



**A CAMPUS NEEDS ASSESSMENT  
FOR ANDERSON VALLEY  
Grade Level(s): 6 and 8**

**6<sup>th</sup> Grade Standards-based Connections Set and Learning Objectives  
for the Campus Needs Assessment**

**English/Language Arts:**

Reading 1.0, 2.0; Writing 2.3; Speaking 1.4, 1.6

**LO:** Students will read about and discuss living things, plant and animal growth and responses to environment. (Reading 1.0)

**LO:** Students will read about and discuss ecosystems and the components (biotic and abiotic) and the roles that each element plays in the food web. (Reading 2.0)

**LO:** Students will determine the meaning of specialized vocabulary, such as: waste stream, solid waste, recyclable, hazardous waste, reusable waste and source reduction. (Reading 1.0)

**LO:** Students will write a multi-paragraph essay based on their research concerning natural resources and products made from them. (Writing 2.3)

**L.O:** Students will prepare, deliver, and listen to oral presentations based on the results of the audit. (Speaking 1.4, 1.6)

**Mathematics:**

Number Sense 1.2, 1.3, 1.4, 2.3; Algebra and Functions 2.1; Statistics, Data Analysis, and Probability 2.3, 2.5; Mathematical Reasoning 1.1, 2.2, 2.4

**LO:** Students will record data during the waste audit in charts, graphs and tables. (Reasoning 2.4)

**LO:** Students will record the garbage in the homeroom classroom by weight making appropriate conversions. (Reasoning 2.4; Algebra 2.1)

**LO:** Students will use ratios to calculate the percentage of each category of waste: recyclable, compostable, reusable, landfill-bound, hazardous waste, etc. in the overall sample. (Number Sense 1.2, 1.3, 1.4, 2.3; Reasoning 1.1, 2.2)

**LO:** Students will analyze data from a previous waste audit in order to discuss the problems created by and possible solutions to product packaging. (Reasoning 1.1, 2.2; Statistics 2.3, 2.5)

**Science: 5a –e, 6a-c, 7a-e**

**LO:** Students will hypothesize about an investigation of their campus waste. (7a)

**LO:** Students will conduct a solid waste investigation of the campus in order to understand that matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. (5a-e, 7b)

**LO:** Students will collect and display data on the waste generated in various locations on the campus. (7b,c)

**LO:** Students will apply what they know about how waste can (or cannot) be reused, recycled or composted to the current waste flow from campus in order to categorize the types of waste observed during the waste audit. (6a-c; 7e)

**LO:** Students will learn about natural resources and which are renewable and non-renewable. (6b)

**LO:** Students will conduct research about a natural resource and a product made from that resource. (6b, 7b)

**LO:** Students will work in groups, selecting and using appropriate tools to investigate the current waste management practices on their campus. (7b)

**LO:** Students will graph their findings from the waste audit. (7c)

**L.O:** Students will present their findings from the waste audit in written form and orally in small groups and to a larger public. (7d)

### **History/Social Studies**

World History and Geography: Ancient Civilizations 6.1(2); Historical Interpretation 1 and 2

**LO:** Students will read about and discuss the history of garbage management and its impacts on civilizations. (Ancient Civ 6.1(2))

**LO:** Students will summarize historical waste management and compare it to current waste management practices. (Historical Interpretation 1, 2)

**8<sup>th</sup> Grade Standards-based Connections Set and Learning Objectives  
for the Campus Needs Assessment**

**English/Language Arts:**

Writing 2.1, 2.3; Speaking 1.4, 1.6

**L.O:** Students will write about what happens to a particular piece of garbage when you throw it away. (Writing 2.3)

**L.O:** Students will write a summary (one paragraph) discussing the implications of their classroom waste audit. (Writing 2.1)

**L.O:** Students will organize and display info in charts and graphs. (Writing 2.3)

**L.O:** Students will prepare speeches to convey the data from the audit and its importance. (Speaking 1.4)

**L.O:** Students will clearly present their speeches in formal oral presentations to the class and the larger community. (Speaking 1.6)

**Mathematics:**

Probability and statistics 6.0, 8.0

**L.O.** Students will be able to compute mean, median and mode and use this data in graphic and written form in their lab and data collection summaries. (6.0)

