



OKSTAR FOR SCHOOLS

STEP 1: GREEN TEAM

- 1) The Green Team (GT) directs the operations of a school's OKStar for Schools program. The team should be as representative of the whole-school and as student led as possible. However, it is up to each school to decide how their team operates.
- 2) A GT can be composed of any combination of students, teachers, Principal, non-teaching Staff (e.g. Secretary, Caretaker, Cleaner), parents, members of the School Board, interested and applicable members of the wider community (e.g. local churches, Local Businesses/Chamber of Commerce, community groups etc).
- 3) A GT can have any number of members on it, as long as it works successfully for the school.
 - a) Schools may nominate members
 - b) Schools may have GT members that volunteer
 - c) Schools may have elected members (students may have a full election process with election speeches, posters and ballots all part of the program).

It is important that students make up the majority of the committee if at all possible.

- 4) The GT should maintain records and minutes of meetings. It may be that some schools need to meet more regularly at the beginning, until their program becomes established.

When the time comes for applying for recognition, you will need to have details of who is on the GT, how the GT members were selected, and how the GT operates, as well as providing examples of minutes of meetings.

STEP 2: ENVIRONMENTAL REVIEW

Carrying out an environmental review helps the school to identify its current environmental impact and highlights the good, the bad and the ugly.

If a school is a participant of the OK Green Schools Program then Project Learning Tree investigations satisfy this requirement.

- 1) Typically, a school may quantify the amount of waste they are producing and sending to landfill, amount of paper used, amount of electricity used, quantity of materials recycled, etc. In general,

schools will determine what types of waste they generate and where in the school the most waste is being generated (e.g. paper from the copy machine, waste from lunch packaging).

- 2) Schools may also undertake a review that includes the wider community (e.g. examine recycling levels at home; examine community attitudes to climate change etc.). A comprehensive review template is included in the Appendix.
- 3) One of the most important aspects of the review is to make sure that the results are well documented, displayed and disseminated. The GT may develop a notice board and/or newsletter as places for publicizing results.

When the time comes for applying for recognition, you will need to provide details as to how and when you carried out your environmental review, who was involved, and what were the results obtained. As there may be a long time frame between your initial review and finally applying for the flag, make sure that records are kept of all your work and results.

STEP 3: ACTION PLAN

The purpose of producing an Action Plan (AP) is to break down the overall goals/targets (identified in the review) into bite-size pieces. The AP should include:

- The necessary tasks
 - The person(s) responsible
 - The time frame for actions in order to achieve goals/targets
- 1) Some schools will design different plans for different aspects of their OKStar for Schools program (e.g. one for promoting awareness, one for litter, and one for waste prevention/minimization). It is important to organize the plan(s) around specific goals — e.g. 30% reduction in waste to landfill in 4 months, 20% reduction in average energy consumption over 12 month period through low-cost and no-cost actions, etc.
 - 2) It is best to produce an AP in table format as illustrated in the Appendix. Schools may reduce their environmental impacts in many ways. Waste can be reduced through a combination of prevention, minimization, reuse and recycling. Energy consumption may be reduced through promotion of no-cost behavior modification (e.g. turning off lights when leaving a room, turning off power strips to computers at night and on weekends, etc.) and the investment of low to medium cost approaches (e.g. investing in CFL bulbs and purchasing energy efficient appliances) resulting in cost savings.

A copy of your Action Plan(s) will need to be submitted with your application.

STEP 4: MONITORING AND EVALUATING PROGRESS

Monitoring and Evaluating Progress should be incorporated into the Action Plan.

- 1) Schools should pick a unit of performance that they can monitor easily on a regular basis. The unit is typically one of those initially identified in the review (e.g. number of dumpster hauls each week, units of electricity used, gallons of water used, number of aluminum cans recycled, etc.).
- 2) Results of monitoring should be regularly updated and displayed. This has an important impact on maintaining momentum. Also, make sure that when targets are met, success is celebrated! It is

essential that records are kept of your monitoring throughout your program, as this information will be required for your final application.

- 3) Displaying your monitoring results in the form of pie charts and graphs is a very effective way of illustrating progress. This can be displayed on the notice board or included in your application.

STEP 5: CURRICULUM INTEGRATION

The program can be readily integrated into the curriculum. This can be done directly through Science, Social Studies or indirectly in other subject areas through innovative teaching. Materials are available to help integrate the program into the curriculum. However, schools may develop their own innovative educational approaches.

