



Stewardship Audit

Introduction

Welcome to the Stewardship Section of the Audit process. This section provides you with the opportunity to learn about what you are already doing – and what opportunities exist – in the following areas:

- Energy
- Food
- Water
- Waste
- Toxins
- Grounds Maintenance
- Transportation

Taking the following steps will ensure the Stewardship Audit process is an effective one for your congregation:

1. Make sure your Team has both the Stewardship Audit and Stewardship Requirements documents in front of them when they work on the Audit.
2. Complete the Audit one section at a time. For instance, answer the questions **and** analyze the results for Energy before moving to Food. We've provided the audit in separate sections to make this easier.
3. For each section, read the Requirements for that topic to become familiar with the best practices, then answer the Audit questions, and finally, identify the priorities you will incorporate into your Action Plan.

NOTE: Many of the Audit questions focus on building operations, and will require you to obtain information from the Buildings and Grounds committee and/or from facilities maintenance staff.

If tackled all at once, this audit will take approximately 2-3 hours to complete, and we recommend that everyone helping with the audit be made aware of this beforehand. You may wish to split up the audit into its 7 sections and have subcommittees tackle each one; however, keep in mind that buildings and grounds personnel may not wish to be contacted separately by 7 different people, and that a more streamlined approach may be needed to make the process as efficient and sensitive as possible for those personnel.



Stewardship Audit – Congregational Questionnaire

AREA 1 -ENERGY

Energy usage represents the largest negative environmental impact and the second highest fixed cost for religious institutions. As energy costs continue to increase, energy conservation practices offer an opportunity to make wise environmental decisions that are also good for your budget. The following questions are designed to help your institution understand your energy usage and identify areas for improvement.

	Yes	No
Energy audits: Energy audits help to identify areas within your building where you can achieve better energy efficiency.		
Has your institution conducted an energy audit within the past five years to identify opportunities for energy conservation?	Y	
<i>If yes, what aspects of energy usage/conservation did this audit address? For instance, temperature control, lighting, etc</i>	<p><u>Right-Light Lighting audits.</u> <i>Right Light audit on lighting improvement (a 2008 audit-pilot project) in 5 highly visible rooms. Rabbi & Cantor's offices, Main Office & 2 restrooms.</i> <i>A 2011 Right Light Audit took place. Improvements were made with the bulbs in the Sanctuary, courtyard and social hall.</i></p>	
<i>If not, are you aware of organizations through which you can conduct an audit in the coming year?</i>		
Monitoring energy usage: The first step towards better energy conservation is monitoring.		
Does your institution currently monitor energy usage through an excel spreadsheet, the Portfolio Manager tool through Energy Star, or some other means?	Y	
<i>If yes, please describe</i>	<p>We list and graph our monthly gas and electricity usage in Excel . Excel Spreadsheet. Looked at consumption before and after 2011 audit (2nd Right-Light Audit). Courtyard, sanctuary, sanctuary, classrooms, hallway and perimeter of building examined. Improvements made: fluorescent tube lighting replaced with working bulbs in sanctuary, changed bulbs outside of building in the courtyard and in social hall with more efficient bulbs. Sensors in bathroom examined for timing of lights for Shabbat- instead of leaving them on for whole 24 hours. This option was not addressed as it was not acceptable with the clergy at that time.</p>	
Heating/Air Conditioning		
Using programmable thermostats properly, particularly by programming temperature setbacks when the building is not in use, cuts energy costs significantly. Are programmable thermostats used to regulate temperature in your facilities?	Yes Building Comm: Yes throughout the building	

