



# GREEN VISION EDUCATION GUIDE

(Updated 8/28/08)

## Energy & Resource Management

1.	<p><b>To what extent are lights, computers, monitors, printers and other electronic equipment turned off or “powered down” in your school when they are not required to be on (vending misers, occupancy sensors, etc.)?</b></p> <ul style="list-style-type: none"> <li>• Do not over-illuminate. Lighting levels should be tailored to the type of task being performed.</li> <li>• Conduct an energy audit. Contact your energy utility. Consider involving students in the audit as a learning project.</li> <li>• Turn off lights in unoccupied rooms and machines during non-use hours.</li> <li>• Consider occupancy sensors, and dimming controls to reduce lighting energy.</li> </ul>
2.	<p><b>To what extent are windows and curtains closed at the end of the school day?</b></p> <ul style="list-style-type: none"> <li>• Install double pane windows and/or windows with a low-emission coating.</li> <li>• Plug holes and caulk windows to stop heat loss.</li> <li>• Replace damaged doors and windows to reduce the need for heating and cooling in the building.</li> </ul>
3.	<p><b>To what extent does your school practice using both sides of paper?</b></p> <ul style="list-style-type: none"> <li>• Many printers now have double-sided printing capabilities. Next time you buy a new printer, look for this feature. If your printer does not double-side documents, you may be able to do it manually.</li> <li>• Many copy machines have a built-in duplex mechanism that makes copying on both sides easy. If your copier doesn’t have this feature, you can still do it manually. The reduction in the amount of paper you purchase may well be worth the extra time it may take.</li> <li>• The clean side of discarded sheets of paper can be used for draft documents (You might want to mark a slash or X on the printed side to avoid confusion).</li> <li>• Keep discarded sheets of paper that still have one clean side for note and phone message pads.</li> <li>• Set up scrap paper boxes in each classroom. Make them visible and attractive.</li> </ul>
4.	<p><b>To what extent does your school use multiple means of communication to minimize the use of paper?</b></p> <ul style="list-style-type: none"> <li>• Use the electronic mail system to send messages whenever possible instead of written memos.</li> <li>• Evaluate whether forms can be condensed, consolidated or reduced in size.</li> <li>• Use bulletin boards and the PA system for announcements. Use alternative to</li> </ul>

	<p>paper communication among staff, such as electronic and voice mail.</p> <ul style="list-style-type: none"> <li>• Post minutes or other handouts on an Intranet site, or circulate them electronically after the meeting.</li> <li>• Cut your printing costs and help your parents reduce waste by keeping your mailing list current. Frequently check distribution lists for parents who have moved, changed address, or no longer need your information.</li> </ul>
5.	<p><b>To what extent are windows and outside doors kept closed to save energy in air conditioned buildings?</b></p> <ul style="list-style-type: none"> <li>• Replace damaged doors and windows to reduce the need for heating and cooling in the building.</li> <li>• Keep outside doors closed when not in use. Attach automatic closers to doors.</li> </ul>
6.	<p><b>To what extent have services from community energy conservation providers been used in school efforts?</b></p> <ul style="list-style-type: none"> <li>• Contact your local energy producers to investigate education and incentive programs they may offer.</li> </ul>
7.	<p><b>To what extent are air vents on walls or window sills cleaned, maintained, and kept free of obstructions?</b></p> <ul style="list-style-type: none"> <li>• Set up a regular schedule to monitor observance of this. Possibly assign this as a student responsibility in each classroom.</li> </ul>
8.	<p><b>To what extent does your school actively discourage idling of buses and cars on school grounds and at the curb?</b></p> <ul style="list-style-type: none"> <li>• Include reminders in school newsletters and WebPages that vehicles idling during drop off and pick up times creates unnecessary carbon monoxide emissions and wastes fuel.</li> </ul>
9.	<p><b>To what extent does your school promote alternative transportation and alternative fuels to conserve fossil fuel energy?</b></p> <ul style="list-style-type: none"> <li>• Encourage students, parents, and staff to walk, bicycle and carpool when traveling to and from school.</li> <li>• Share information on alternative fuel options with students, staff and parents.</li> </ul>
10.	<p><b>To what extent does your school promote consumption of safe tap water over water in disposable bottles?</b></p> <ul style="list-style-type: none"> <li>• Using water from drinking fountains takes advantage of local resources as well as production and transportation costs involved in bottled water products.</li> </ul>
11.	<p><b>To what extent is your school exploring implementation of renewable energy sources? (e.g. solar or wind powered lighting or appliances.)</b></p> <ul style="list-style-type: none"> <li>• Have students explore renewable energy sources and how they could be implemented in your school.</li> <li>• Contact your local energy facility to get ideas on what would work for you.</li> </ul>