STEP 6: INFORMING AND INVOLVING

- 1) It is essential that the entire school is involved in, and the wider community aware of, the school's "green" efforts.
- 2) Schools should utilize a variety of ways to tell their "green" story. These may include school notice boards, school assemblies, school newsletters and websites, school plays, dramas and fashion shows based on environmental issues, letters or presentations to businesses and corporations, local and national press, radio and television, MLK Day parades, Earth Day celebrations, etc.
- 3) As part of this step the schools may undertake a Day of Action. The Day of Action is an opportunity for students, staff and the wider community to get together to work towards achieving some of the targets set out in the action plan. This day should be designed to bring the school and the local community together to undertake a common task. Some Day of Action examples include:
 - a) The school and the community could participate in Keep Oklahoma Beautiful Great American Cleanup.
 - b) The school could have an Open House or Environmental Fair for the public and have students make presentations and offer advice on environmental management.
 - c) The school and the community could come together to clean up a local park or playground.
 - d) The school and community could plant a Survivor Tree at a mutually-chosen location.
 - e) The school and the community could work together to improve a green space on school grounds.

Benefits of the Day of Action include:

- Raising awareness of OKStar for Schools program within and beyond the school
- Involving the wider community — Parents, neighbors, local business, and the local government authority can all be included. They can give advice and practical help.
- The Day of Action is also a great opportunity to raise publicity for the whole school.

When providing information on your Informing and Involving step in your application, make sure to include details (and maybe photos) of your Day of Action, as well as copies of newsletters, links to website, a description of your notice board, etc.

- 4) A GT Notice Board is an excellent way of informing and involving the wider school body and local community of the program. Information posted on the board may include:
 - a) Action Plan
 - b) Charts and Graphs
 - c) Green Code
 - d) Posters and Signage
 - e) Pictures and Drawings
 - f) Meter Readings
 - g) Tools and Tips

STEP 7: ENVIRONMENTAL POLICY STATEMENT

- 1) The Environmental Policy Statement (EPS) is a statement of the objectives demonstrating the school's commitment to environmentally friendly actions. The policy expresses the commitment to being a "green" school and ensures that your site continues to implement green practices even when staff change positions or leave. A written policy is a way to ensure that environmental practices will still be in place when the school submits its application for recognition.
- 2) It should have the input of as many of the students and staff as possible. The policy should also be related to the action plan and curriculum work. It is important that students feel they have had involvement in developing this code, otherwise they will ignore it. Social Studies classes are a good opportunity for discussing the values underlying a common EPS, and provide an opportunity to extend the discussion to personal codes and values. Alternatively, this could take place in after-school programs.
- 3) The EPS should be prominently displayed and updated as new issues are addressed.
- 4) The EPS could be released to the local press and the general public.

REGISTRATION

Before registering, ensure that there is sufficient support from the Principal and other staff members.

One or more core members of school staff should read the material and become familiar with the program. A member of staff should then make a presentation about the OKStar for Schools program to colleagues and/or the members of the School Board (or request that representatives of the program make the presentation). The presentation should cover:

- The benefits to the school
- The seven essential elements as described on the following pages
- The program's flexibility
- The intention to start with small, achievable targets
- The long-term nature of the program
- The program's potential to act as a focus for developing a school-wide policy for environmental education.

The registration form will confirm your participation in the program and **your intention to apply for recognition in the future.**

APPLICATION PROCEDURE

The school decides when it is ready to apply for OKStar for Schools recognition.

The application and recognition process is based primarily on the implementation of the 7 Steps of the program. As long as the 7 Steps have been up and running for one full school year or more, there is no required time limit between registration and applying for recognition. When you apply for OKStar recognition, the reviewers will be looking for evidence that each of the 7 steps has been adopted.

Once the program has been established and in operation in your school for several months you will begin to know which elements of the program are working successfully and which need further attention.

The following lists the minimum required for each step:

1. A Green Team has been established and meets on a regular basis.
2. An Environmental Review has been undertaken, which clearly indicates environmental impact.
3. An Action Plan with realistic and manageable goals has been developed from the review, with some of these goals partially or fully achieved.
4. The progress towards achieving these goals has been monitored and displayed.
5. The program has been integrated with the school curriculum where possible.
6. The whole school has been updated on the progress of the program and has been involved to some degree. A Day of Action should be part of this process.
7. An applicable Environmental Policy Statement has been written, adopted and displayed.