<p><i>If yes, please list the level to which temperatures are set back/up when your facility is not in use, compared with operating temperature. For instance: in winter, setbacks to 55 degrees, with operating temperature of 68 degrees</i></p>	<p>Winter (Heating) Set back temp: 55F Operating temp: 70F <i>(we tried 68F but it was too cold for preschoolers)</i></p> <p>Sanctuary and Multi-purpose room: these thermostats are set for 70 degrees occupied and 55 degrees unoccupied The Hallway, Classrooms and Office are Heat only and they are currently set to the same... 70 degrees occupied and 55 degrees unoccupied</p>	<p>Summer (Air Conditioning) Set back temp: 79F Operating temp: 68F</p> <p>Only the Sanctuary and Multi-purpose room have Cooling. They are set for 68 degrees when occupied and 79 degrees unoccupied In addition, there are multiple portable Air Conditioning units in the Office and I do not know how those are set or used. I suspect they are costly but necessary.</p>
<p><i>If yes, is the thermostat programmed according to building usage?</i></p>	<p style="text-align: center;">Y</p> <p>Each thermostat can be programmed to 2 occupied and 2 unoccupied times for each day of the week. They are programmed according building usage.</p>	
<p><i>If yes, are program settings checked and adjusted (if necessary) at least once every 2 months?</i></p>	<p style="text-align: center;">Y</p> <p>We adjust as needed... our schedule doesn't really change every 2 months. We also re-set the thermostat clocks when daylight saving time begins/ends</p>	
<p>How many heating/cooling zones does your building have, and are there ways to utilize these zones more efficiently?</p>	<p>Six (6) zones: Sanctuary (North), Sanctuary (South), Hallway, Classrooms (East), Classrooms (West), Office. There are thermostats throughout the building</p> <p>We could explore Wi-Fi enabled thermostats and adjust times/temps more frequently over the Internet in response to changing weather conditions and schedules change due to 1-time events. This would eliminate the need for people "overriding" the thermostat programming which is probably frequent. We installed locking thermostat covers last year but those have been removed (don't know by who, when, or why)</p>	
<p>Are meetings and events scheduled in accordance with energy-efficient building usage? For instance, are smaller meetings held in smaller rooms that use fewer lights and take less energy to heat/cool?</p>	<p style="text-align: center;">Y</p>	
<p><i>If yes, please describe</i></p>	<p>Yes, smaller meetings (2-4 people) are held in the office, medium meetings (5-25 people) are held in the library, or</p>	

	<p>in classrooms (we can combine two classrooms by moving partitions), larger meetings are held in the social hall or the sanctuary</p> <p>When cleaning, lights are turned on for limited period, then lights are off when building is not occupied.</p>
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Lighting usage: Does your institution reduce electricity usage through any of the following lighting activities?

Compact fluorescent light bulbs (CFLs), which use ¼ of the energy of an incandescent light bulb		N
T-8 or T-5 tubular fluorescent lighting, which use ¼ less energy than T12 bulbs	Y Most efficient for our needs, recommended by Right-Light audit	
Light sensors in areas where lights are often left on	Y in copy room but not in Bathrooms-see above about bathrooms.	
LED Emergency Exit signs, which use 2 watts in total as compared with two 15 watt incandescent bulbs		
<i>Additional energy-efficient lighting (please describe):</i>		

Appliances:

Energy Star appliances use 10-50% less energy and water than their conventional counterparts. Does your institution have an Energy Star purchasing policy in place for new appliances?	Y We would only buy ESC appliances	N Not formal/written
Refrigerators made before 2001 use more energy than refrigerators made afterwards; refrigerators made before 1991 can use up to 6 times more energy than newer models. Does your institution use refrigerators that were made before 1991, or 2001?		No for all three refrigerators: Kenmore made in 2001 Frigidaire made in 2008 True Commercial Refrigerator made in 2000's)
Religious institutions often have more than one refrigerator, each of which is only partially filled. Consolidating and turning off excess refrigerators can save significant energy. Are one or more refrigerators/freezers kept on all the time but not kept full?	Y	
Are there opportunities to consolidate the contents of two or more refrigerators into one unit?	Y	
<i>If yes, please describe:</i>	We will evaluate how practical this would be.	
A suitable hot water setting, particularly for institutions that do not use water frequently, is 110 degrees F. Heaters set higher than 120	Building Comm.: Don't know what temp is set for hot water. I suspect the Kitchen has its own heater and needs a higher temp for food safety/sanitary reasons. If the	