## **Education/Eco-Literacy**

1.	<p><b>To what extent is each classroom responsible for the correct sorting of materials for recycling or reuse?</b></p> <ul style="list-style-type: none"> <li>• Monitor recycling bins to ensure that no refuse has been put in them.</li> <li>• Monitor refuse bins to ensure that no recyclables has been put in them.</li> <li>• Educate fellow students on proper recycling methods.</li> </ul>
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2.	<p><b>To what extent do students, staff, and parents participate in an environmental group/club at your school?</b></p> <ul style="list-style-type: none"> <li>• Create a Green team/group/club to assist, monitor and implement programs to encourage responsible environmental practices. This could be a classroom or several task specific groups.</li> </ul>
3.	<p><b>To what extent are environmental issues, such as global climate change, addressed in the curriculum and school-based initiatives at your school?</b></p> <ul style="list-style-type: none"> <li>• Set up “swap” areas in classrooms to share reusable materials.</li> <li>• Work with janitorial staff to practice resource efficiency, such as reusing plastic garbage can liners in rooms that generate only dry waste, buying bulk cleaning supplies and using plastic refillable spray bottles.</li> </ul>
4.	<p><b>To what extent does your school provide environmental learning experiences to the community?</b></p> <ul style="list-style-type: none"> <li>• Use news releases to inform the public of your local school efforts toward environmental sustainability.</li> <li>• Involve the public in litter free events and promotion of those events.</li> </ul>
5.	<p><b>To what extent are your school grounds an outdoor laboratory for environmental learning?</b></p> <ul style="list-style-type: none"> <li>• Involve students and staff in the implementation and use of rain barrels, rain gardens, vegetable plots or containers, native, natural habitat for birds and butterflies, storm water infiltration, or invasive species identification and removal.</li> </ul>
6.	<p><b>To what extent does your school discuss the differences between renewable and nonrenewable resources?</b></p> <ul style="list-style-type: none"> <li>• Include these discussions in curriculum and parent newsletters.</li> </ul>
7.	<p><b>To what extent does your school address major environmental concerns with students, parents, and staff (e.g. global climate change, groundwater contamination, invasive species, etc.)?</b></p> <ul style="list-style-type: none"> <li>• Include these discussions in curriculum and parent newsletters.</li> </ul>
8.	<p><b>To what extent has your school compiled a progress portfolio and an overall written plan for waste management, energy efficiency, and conservation?</b></p> <ul style="list-style-type: none"> <li>• Portfolio should be a 3 ring binder showing accomplishments throughout the Green Vision process, including photos, samples, etc.</li> <li>• Overall written plan should include specific goals in each area with identified timelines for each goal.</li> </ul>