**L.O.** Students will use different graphs and charts to best reflect their data. (8.0)

**Science:** 3a+b, d, 5a+b, 9a,b,e

**L.O.** Students will understand how the different states of matter are reflected in our waste. (3d)

**L.O.** Students will use the scientific method in collecting data, analyzing data and writing a conclusion to a waste audit. (9a,b,e)

**L.O.** Students will be able to define the "Law of Conservation of Matter". (5b)

**L.O.** Students will be able to discuss where atoms of material go in different reactions. (3a, b, 5a)

**L.O.** Students will be able to look at a simple chemical equation and explain the changes and count the atoms on both sides to see that the equation is balanced. (5a,b)

**L.O.** Students will be able to trace a piece of waste from the time it leave their hand to its recycle point or its disposal point in order to understand how the law of conservation of matter relates to our waste problem. (5b)

**Pre/post-assessment strategy:** Students will be given a quiz in which they are asked to provide definitions of terms related to ecosystems and resources. Students will also be asked to describe a food web, hypothesize on the quantity and quality of the waste produced on campus, describe what occurs to the waste once it is taken away, and make suggestions on how to change the amount of waste produced at the school. This same quiz will be given as a post-assessment activity.

**Prerequisite Knowledge and Skills and Remediation Strategies:** Students are expected to know basic ecology definitions (energy, resources, food web, ecosystems). Students are expected to have skills in categorization, data collection, and graphing techniques. Remediation strategies include high/low pairings of students, differentiated instructions, constant checks for understanding, and study hall support before and after school.

### Lesson 1

**Standards-based Learning objective(s) (Reading 1.0, 2.0):** Students will read about and discuss living things, plant and animal growth and responses to environment. Students will read about and discuss ecosystems and the components (biotic and abiotic) and the roles that each element plays in the food web.

**Adopted Instructional Materials and Other Resources:** Science Voyages, p.157-158 Nt Science Ed Standards, benchmark book; P 482- 486 and 496 - in Glenco Science book; P1-73 in Silver Burdett Science book.

#### **Summary Description/Procedure:**

Students will obtain basic information by reading selections from various texts. A class discussion on ecosystems and their components will follow. In small groups students will illustrate and label an ecosystem food web (forest, pond, ocean, an aquarium, our body). Each group will present and explain their ecosystem. Students will determine whether the ecosystems presented represent closed or open systems.

**Responsible individual(s):** Classroom teachers (6<sup>Th</sup>:Adam Springwater & Shirley Hiatt), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa)

**Timeline/Lesson Duration:** 90 minutes

### Lesson 2

**Standards-based Learning objective(s) (Science 6b, 7b; Writing 2.3):**

Students will learn about natural resources and which are renewable and non-renewable. Students will conduct research about a natural resource and a product made from that resource. Students will write a multi-paragraph essay based on their research concerning natural resources and products made from them.

**Adopted Instructional Materials and Other Resources:** Defining Resources pg 247 in Closing the Loop.

**Summary Description/Procedure:** Students will follow the steps of the lesson outlined in “Closing the Loop “ (pages 247-251). Students will discuss natural resources that are living and non-living and will identify products in the classroom that are made from natural resources. As a class, we will read Just a Dream by Chris Van Allsburg. In groups, students will classify the natural resources described and will discuss their use and abuse in the book and in today's society.

Students will then choose a natural resource to research and write a summary about. This will take the form of a multi-paragraph text. The student will then create a collage or mobile of items made from the natural resource they researched.

**Responsible individual(s):** Classroom teachers (6<sup>Th</sup>:Adam Springwater & Shirley Hiatt, Jr. High: John Woods), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa)

**Timeline/Lesson Duration:** Two 90 minute periods

### Lesson 3

**Standards-based Learning objective(s) (Science 7a; World History and Geogrpahy: Ancient Civilizations 6.1, 6.2; Historical Interpretation 1.0, 2.0):**

Students will read about and discuss the history of garbage management and its impacts on civilizations. Students will summarize historical waste management and compare it to current waste management practices. Students will hypothesize about an investigation of their campus waste.

**Adopted Instructional Materials and Other Resources:** Exploring Environmental Issues: Municipal Waste – pg. 26 – 28 Garbage through the Ages – (rewritten at a 6<sup>th</sup> grade reading level), People Time and Changes (Follett Social Studies Six Grade Text Book) pgs 36-69.

**Summary Description/Procedure:** After reading, students will look at what people have done, historically to the present, with their garbage and discuss the implications for the future. Students will write a summary of what they learn and apply it to current waste practices (as they understand them at this step) here at AVUSD. They will hypothesize about our waste audit.