degrees waste significant amounts of energy. At what temperature is your hot water heater set?	restrooms have their own water heater, that can be adjusted down.	
Electronics: A common myth is that it takes more energy to turn electronic equipment off and on than it does to keep it running all the time. In fact, turning equipment off not only saves energy, but also maintains the health of the appliance.		
Does your institution shut off all electronic appliances, including computers, overnight?	Y	
When computers, copiers and other equipment are used intermittently throughout the day, does your institution use 'standby' or 'energy saver' mode to save energy? <i>Note: this setting must be triggered manually or programmed in order to take effect even if the appliance is labeled as an energy saver model</i>	Y	
Other: The typical house of worship has enough air leaks to equal several open windows.		
Are there areas of the building in need of insulation or weather-stripping – such as around doors, and around/in between windows?	Yes doors in eastern side of lobby don't have weather striping.	No doors have weather striping facing courtyard.
<i>If yes, please describe</i>	Need double paned windows in some classrooms, library, Chinese School classroom and Social Hall.	

Leaving air conditioning units in windows as the weather gets colder represents a significant air leak. Are air conditioning window units left in the windows during winter?		N
Does your institution use/purchase renewable energy?		N
<i>If yes, please describe</i>		
Does your institution encourage members to conserve energy?	Y	
<i>If yes, please describe how</i>	<p>Publicizing Right Light Audits 2008 & 2011</p> <p>Publicized green improvements through a J Magazine article about how Bay Area Jewish Congregations are "greening" their synagogues. 2008</p> <p>Green Tips for the congregants to consider in the office, home, garden, market, getting around, and in their free time was posted on the PSC website. 2009</p> <p>A new Kosher Kitchen Policy was developed that incorporated and assisted in the implementation of the Biodegradable Kitchenware Policy.</p> <p>Energy Upgrade CA Workshop held in 2011 to offer rebates to congregants making energy improvements.</p>	

Info posted on PSC website for those unable to attend.

Researching solar panels in 2009 and 2011

In completing the Stewardship Energy Audit, please record the 5-6 top ideas or priorities for action which you identified:

1	Need to replace non-energy star appliances.
2	Need weather stripping on Eastern lobby doors.
3	Need double panel windows in classrooms, social hall, library & Chinese school.
4	Need to turn down water heater.
5	Could consolidate 3 refrigerators, need to examine practicality of this.
6	Need PSC to adopt a purchasing policy to purchase energy star appliances in future.
7	Install Wi-Fi controlled thermostats: We could explore Wi-Fi enabled thermostats and adjust times/temps more frequently over the Internet in response to changing weather conditions and schedules change due to 1-time events. This would eliminate the need for people "overriding" the thermostat programming which is probably frequent.



Stewardship Audit – Personal Questionnaire

AREA 2 - FOOD

Scientists have agreed that food choices are among the most important environmental choices made by the average US/Canadian citizen. From vegetarian meals to Fair Trade coffee to organic produce, there are many ways to purchase food that both delights the palate and is good for your conscience. The following questions are designed to help your institution understand your food consumption and identify areas for improvement.