## **Green Policies, Practices, & Procurement**

1.	<p><b>To what extent does your school have an effective “Litter-Free” policy and practice for activities, athletics, and day to day grounds keeping (“Leave No Trace,” etc.)?</b></p> <ul style="list-style-type: none"> <li>• Check the school grounds daily and remove litter and debris that does not belong on the site.</li> <li>• Promote, organize, and implement all school events as litter free events.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provide a recognition program for students, school employees/sponsors going the “extra mile” for the litter education/prevention program.</li> <li>• Distribute litter bags to everyone at the entrance gate to large events. Announce the reason for the bags and ask everyone to place their filled bags in trash containers at the end of the event.</li> <li>• Consider creative concepts like taping a number to every litter bag and at the beginning, during and end of the event announce several numbers. If the people who hold those numbered bags come forward with filled bags, they receive a prize – t-shirt, food coupons, event coupon, etc.</li> </ul>
2.	<p><b>To what extent does your school monitor correct and efficient recycling?</b></p> <ul style="list-style-type: none"> <li>• Conduct a waste audit to provide information on the individual components of the solid waste streams. Get students involved as a learning project.</li> </ul>
3.	<p><b>To what extent are excessive personal electrical appliances minimized in the school (beverage warmers, battery chargers for personal appliances, holiday lights, microwaves, personal cell phone chargers, radios, refrigerators, toasters, etc.)?</b></p> <ul style="list-style-type: none"> <li>• Make an effort to check for and remove unneeded appliances on a regular basis.</li> </ul>
4.	<p><b>To what extent does your school practice purchasing recyclable, recycled content, rechargeable, reusable, durable, environmentally preferable or “green” products?</b></p> <ul style="list-style-type: none"> <li>• Ensure that walls, floors, roofs and windows are as energy efficient as possible.</li> <li>• Purchase energy efficient copiers, fax machines, computers and printer that power down when not in use. Specify energy efficient dishwashers and refrigerators.</li> <li>• Purchase supplies and equipment made with recycled content materials (i.e. paper products, engine oil, paints, office products, carpeting, building materials and outdoor benches/table).</li> <li>• Buy products with less packaging or in returnable containers.</li> <li>• Avoid buying products that are not easily recyclable in your area.</li> <li>• Consider remanufacture items, such as recharged toner cartridges and returnable office equipment.</li> <li>• Instead of paper, switch to cloth roll towels and/or air dryers in the restrooms, or switch to a dispenser that is not so generous with paper towels.</li> <li>• Consider renting or leasing infrequently used equipment.</li> <li>• Use products with toxic ingredients as infrequently as possible. Choose the least toxic product available for each task.</li> </ul>

<b>Recycling</b>	
1.	<p><b>To what extent does your school have an ongoing recycling program involving multiple materials (co-mingle aluminum, cardboard, computer printer cartridges, paper, tin, plastic, etc.)?</b></p> <ul style="list-style-type: none"> <li>• Order print jobs on post-consumer recycled paper and specify that such jobs be double-sided wherever possible.</li> <li>• Purchase supplies and equipment made with recycled content materials (i.e., paper products, engine oil, paints, office products, carpeting, building materials</li> </ul>