**Responsible individual(s):** Classroom teachers (6<sup>Th</sup>:Adam Springwater & Shirley Hiatt), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa)

**Timeline/Lesson Duration:** 90 min.

### Lesson 4

**Standards-based Learning objective(s) (Science 5a-e, 6a-c, 7b,c,e; all Math standards; Reading 1.0):**

Students will work in groups selecting and using appropriate tools to investigate the current waste management practices on their campus. Students will conduct a solid waste

investigation of the campus in order to understand that matter is transferred over time from one organism to others in a food web and between organisms and their physical environment. Students will record and categorize the garbage in the homeroom classroom by weight, making appropriate conversions. Students will collect and display data on the waste generated in various locations on the campus. Students will record data during the waste audit in charts, graphs, and tables. Students will use ratios to calculate the percentage of each category of waste: recyclable, compostable, reusable, landfill-bound, hazardous waste, etc. in the overall sample. Students will apply what they know about how waste can (or cannot) be reused, recycled, or composted to the current waste flow from campus in order to categorize the types of waste observed during the audit. Students will determine the meaning of specialized vocabulary, such as: solid waste, recyclable, hazardous waste, reusable waste, and source reduction. Students will graph their findings from the waste audit.

**Adopted Instructional Materials and Other Resources:** Garbage audit form (p. 329 from "Closing The Loop"; Performing a Class Audit of Waste), Exploring Environmental Issues: Municipal Waste – Activity A p. 18 Waste Not, Want Not.

**Summary Description/Procedure:**

The teacher or grant coordinator will explain to the students the task that they are being asked to complete: a needs assessment to determine how much waste is being produced at the elementary school so they can discover how much waste that is being thrown away could be recycled. The Closing the Loop Audit Form (p. 329) will be presented and reviewed with the students.

The students will be divided into teams of 4: 1 “high”, 2 “middle” and 1 “low” student (determined by grade point average, language ability and standardized testing scores). Although all team members are responsible for the successful completion of the tasks and will be required to participate in all levels of the tasks, the teacher will assign certain leadership roles within the team. These roles are group leader, data recorder, and materials/equipment managers. The group leader will be responsible for maintaining the overall flow of getting the task done. The data recorder will be responsible for making sure the correct data is being recorded on the data sheets and that proper procedure is being followed. The materials/equipment managers will be responsible for making sure that all tools being used are properly handled/stored/disposed of and, that all materials being analyzed are also being properly handled/stored/disposed of.

Students will go to predetermined classrooms (schedule and location to be determined by supervising teacher and custodial staff) and pick up garbage (by changing liners) and any recycling. A representative sampling of the school's trash and recycling bins will be collected for analysis. Aprons, garbage bags, large sturdy tarps, and gloves will be provided to the students.

Students will use spring scales to weigh and record the categorized garbage. The necessary statistics will be tallied by each group in order to complete their waste audit form.

The groups will then combine their data. Trends will be represented in graph form, with each group responsible for one division of categorized garbage.

**Responsible individual(s):** Custodial staff, Classroom teachers (6<sup>Th</sup>:Adam Springwater & Shirley Hiatt, Jr. High: John Woods), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa).

**Timeline/Lesson Duration:** Three 90 minute periods.

### **Lesson 5**

**Standards-based Learning objective(s) (Science 7e; Statistics 2.3, 2.5; Reasoning 1.1, 2.2):** Students will analyze data from the campus waste audit in order to discuss the problems created by, and possible solutions to, product packaging.

**Adopted Instructional Materials and Other Resources:** pg. 33 Part A, Source Reduction: Municipal Solid Waste, Project Learning Tree

**Summary Description/Procedure:** Students will work in teams to review product packing for materials used here. They will analyze different products for excess packaging, toxic materials, and use of non-recyclable materials. Students will brainstorm and share-out suggestions on how to reduce excess packaging and make packaging materials more environmentally friendly.

**Responsible individual(s):** Classroom teachers (6<sup>Th</sup>:Adam Springwater & Shirley Hiatt, Jr.), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa)

**Timeline/Lesson Duration:** 60 minutes

### **Lesson 6**

**Standards-based Learning objective(s) (Speaking 1.4, 1.6; Science 7d):**

Students will prepare, deliver, and listen to oral presentations based on the results of the audit. Students will present their findings from the waste audit in written form and orally to small groups and to a larger public.