	Yes	No
<i>Serving fruits and vegetables at each meal encourages members to eat more healthfully.</i>		
Does your institution serve fruits and vegetables at every meal and refreshment hour?	Y	
Are those items organic and/or local?	Y	N
Please describe	Yes and No, sporadically, the food will be local and organic but depends upon who is hosting the event and providing the food.	
<i>Eating less meat is the single-biggest choice individuals can make to reduce their food carbon footprint.</i>		
Does your institution serve at least one vegetarian or vegan option at every meal and event? This option should be a full meal, and include more than just a salad bar.	Y	
Are there any events your institution holds that offer entirely vegetarian or vegan food options?	Y	
If not, are there events where this might be a feasible decision? Please describe		
Are there opportunities to use vegetarian ingredients/foods in place of meat-based ingredients/foods during particular meals?	Y	
Please describe	Our kitchen is a “no meat” kitchen.	
Does your institution serve organic and/or local food at events and meals	Y	
Please describe	Occasionally, though not required	
<i>Pesticides are harmful for human health and the environment - eating organically supports sustainable agriculture. Fair trade certification ensures that workers were given living wages, and promotes sustainable production</i>		
Does your institution serve organic, Fair-trade, bird-friendly coffee and Fair-trade organic tea and hot chocolate at all events and services?		N
<i>Community Supported Agriculture (CSA) is a way for consumers to buy local, seasonal food directly from the farmer, by purchasing a ‘share’ of the farm at the beginning of the season and picking up a box of produce each week at a specific location. By religious institutions acting as a drop-off point for a CSA, it allows members of the congregation and the local community to have access to local, seasonal, and organic foods more easily.</i>		
Does your institution act as a drop-off point for a CSA?	Y	
<i>Farmers’ markets and farm stands provide a great venue for local farmers and artisans to sell their goods, and provide the community easy access to local and seasonal produce.</i>		
Does your institution host a farmers’ market or farm stand selling local and/or organic produce to members and/or the wider community?		N

<i>Please describe</i>	We are in the planning stages of creating a produce market at PSC but currently do not right now. Would like to set up a local's guide to local farmer's markets. Could also get Shabbat Kiddush hosts to use CSA fruits and veggies. Eating with the Seasons is the CSA we have a drop spot with.
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Education		
Does your institution encourage members to consume vegetarian, local or organic foods?	Y	
<i>Please describe these educational activities.</i>	Our Rabbi has given sermons about eating fresh, organic foods- the importance of and it's relationship to modern day interpretation of Kashrut, Jewish Dietary Laws. A local CSA (Organic, local and fresh foods) has a drop spot at our office. This option has been listed on our website, advertised on flyers in the office and shared through word of mouth by those families participating in the program. This effort could be stepped up with more ideas/efforts.	

<i>In completing the Stewardship Food Audit, please record the 5-6 top ideas or priorities for action which you identified:</i>	
1	Starting our own Farmer's Market as mentioned in the EJ Audit.
2	Encourage community to go to local farmer's markets
3	Provide Suggested Vendors/Menus/Providers List for recommended places to buy local, organic ingredients, services or foods in our area.
4	Develop and promote the CSA more by attempting to get the hosts of the kiddush each week to purchase from them for a portion of their menu. Keep encouraging more families to sign up to participate in the CSA program.
5	Improve size and labeling of compost and trash cans in the Social Hall and Kitchen.
6	Enforce the compostable policy and educate caterers and Bar/Bat Mitzvah parents about it (Already did this via article by Judith?) Also discourage individual water bottles/drinks being served.



Stewardship Audit – Congregational Questionnaire

AREA 3 - WATER

Water is central to all religions, symbolizing renewal and cleansing. Life cannot exist without water. However, water shortages, drought and water contamination are very real issues facing communities throughout the world. The decisions we make each and every day determine if our water resources will remain plentiful and clean for generations to come. The following questions are designed to help your institution understand your water management and identify areas for improvement

	Yes	No
Water Conservation Practices: Has your institution implemented any of the following water conservation practices?		
Faucet-flow restrictors or aerators that are rated at 1.5 gallons per minute or less and are EPA <i>Water Sense</i> certified? Faucet-flow restrictors reduce the amount of water used while maintaining water pressure.		N
Low-flow showerheads rated at 2 gpm or less and are EPA <i>Water Sense</i> certified.? These reduce the amount of water used while maintaining water pressure.	n/a	n/a
Use of your institution’s dishwasher, utilizing the water saver function and drying dishes on the “cool dry” option?		
Low-flow toilets, the use of toilet tank water flow restrictors, or waterless urinals that are EPA <i>Water Sense</i> certified?		N
Bottled water requires a lot of energy to produce and transport, and often limits the water rights and access to water resources in communities where bottled water companies are tapping resources.		
Does your institution serve individual water bottles for events and meals?		N Very Rarely
Education		
Does your institution educate members about water conservation practices?		N