	<p>and outdoor benches/tables).</p> <ul style="list-style-type: none"> <li>• Consider remanufactured items, such as recharged toner cartridges, re-formatted computer disks and returnable office equipment.</li> <li>• Recycle demolition and construction waste, whenever possible.</li> <li>• Recycle items, such as paper, aluminum cans, cardboard and plastic bottles.</li> <li>• Be sure your program includes education/promotion, and tracking/reporting.</li> </ul>
2.	<p><b>To what extent are there recycle bins next to trash cans and “waste” baskets?</b></p> <ul style="list-style-type: none"> <li>• Put recycling containers in all classrooms, workstations and mail rooms, and near all copy centers, vending machines, lunchrooms, etc., for all the materials that your school can recycle.</li> <li>• Make sure your recycling bins are highly visible and attractive.</li> <li>• Make sure recycling is picked up often enough that the bins are never overflowing.</li> <li>• Include signage that tells what is and isn’t included in your recycling program.</li> <li>• Establish a policy that no garbage will be picked up if it contains recyclables.</li> <li>• Decrease the number of trash cans.</li> </ul>
3.	<p><b>To what extent are recycling containers available for use at outdoor events and programs?</b></p> <ul style="list-style-type: none"> <li>• Put recycling containers in easily accessible areas for all the materials that your school can recycle.</li> <li>• Make sure your recycling bins are highly visible and attractive.</li> <li>• Make sure recycling is picked up often enough that the bins are never overflowing.</li> <li>• Include signage that tells what is and isn’t included in your recycling program.</li> </ul>
4.	<p><b>To what extent are recycling instructions visible on all recycling containers?</b></p> <ul style="list-style-type: none"> <li>• Make sure your recycling bins are highly visible and attractive.</li> <li>• Include signage that tells what is and isn’t included in your recycling program.</li> </ul>
5.	<p><b>Does your school weigh trash and recyclables occasionally to obtain an average recycling rate?</b></p> <ul style="list-style-type: none"> <li>• On a regular basis, use a bathroom or health scale to compare weights of trash and recyclables to obtain your recycling rate.</li> </ul>
6.	<p><b>If so, on an average day, is your school’s recycling rate (recycling weight vs. trash weight):</b></p> <ul style="list-style-type: none"> <li>• <b>Less than 10% (2 points)</b></li> <li>• <b>10% – 19% (4 points)</b></li> <li>• <b>20% - 29% (6 points)</b></li> <li>• <b>30% or over (8 points)</b></li> <li>• Put recycling containers in all classrooms, workstations and mail rooms, and near all copy centers, vending machines, lunchrooms, etc., for all the materials that your school can recycle.</li> <li>• Make sure recycling is picked up often enough that the bins are never overflowing.</li> <li>• Include signage that tells what is and isn’t included in your recycling program.</li> <li>• Establish a policy that no garbage will be picked up if it contains recyclables.</li> <li>• Decrease the number of trash cans.</li> </ul>

## **Organics Management**

### **(Food Service, Composting, Landscaping)**

<b>1.</b>	<p><b>To what extent does your school promote the reduction the volume of waste created in the cafeteria or lounge?</b></p> <ul style="list-style-type: none"> <li>• If your cafeteria uses disposable dishes, consider switching to permanent dishes.</li> <li>• Set up a recycling program for glass containers and tin cans.</li> <li>• Use bulk dispensers for condiments, rather than individual packages.</li> <li>• Use bulk dispensers of drinks (milk, juices) rather than individual cartons or cans.</li> <li>• Use durable towels, tablecloths, napkins, dishes, flatware, cups, etc.</li> <li>• Recycle or reuse cardboard boxes, glass, metal and plastic containers.</li> <li>• Compost vegetable food scraps.</li> <li>• Encourage faculty, staff, and students who bring lunches from home to use reusable containers. Provide staff dishwashing soap, hand towels, and scrubbers for cleaning these items and encourage them to bring mugs from home.</li> </ul>
<b>2.</b>	<p><b>To what extent is your school's landscape debris composted or used beneficially? (leaves, grass, trimmings, etc.)</b></p> <ul style="list-style-type: none"> <li>• Cut grass on a regular basis and remove no more than one-third of the grass blade at any one time to maintain good root growth.</li> <li>• Keep mower blades sharp.</li> <li>• Leave grass clippings on the ground if your lawn is mowed regularly and you follow the "one-third" rule to produce short clippings that decompose quickly. If you collect grass clippings, consider composting your clippings.</li> <li>• Increase water penetration into soil by aerating every 2-3 years.</li> <li>• Preserve local vegetation in place, especially mature trees.</li> <li>• Choose trees, bushes and shrubs that require minimal pruning.</li> <li>• Landscape with slow growing, drought tolerant native plants or groundcovers that require less fertilizer and pest control measures. Consult with your local university or county extension program.</li> </ul>
<b>3.</b>	<p><b>To what extent are your food scrap residuals composted?</b></p> <ul style="list-style-type: none"> <li>• A classroom could adopt a worm compost bin (vermiculture) to learn about worms and at the end of the year; they could use the rich fertilizer in a school or home garden.</li> <li>• Find local composting opportunities or animal farms that will accept non-edible foods.</li> </ul>

## **Maintenance & Pollution Prevention**

(District influenced but schools have responsibility for carry through.)