**Adopted Instructional Materials and Other Resources:** Community Eco-Council Forum Posters (blank white sheets of paper so labeled) that are divided into brainstorming sections of Recycling, Reducing, Reusing, and Rotting.

**Summary Description/Procedure:** Selected student leaders will organize key points from campus audit to present at Eco-Council. This will be done in small group sessions before the actual Eco-Council.

All students from both 6<sup>th</sup> and 8<sup>th</sup> grades will be divided into five large groups: Recycling, Reducing, Reusing, Rotting, and Recording (one group will videotape the event). Group will consist of students, staff members from both school sites, and concerned members from the community and waste organizations. An adult will record on a large poster paper ideas brainstormed in the group, which will be led by a student facilitator selected by the group. According to their topic, each group will brainstorm and record related current practices, suggestions for changes in practice, and suggestions for changes in policy. Selected presenters from each group will share the key points with the entire group.

Follow-up: A small group of interested students from both the 6<sup>th</sup> and 8<sup>th</sup> grade classes will organize the suggestions made by the groups into a script that they will present to the School Board.

**Responsible individual(s):** Custodial Staff, Classroom teachers (6<sup>th</sup>: Adam Springwater & Shirley Hiatt, 8<sup>th</sup>: John Woods), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa), Custodial Staff, Community Members, School Board Representatives.

**Timeline/Lesson Duration:** 120 Minute Session for all students, three hours out of class time for selected small groups to prepare presentations.

### **8<sup>th</sup> grade - Lesson Planning for the Campus Needs Assessment**

**Pre/post-assessment strategy:** Students will write one to two paragraphs on what they know about garbage and where it goes. They need to address what problems, if any, they see with what is currently done with garbage both for residents and for industrial waste.

**Remediation strategy for any prerequisite knowledge and skills:** Students will be expected to compute basic mathematical statistics, such as determining the mean, median, and mode of various numbers. Students will be expected to have basic skills in reading and

written and oral expression. For remediation, students will be in structured collaborative groups and individuals requiring more assistance will receive individual attention from the teacher outside of class time.

**Pre-lesson:** Students will spend one 50-minute class period conducting a mini-litter audit around the school campus. They will have garbage bags and gloves and will collect litter. The trash collected will be analyzed in terms of what could be recycled, reused, or composted and a class discussion regarding disposables and why people litter will follow.

## **Lessons 1 & 2**

**Standards-based Learning objective(s):** Students will be able to define the “Law of Conservation of Matter”. Students will be able to discuss where atoms of material go in different reactions. Students will be able to look at a simple chemical equation and explain the changes and count the atoms on both sides to see that the equation is balanced. Students will understand how the different states of matter are reflected in our waste. Students will be able to trace a piece of waste from the time it leave their hand to its recycle point or its disposal point in order to understand how the law of conservation of matter relates to our waste problem. Students will write about what happens to a particular piece of garbage when you throw it away.

**Summary Description/Procedure:** Students are shown two demonstrations. Tearing of paper into bits and burning of a piece of paper. The students are then asked about the paper. What happened to the torn paper? What happened to the burnt paper? Students respond in writing. Students are asked to share out on what they have written.

Students are introduced to the law of conservation of matter. Matter cannot be created or destroyed only changed in form.

Students are now asked to discuss what happens to different materials when they are dealt with in certain ways. Examples: Burying, burning, reacting with other chemicals, decomposition of organic materials.

Students are shown demonstrations of a typical chemical reaction in industry. The addition of copper pennies into nitric acid. (The pennies will chemically react with the nitric acid and melt into a solution of copper nitrate) The equation is shown on the overhead and students are asked to compute the number of atoms on each side of the equation. The copper is still there but has changed from a solid to a liquid state.

### **Lesson 2:**

**Adopted Instructional Materials and Other Resources:** Science Voyages p. 165 – 168, Municipal Solid Waste p.100

**Summary Description/Procedure:** Teacher will present the waste stream cycle on the overhead, step by step as students copy it into their journals. Teacher will call on students to predict the next step in the cycle.

What steps in the waste stream cycle do we use fossil fuels and other resources (land)? Students will write a list of the energy expenditures and resources used in the processing of a piece of waste from our school. Is the potential energy in our school's waste a beneficial or detrimental thing? Student discussion.

Students are asked to write about what happens to garbage when you throw it away. What are the different types of wastes? What happens to it?