<i>If yes, please describe</i>		
<i>The health of local watersheds is vital to maintain clean and abundant water supplies.</i>		
Does your institution undertake any activities with members to protect the local watershed?		Y
<i>If yes, please describe.</i>	Restoration of Colma Creek and bog on San Bruno Mountain. Via Tu B'Shvat & Mitzvah Day activities (2008 to present)	

<i>In completing the Stewardship Water Audit, please record the 2-3 top ideas or priorities for action which you identified:</i>	
1	Work with "Save the Bay" to clean creeks and lagoons.
2	Institute water bottle policy on updated kitchen policy.
3	Switch toilets to low flow, waterless urinals and switch faucets to being restricted
4	Dishwasher is not really used. Could be because of compostable tableware being used often. The dishwasher could be replaced with an Energy Star unit and handle more pots and pans.



Stewardship Audit – Congregational Questionnaire

AREA 4 – WASTE

In nature, what is considered waste by one animal or plant helps another to survive. By handling our waste more responsibly, we create less harm and support environmental health. The following questions are designed to help you understand your waste management practices and identify areas for improvement.

		Yes	No
Waste Audits			
Waste audits provide a great way to analyze what your institution is throwing out, and offer an effective visual lesson for members. Put simply, a waste audit is where you collect bags of trash from different parts of the building, with each bag labeled, and dump out the contents on tarps. Members sort through the trash in order to identify waste problems, such as office paper not being recycled (more information about waste audits can be found on the GreenFaith website). Has your institution conducted a waste audit within the past three years to assess recycling rates and examine the waste stream?			N
<i>Please describe</i>			
Recycling: Does your institution recycle or reuse the following items? Please describe activities for each.			
Plastic?		Y	
<i>Please describe activities</i>		<i>Recycling bins for mixed content (cans, plastic, glass, paper)</i>	
Glass?		Y	
<i>Please describe activities</i>		<i>Recycling bins for mixed content (cans, plastic, glass, paper)</i>	
Paper?		Y	
<i>Please describe activities</i>		<i>Recycling bins for mixed content (cans, plastic, glass, paper)</i>	
Batteries?			
<i>Please describe activities</i>			
Printer cartridges?			
<i>Please describe activities</i>			

Electronics?		N
<i>Please describe activities</i>		
Clothing or other reusable items?	Y	
<i>Please describe activities</i>	Winter-coat drive in the fall. Garage Sale in the spring.	
Cell phones?		N
<i>If yes, please describe activities</i>		
Other miscellaneous items?		
<i>If yes, please describe activities</i>		
Are any of the following activities in place to improve recycling rates?		
Waste receptacles always clustered together—paper, can/bottle and trash bins placed together in every trash collection location. Studies have shown that clustering bins in this manner can improve recycling rates by 30% or more.	Y	
Signs located above each waste disposal bin to designate what items should be deposited in each bin. For instance, the paper bin would have a sign that says 'Paper'. Signs help members to better understand how to recycle properly, and can significantly improve recycling rates.		N No signs. Labels affixed to bins. improved, not visible enough
Each waste disposal bin has a lid appropriate for the type of refuse that goes inside. For instance, a can/bottle bin would have a lid with a circular hole in it. These lids act as another visual cue for members of the community to recycle properly.	Y Some do.	N Some don't.
Do you use recycled content copy paper?	Y Colored paper is made 30% from recycled.	N But white paper is sourced from sustainable forestry
Waste reduction- Has your institution implemented any of the following waste reduction practices?		
Zero-waste events? Zero-waste events produce no real waste—reusable dinnerware is used, and any waste produced is compostable.	Y But could label bins better and educate people on sorting	
<i>If yes, please describe how often or in what context (e.g. all the time, or only</i>	Every Friday: after-service "Oneg" refreshments, sweets Every Saturday: after-service "Kiddush" lunch Plates, cups and dinnerware are compostable, as well as food scrap. Containers (bottles, cans, cards) recycled. Dishes are washed. Zero waste.	

