concerned   | 25 Moderately Concerned |
| 8 Moderately Concerned | 17 moderately concerned | 26 Very Concerned       |
| 9 Very Concerned       | 18 Slightly Concerned   | 27 Not at all Concerned |

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**9. What suggestions do you have for improving the sustainability your school?**

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- 1 Recycling as much as possible
- 2 less paper usage, more environmentally friendly materials
- 3 None
- 4 Getting kids involved
- 5 More updated work spaces (insulation, updated HVAC).
- 6 leave it to science
- 7 N/A

There have been several paperless process options introduced around the University but very few of them are mandatory. So in the end we see some departments continuing to consume large amounts of paper simply because they don't want to change their process. I would ask that the university make paperless initiatives mandatory.

9 N/A

- 10 I would like to have building wide recycling containers, cafeteria composting, a garden, etc
- 11 use more recycled products and use CFL lights, solar pannels
- 12 Increased recycling options and convenience.
- 13 changing cafeteria practices addition of garden areas

- 14 Improve consistency of recycling efforts; educate students; encourage them to become more involved.
- 15 Make it part of the state standards!

The only thing I can think of at the moment is recycling. We are actually doing well to start this new school off in regards to not wasting food during meal times.

16

increase recycling efforts energy efficient lightbulbs less styrofoam in the cafeteria purchase partially recycled paper

17



- 18 Spread the word. start an ecology club, sprinkle it throughout all subject areas
- 19 Implementing a sustainability program for all schools...so it is a priority not an option.
- 20 I Don't know  
Composting at lunch, school garden, reaching out to community- exposure with media, blogs, and website.  
Using real utensils again to clean or buying recycled ones instead of the pre-packed.
- 21
- 22 more paper, plastic, and aluminum recycling bins  
I believe that our school could do a lot more to save electricity and energy. In regards to our building, it would need new windows, a new heating system and a rebuild electricity grid to become more efficient.
- 23  
I would like to see our school do more recycling and also integrate conservation education into the curriculum in more ways than it is presently.
- 24
- 25 Compost, don't use styrofoam trays, recycling program
- 26 Get rid of water bottles, disposable lunch materials etc.  
we recycle paper but that it all. and teachers waste alot of paper. getting them to use their laptops instead of handouts would be a great step.
- 27

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**10. What are some positive steps your school is taking towards being sustainable/conserving resources?**

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- 1 Working on getting recycling
- 2 unknown  
Employees are discouraged from using more paper than necessary and numerous recycling bin can be found
- 3 throughout the school. All students are required to take an Environmental Sciences course.
- 4 We are a green school.  
Recycling in all divisions, implement initiatives to turn off all light/computer monitors when not in use, solar tube
- 5 lighting, updated insulation, no idling vehicles, carpooling to common locations, etc.
- 6 None
- 7 I believe most colleges and universities are aiming towards "going green"  
I mentioned that there are constantly creating more ways to run our department in a paperless way. My office has introduced water conserving toilets and motion sensor lights throughout the building. The campus has begun installing parking meters and street lights that are solar powered. And I know that the cleaning companies have
- 8 started using more techniques and tools that allow them to use less water, fewer paper towels, and less electricity.
- 9 N/A  
Me and another teacher have paper and plastic/cans recycling bins in our classrooms. The two of us are also
- 10 trying to use less paper by making more on-line assessments.
- 11 air-hand dryers (no paper towels), recycling bins conveniently placed, and natural lighting implemented  
Energy conservation, very particular about turning off unneeded lights. Always shutting down computers. Battery
- 12 recycling.
- 13 recycling reducing reusing
- 14 Not much that I know of
- 15 Suggesting that people should turn off their computers.
- 16 I honestly have no idea. I have been told we recycle paper, but have not seen anything like it happen yet.
- 17 recycling club
- 18 To be honest we need a full on energy audit. There are too many things to mention.
- 19 N/A
- 20 I Don't know
- 21 We have a paper recycle bin. In the past have collected old ink cart. and cell phones.
- 22 trying to start a mohican field trip... trying to start the pepsi recycling program

With a new building and a refurbishment of my current school, will significantly assist with energy conservation and making better use of our resources.

23

We are currently recycling paper and have recently started recycling plastic bottles and cans. There is a push on paper reduction by teachers also.

24

25 we have a paper recycling program and a Green Team trying to make our school more environmentally friendly.

26 new LEED building, recycling

27 they allowed the alternative high school to plant a rain garden on unused property.