Students will create an individual poster to promote waste reduction to be presented and displayed in the classroom.

**Responsible individual(s):** Classroom teachers (Jr. High: John Woods), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa)

**Timeline/Lesson Duration:** Two 50-minute periods

### Lesson 3

**Standards-based Learning objective(s) (Writing 2.1; Science 9a,b,e):** Students will use the scientific method in collecting data, analyzing data and writing a conclusion to a waste audit. Students will analyze the data in written form a two to three paragraph of what the data told them. Students will write a summary (one paragraph) discussing the implications of their classroom waste audit.

Note: Janitors have been asked not to empty the waste or recycling bins for three days prior to this activity.

**Adopted Instructional Materials and Other Resources:** Sample audits and data tables. The students will use a data table designed by John Woods for this and other activities.

**Summary Description/Procedure:** Teacher will show overhead of vocabulary used in this lesson. Teacher will explain what an audit is.

Teacher will show overhead to students of sample classroom waste audit.

Class Question: How much of Room 10's waste should be going into the recycling bin?

Students are asked to hypothesize based on what they have seen in past history.

Data Collection: (see form) Students will dump class waste cans (2) and sort waste into given categories.

Students will mass each category of data on triple beam balances to the nearest 0.1 gram.

Students will tally each piece of data into table.

Students will enter data into table and total pieces in each category.

Students will construct a histogram of the waste data.

Students will analyze the data in written form a two to three paragraph of what the data told them.

Students will do simple statistics on the data by calculating mean, median, mode, range, and percents. Students will quantify and categorize the data.

Students will calculate: the percentage of each category of waste that was found; the percentage of each kind of recyclable that was found in the waste; the percentage of compostable material found in the waste. Students will compare tallied piece count with mass of each individual category of waste.

Students will write a summary (one paragraph) discussing the implications of their classroom audit.

**Responsible individual(s):** Classroom teachers (Jr. High: John Woods), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa)

**Timeline/Lesson Duration:** one 90 minute period, one 50 minute period

#### **Lesson 4**

**Standards-based Learning objectives (Science 9a,b,e):** Students will use the scientific method in collecting data, analyzing data and writing a conclusion to a waste audit.

Note: Janitors will be asked not to dump the garbage in classrooms for one day prior to this activity.

**Materials:** (for each team) Rubber gloves, cardboard collection box and six small plastic tarps.

**Adopted Instructional Materials and Other Resources:** Sample audits, data tables, Exploring Environmental Issues: Municipal Waste – Activity A pg. 18 Waste Not, Want Not

**Summary Description/Procedure:** First class will be planning and organization of data collecting methods. Students will work in table groups: each table group will be assigned approximately two classrooms that they are responsible for. Students will go to their assigned classrooms and dump the garbage in the cardboard boxes provided. Waste will be separated from recyclables and compostable material. Five teams will conduct room surveys and one team will conduct an audit of the waste from the cafeteria. Students will use the same data collection forms as were used in the classroom audit.

Students will separate waste by category, recyclables by category and food and compostable material by category.

Waste material will be tallied by piece and massed by kg by category on the triple beam balance. Students will then compile the data and calculate percentages of waste in each category.

Two students will be responsible for taking digital photographs of the entire process.

**Responsible individual(s):** Classroom teachers (Jr. High: John Woods), District Bilingual Education Coordinator and District Waste Grant Coordinator (Donna Pierson-Pugh), District Special Projects Coordinator (Mitch Mendosa)

**Timeline/Lesson Duration:** One 50 minute to plan the audit procedure (first class). one 90 minute block period, to conduct audit

### **Lesson 5**

**Standards-based Learning objective(s) (Science 9a,b,e; Mathematics 6.0, 8.0;**

**Speaking 1.4):** Students will use the scientific method in collecting data, analyzing data and writing a conclusion to a waste audit. Students will be able to compute mean, median and mode and use this data in graphic and written form in their lab and data collection summaries. Students will use different graphs and charts to best reflect their data. Students will prepare speeches to convey the data they gathered from the campus needs assessment and its importance.

**Adopted Instructional Materials and Other Resources:** Waste audit data from Lesson 4, Computer accessibility and Microsoft Excel.

**Summary Description/Procedure:** Students will categorize the data geographically, by room and school area (outside containers are numbered), by type of waste. Students will take the data that is described and graphed and transfer it data from data sheets into Excel. Students will construct histograms of the waste by category, recyclable material in waste containers for each room and area as well as for school wide totals.