<i>for small events).</i>		
<i>If no, please describe why (e.g. finances, time commitment, internal resistance)</i>	Exception: in privately-sponsored event (Bnei Mitzvah) the sponsoring families provide dinnerware those are sometimes not compostable (e.g. plastic silverware). PSC plans to issue a policy for Bnei-Mitzvah events to ensure compostable dinnerware is used.	
Mugs and glasses replace throw-away cups at meals and events? Even with the water needed to wash them, reusable dinnerware is better for the environment than disposable dinnerware.		N But all our cups are compostable and disposable.
<i>If yes, please describe how often or in what context (e.g. all the time, or only for small events).</i>		
<i>If no, please describe why (e.g. finances, time commitment, internal resistance)</i>	<i>We chose compostable vs. reusable.</i>	
China plates replace disposable plates at meals and at events.		N But our plates are compostable and disposable
<i>If yes, please describe how often or in what context (e.g. all the time, or only for small events).</i>		
<i>If no, please describe why (e.g. finances, time commitment, internal resistance)</i>	<i>We chose compostable vs. reusable.</i>	
Reusable flatware is used at meals and at events. Flatware takes very little room in a dishwasher, so is often a great first step towards reusable dinnerware.		N
<i>If yes, please describe how often or in what context (e.g. all the time, or only for small events).</i>		

<p><i>If no, please describe why (e.g. finances, time commitment, internal resistance)</i></p>	<p>We use compostable flatware, it goes into composting.</p>	
<p>Not all disposable dinnerware is created the same: Styrofoam never breaks down in a landfill, while paper takes months to break down and bio-compostable dinnerware can be composted. If disposable dinnerware is used, what type is it? For instance: plastic, Styrofoam, paper, or bio-compostable. Please describe.</p>		
<p><i>If disposable dinnerware is used, what type is it? For instance: plastic, Styrofoam, paper, or bio-compostable. Please describe.</i></p>	<p>We use compostable dinnerware.</p>	
<p>Composting- Composting provides a great way to reduce your waste stream, by creating rich soil from food waste. Composting can even be done indoors or in urban environments, with no smell and no problems.</p>		
<p>Does your institution compost its food waste?</p>	<p>Y</p>	
<p><i>If not, please describe any barriers</i></p>		
<p>Paper Waste- Up to 40% of the typical house of worship's waste stream is paper. Has your institution implemented any of the following paper waste reduction practices?</p>		
<p>A double-sided printing policy?</p>		<p>N</p>
<p>Paper reuse bins in each office?</p>	<p>Y</p>	
<p>A printer tray designated for used paper (where one side is still suitable for printing purposes)?</p>		<p>N</p>
<p>Recycled content paper takes less energy and water to produce than paper made from virgin materials. Does your institution purchase recycled-content paper?</p>	<p>Y</p>	
<p><i>If yes, what percentage of post-consumer recycled content does the paper contain (e.g. 30% or 100%)?</i></p>	<p>Colored paper is from 30% recycled content. White paper is from sustainably harvested forests.</p>	
<p><i>If yes, is the paper Forest Stewardship</i></p>		

Council certified?			
Education			
Has your institution educated members about waste reduction?			N
If yes, please describe	2	The Sinai Green Team wrote a letter to the Foster City Council endorsing a resolution banning Plastic grocery bags city wide. The resolution passed unanimously.	

<i>In completing the Stewardship Waste Audit, please record the 2-3 top ideas or priorities for action which you identified:</i>	
1	Some recycling containers need replacement. Better, clearer labeling of composting and recycle bins in kitchen and in social hall.
2	PSC should adopt and publish a zero-waste formal policy for Oneg, Kiddush, Bnei Mitzvah. PSC will thereby provide compostable dinnerware.
3	Educate Congregation on Zero-Waste.