<b>1.</b>	<p><b>To what extent does your school update the overhead lighting technology (implement replacement of T-12 fluorescents with T-8 or T-5 fluorescents) and switch incandescent light bulbs with compact fluorescent light bulbs (CFLs) (i.e. replace 60-watt incandescent with 13-watt CFL) where applicable?</b></p> <ul style="list-style-type: none"> <li>• Over its 10,000-hour life, one compact fluorescent can save money and energy.</li> </ul>
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	<ul style="list-style-type: none"> <li>• When its time to replace exit lights, us a LED or compact fluorescent replacement kit.</li> </ul>
2.	<p><b>To what extent does your school adhere to the standard school hour’s room temperatures (68 – 72 deg. F or 20-22 deg. C) and make maximum use of its building temperature control system?</b></p> <ul style="list-style-type: none"> <li>• Avoid opening windows and doors to regulate individual room temperatures.</li> </ul>
3.	<p><b>To what extent are mechanical and power equipment checked regularly and appropriate maintenance conducted?</b></p> <ul style="list-style-type: none"> <li>• Perform recommended maintenance on all mechanical and power equipment.</li> </ul>
4.	<p><b>To what extent does your school implement energy saving technology, (Johnson Control Systems, etc.) in air conditioning units, appliances, vending machine misers, water heaters, etc., during off hours (evenings, weekends, and summers)?</b></p> <ul style="list-style-type: none"> <li>• Day lighting controls, such as a photoelectric sensor, are available to turn lights on only when needed.</li> <li>• Ask housekeeping staff to light only the areas where they are working and turn the lights off when they leave.</li> <li>• Consider occupancy sensors or a 7-day, 24-hour time/clock with an override mechanism.</li> <li>• Turn off the light in vending machines. Inspect ventilation equipment air filters regularly and replace as needed.</li> </ul>
5.	<p><b>To what extent does your school recycle metals, unusable electronic equipment, and other materials?</b></p> <ul style="list-style-type: none"> <li>• Have your suppliers ship your orders in returnable, reusable pallets, boxes and containers. If reusable containers are not available, ask for containers that are recyclable.</li> <li>• Establish environmentally friendly guidelines for all purchases.</li> <li>• Consider leasing equipment from manufacturers that will take back and properly recycle their goods at the “end of their useful life.”</li> </ul>
6.	<p><b>To what extent does your school promote the use of locally produced and alternative fuel and energy sources such as biodiesel, hybrid, geothermal, etc.</b></p> <ul style="list-style-type: none"> <li>• Encourage purchases of company vehicles that run on alternative fuel sources.</li> <li>• Encourage the use of geothermal, solar, and wind for energy sources.</li> </ul>
7.	<p><b>To what extent are your hazardous materials, including chemicals from labs, and mercury containing fluorescent bulbs, disposed with an authorized vendor or in dumpsters with green labels?</b></p> <ul style="list-style-type: none"> <li>• Purchase only the needed amounts of chemical supplies to avoid disposing of extra, unused materials.</li> <li>• Do not mix chemical and hazardous wastes with everyday trash. Do not pour them down the drain, or dump them on the ground.</li> <li>• Cover waste disposal areas and recycling bins to avoid rainwater infiltration.</li> <li>• Perform an inventory of mercury materials in science labs, maintenance areas, art rooms, nurse’s office, home economic rooms, and industrial arts/metal shop areas. Ensure that mercury and mercury containing products are not disposed of down the drain.</li> </ul>

8.	<p><b>To what extent does your school implement practices of Integrated Pest Management (IPM) to reduce the use of toxics (including personal cleaning supplies and personal care products)?</b></p> <ul style="list-style-type: none"><li>• Practice good sanitation and proper maintenance of structures and grounds.</li><li>• Caulk and seal structural cracks where pests can enter.</li><li>• Use non-chemical pest control methods (trapping, swatting, hand removal, barriers, attractants, etc.).</li><li>• Use water-based paints and non/less-toxic floor cleaners and desk cleaners.</li><li>• Use products with toxic ingredients as infrequently as possible. Choose the least toxic product available for each task.</li></ul>
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