In small groups, students will summarize the different sections of data and present it to the class in a class presentation, using either power point or overheads. Student will examine the data and will participate in a round table discussion to formulate the final summary and recommendations for the Eco-Council presentation.

**Responsible individual(s):** Classroom teacher with support from the grant coordinator

**Timeline/Lesson Duration:** two 50 minute periods

**Lesson 6: \* Please see Lesson 6 for the 6<sup>th</sup> grade lesson plans, as the 8<sup>th</sup> grade participated in the same lesson. (the Eco Council Forum)**

**Assessment Strategies for Campus Needs Assessment:**

Students will write a reflection essay following the Eco-Council that describes what they learned from the CAN experience, why they feel it is important, and how they plan to apply what they learned in changing their daily personal practices.

Individually, students will create a poster. The theme of the poster will be a campaign motto to promote recycling, reducing, reusing, composting, or not littering. They will share their posters with their school campus by posting their posters throughout the halls and classrooms.

Throughout the CAN, student will be assessed on their abilities to analyze and organize data, formulate recommendations for practice and policy changes, and present the information that they learned to their peers and the larger community.

**Collaborative Instructional Team**

Educators and school staff:

Shirley Hiatt, Adam Springwater, John Woods, Donna Pierson-Pugh

Coach:

Linda Cushman, Mendocino Solid Waste Authority

Community partners:

KZYX Community Radio Station, Pippa and Steve Thomas-Hall

Additional support mechanisms:

Dee Pickus – District Plant Manager, Barbie from Willits Solid Waste

Teaming considerations:

At the elementary school, the 6<sup>th</sup> grade teachers needed to coordinate their class schedule to allow time for the students to conduct the campus needs assessment. Classes were combined for general instruction and for the presentation of the project description. At the Jr. High campus, 8<sup>th</sup> graders were given a morning out of their other classes to conduct the school-wide audit. This was approved and supervised by the junior high staff.

6<sup>th</sup> and 8<sup>th</sup> grade classroom teachers met on various afternoons with the District Waste Grant Coordinator. Substitutes were employed to allow this collegial planning time. Both 6<sup>th</sup> grade teachers collaborated during their joint prep periods to schedule and discuss curriculum.

**Timeline for the Campus Needs Assessment:**

Planning: Summer 2003

Development: Fall 2003

Implementation: Fall 2003 - Winter 2004.

Evaluation: Winter 2004

Celebration: Spring 2004

**Work Plan for Year One of Your School's UES Program**

Team leader(s): John, Adam, Dee, Donna,

Leadership team (include disciplines and grade levels represented on team):

Adam Springwater	6 <sup>th</sup> grade
John Woods	Jr/Sr High (8 <sup>th</sup> grade)
Dee Pickus	District Maintenance Coordinator
Donna Pierson Pugh	Special Projects
Linda Cushman	Waste Reduction Specialist

School and district administrative support: Lynn Zimmerman (Elementary School Principal); James R. Collins (Jr/Sr High School Principal and District Superintendent); Marti Bradford (School Board President)

Share info with staff/administrators at staff meeting in Aug. 2003

Community partners and stakeholders that the teams should engage: Willits Solid Waste, Mendocino Solid Waste Authority, \_KZYX Community Radio: Sustainable Living Show

**Timeline**

<b>Task</b>	<b>Responsible Person(s)</b>	<b>Due Date</b>
Complete design of Campus Needs Assessment	DPP	8/30/03
Implement Campus Needs Assessment	Adam, Shirley John, DPP	12/19/03
Team reviews results of Campus Needs Assessment and begins implementation planning – Eco-Council retreat	Adam, Shirley John, DPP, Dee	1/13/04
Submit 1st draft of Year 2 Implementation Plan to SEER for review	UES Grantees	March 1, 2004
Review and comment on Implementation Plan	SEER	March 21, 2004
Final Year 2 Implementation Plan completed	UES Grantees	March 31, 2004
Submit Year 2 Implementation Plan for CIWMB approval	UES Grantees	March 31, 2004
CIWMB staff review Year 2 Implementation Plans	CIWMB staff	April 2004
CIWMB considers Phase Two funding	CIWMB staff	May 2004
Phase Two agreements sent to Grantees and returned to Grantees	CIWMB staff and Grantees	May 2004