Stewardship Audit – Congregational Questionnaire

AREA 5 - TOXICS REDUCTION

Most chemicals used in consumer products have not been thoroughly tested for their effects on human health. Other chemicals – such as those found in many common cleaning products – have been shown to create negative health impacts on people. Thankfully, there are many ‘green’ options that can take the place of these products without sacrificing quality or effectiveness. The following questions will help you understand your toxics management and identify areas for improvement.

	Yes	No
<i>Pest Management:</i> Integrated Pest Management (IPM) is a form of pest control where prevention and least-toxic methods are used instead of the routine spraying of pesticides. IPM requires monitoring and other procedures that should be written into a policy to ensure it is carried out properly.		
Has your institution written an Integrated Pest Management policy for indoor pest control?		N
<i>If a policy has been written but not yet implemented, what are the next steps your institution will take to move it towards implementation?</i>		
Has an IPM coordinator been designated? This could simply be a facilities person in charge of the IPM plan and activities		N
Does your institution use a pest management vendor?		N
<i>If so, does that vendor use IPM practices for</i>		

<i>your building, and have you seen the company's written policy on this topic? Please describe</i>		
Cleaning Products: Common cleaning products contain chemicals that are harmful to human health and the environment. Green cleaners are safer and equally as effective, but green cleaning requires procedures to ensure that the safest cleaner is chosen, and that the product is used correctly. These questions will help you clearly assess and define green cleaning within your institution		
Does your institution use commercial cleaners (e.g. purchased through a vendor)?	Y	
Does your institution use household cleaners (e.g. Windex) to clean the facility?	Y	
Does your institution use both commercial <i>and</i> household cleaners to clean the facility?	Y	
If commercial cleaners are used, are they <i>Green Seal, Ecologo</i> or <i>Design for the Environment</i> certified? Note: Commercial cleaning products that do not have one of these 3 certifications are not truly green.		N
<i>If so, please describe</i>	We use Pine-Sol: it contains biodegradable ingredients and the plastic bottle is recyclable	

If green cleaners are used, has staff been trained on how to use them? For instance, green cleaners are often more concentrated, and require special procedures to ensure they are used correctly.	n/a	n/a
<i>If you do not currently use green cleaners, why not? Has there been any resistance to this idea in the past? Please describe</i>	No, it just has not been explored.	
If household cleaners are used, are they conventional or 'green'?	conventional	
If you believe them to be 'green', do they fulfill the following characteristics:		
- All ingredients are listed on the label, not just active ingredients ?		
- The product uses vegetable based ingredients (often termed surfactants), such as vegetable oil or coconut		
- The product does not contain artificial fragrance, labeled as 'fragrance' on the label. It either contains no fragrance or only essential oils.		
Reducing dirt carried in from outdoors		
Mats placed in the entryways of buildings capture dirt and contaminants before they enter the facility, reducing the need for cleaning chemicals. Does your institution use wipe-off mats in all entryways?	Y	
Other		
Has your institution implemented any other green cleaning steps, such as using microfiber clothes or HEPA filter vacuums?		N
Education		
If your institution has reduced the use of toxins through green cleaning or IPM, have members been made aware of these changes?		N
<i>If yes, please describe</i>		
Have members been educated about green cleaning or natural pest management for their homes?		

<i>If yes, please describe</i>	
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In completing the Stewardship Toxins Audit, please record the 2-3 top ideas or priorities for action which you identified:

1	Explore the use of green-certified (<i>Green Seal, Ecologo or Design for the Environment</i>) cleaning products.
3	



Stewardship Audit – Congregational Questionnaire

AREA 6 - GROUNDS MAINTAINANCE (LANDSCAPING)

The grounds surrounding your building are one of the first things that members see when visiting your congregation. What message does your landscape convey? Is the community welcomed with pesticide warning flags on the lawn, or invited to experience nature with gardens and native plants? Every decision you make on the grounds sets an example for the community, and has an immediate effect on the surrounding soil, water and air. The following questions are designed to help your institution understand your grounds maintenance practices and identify areas for improvement.

	Yes	No
<i>Lawn Care</i>		
If your institution uses a lawn care company, does the company use natural practices such as Integrated Pest Management and applications of non-petroleum based fertilizers?		N
<i>If yes, please describe</i>		
Does your institution use water reduction/conservation landscaping practices, such as rain gardens, rain water collection barrels, xeriscaping, drip-irrigation in place of sprinklers, or other activities?		N
<i>If yes, please describe.</i>		
<i>Preserving and promoting natural habitats-</i> Does your institution implement any of the following activities to preserve and promote natural habitat?		
Botanical gardens?		N
Bird feeders?		N

Bird boxes?		N
Creation of a National Wildlife Federation 'Wildlife Habitat' ?		N
Butterfly gardens ?		N
<i>Other? Please describe</i>		
Native plants, or those plants that are originally/historically from your region (e.g. not an exotic species) thrive well without water or fertilizer applications, and provide necessary habitat and food for native wildlife. Does your institution use native species for trees, shrubs and ornamentals planted on the grounds?	Y	
Fruit and vegetable gardens on your grounds can help to educate congregants about the importance of growing their own food. Does your institution have a fruit/vegetable garden on the grounds, in container gardens, or in window boxes?		N
<i>If so, please describe</i>		
If your institution does not have land around it, have you implemented other creative projects to promote and engage in sustainable landscaping, such as a rooftop garden, community garden, green roof or other project?		
<i>If so, please describe.</i>		
Underground tanks- Leaking underground tanks can contaminate soil and water over time.		
Does your institution have leaking underground tanks?		N
If yes, have these been remediated?		
Education		
Have members of your institution been educated about natural grounds maintenance practices through events or activities?		N
<i>If yes, please describe</i>		

<i>In completing the Stewardship Grounds Maintenance Audit, please record the 2-3 top ideas or priorities for action which you identified:</i>	
1	Project: organize a charity farmers market: many congregants have fruit trees at home: they would bring fruit to sell in a mini farmers market, and we can donate the proceeds to charities.
2	Reclaim a couple spots on the parking lot to extend the Peace garden and great an herb garden.
3	



Stewardship Audit – Congregational Questionnaire

AREA 7 - TRANSPORTATION

Transportation represents one of the largest negative environmental impacts we make as individuals. Driving is a habit, and changing our practices requires education and support. Religious institutions are a perfect venue for promoting and supporting sustainable transportation. The following questions are designed to help your institution understand your transportation practices and identify areas for improvement.

		Yes	No
Transportation alternatives			
Does your institution encourage car-pooling, walking or bicycling to services and events?		Y	
<i>If yes, please describe</i>	<i>On Shabbat and Holidays, to comply with our religious tradition we encourage congregants to walk to the temple. We also encourage and facilitate car-pooling when we participate in offsite events.</i>		
If you feel as if walking or bicycling to service is unsafe, has your institution made any efforts to educate the community about safe routes, walking/biking in a group, or other methods?			n/a we don't feel it's unsafe
Does your institution provide bike racks?		Y	
Does your institution encourage its members to purchase high-mileage cars, use public transport, or undertake other sustainable transportation practices?		Y	N
<i>If yes, please describe</i>	<i>Yes and No: there is no formal policy but Yes we lead by example with the majority of vehicle being small, light, high-</i>		

gas-mileage or hybrid vehicles.

Idling for more than 10 seconds uses more fuel than turning the car off and on, and idling produces significant amounts of pollution. Has your institution taken steps to become an idle-free zone?

N

If yes, please describe

In completing the Stewardship Transportation Audit, please record the 2-3 top ideas or priorities for action which you identified:

1	Become an idle-free zone. It's a good idea!
2	Hold a gas-saving education event on options to reduce consumption: high-mileage vehicles, public transportation, car-pooling, trip-linking, trip-avoidance, biking, etc.
3	