The 7 steps are the basis of the OKStar for Schools program. When you apply for recognition the reviewers will be looking for evidence that each of these steps has been adopted. However, the reviewers will take account the individual circumstances of each school. For example, the level of student involvement expected will vary according to the age, ability and experience of the students. If you are in any doubt about meeting the criteria, please contact the Pollution Prevention Program (P2P) for advice.

When you are confident that all 7 Steps have been fulfilled you are ready to apply for recognition.

Your answers in the OKStar for Schools application form will give most of the information needed to determine your level of recognition.

The procedure for recognition is as follows:

1. Schools send in initial application
2. The P2P reviews application for completeness and distributes to the Review Committee
3. Committee members review applications and make individual recommendations for recognition
4. P2P team visits the school
5. P2P makes final decision on level of recognition

Schools can submit an application for recognition at any time of the year.

Before You Submit This Form

Please ensure that all the following requirements have been met before you submit your application:

- Your school is registered with the Pollution Prevention Program
- You have been working on the program for at least one school year
- You have implemented all 7 steps of the OKStar program
- You have completed an Environmental Review
- You have a current Action Plan, with future targets
- You have completed an Action Day

When you have completed this form, you can:

a) Email your completed Application Form and any additional information to ppwrcy@deq.ok.gov

or

b) Print this Application Form and mail it and any additional information to:

Dianne Wilkins
Environmental Programs Manager
Land Protection Division
Oklahoma Department of Environmental Quality
P.O. Box 1677
Oklahoma City, OK 73101-1677

OKSTAR FOR SCHOOLS
Application Form

Please fill in all of the below fields:

School Name: _____

School Type: Elementary Middle High School _____

Address 1: _____

Address 2: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Contact Person _____

Email: _____

School Website: _____

Number of Teachers: _____

Number of Students: _____

Area of School Building(s) in Square Feet: _____

We, the undersigned, declare that the enclosed application is a true record of our “green” school experience, and wish to apply for recognition in the OKStar for Schools program.

We also declare that the following criteria have been completed for this academic year and will be available to reviewers when/if they visit our school:

- **Environmental Policy Statement**
- **Environmental Review**
- **Action Plan**
- **Up-to-Date “Green” Notice-Board**

Principal Name: _____

Signature: _____

Name of Coordinator: _____

Signature: _____

Date: _____

2. How often does your Green Team meet?

- Weekly
- Biweekly (every 2 weeks)
- Monthly
- Other _____

3. Please include an example of minutes taken from one of your Green Team meetings. (This can be provided as an additional document).

Step 2: Environmental Review

Please provide details of your Environmental Review. The Environmental Review should have been carried out when you began working on your OKStar for Schools program. Guidance for the review is provided in Appendix A.

4. When was your initial OKStar for Schools environmental review carried out?

Please give the month and year _____

Litter Review

5. For your Litter Review, did you conduct any of the following:

Essential Actions

- Complete Appendix B – the Litter Checklist.

Recommended Actions

- Create a map of school grounds showing location of litter
- Collect and segregate litter on school grounds (to identify source of litter)
- Complete a Litter Awareness Questionnaire with staff/students
- Other _____

Waste Review:

6. For your Waste Review, did you conduct any of the following?

Essential Actions:

- Complete Appendix C – the Waste Checklist.
- Identify and record the amount of waste being generated by your school
- Complete a Waste Audit to identify the types of waste your school is generating

Recommended Actions:

- Identify the amount of sheets photocopied during a specific period in your school
- Identify the types of waste that are recycled in your school
- Identify the types of waste that could be recycled in your school
- Complete an Awareness Questionnaire of staff/students
- Other _____

7. Please compare and contrast the amounts of waste your school produced for two different periods during your Monitoring and Evaluation of school Litter and Waste:

Please provide amounts for all types of waste produced by your schools – general, recycling, compost, etc.

8. What were the main findings of your Environmental Review: (e.g. levels of awareness, etc.)

APPENDIX

APPENDIX A

ENVIRONMENTAL REVIEW

LITTER AND WASTE

- Your review is one of the first steps in the OKStar for Schools program. *(If a school is a participant of the OK Green Schools Program then Project Learning Tree investigations satisfy this requirement.)*
- You should undertake your review:
 - Before you draw up your action plan
 - Before you implement any litter/waste reduction measures

Definition of Waste

Items we have no further use for — they may be useful to someone else so we may be able to pass them on for reuse (clothing to charity shops) or recycling (paper, plastic, cans).

Definition of Litter

“Waste in the wrong place”

- If it’s in the bin its waste, if it’s on the ground its litter

Litter Review – how to do it!

Materials required:

- Graph paper
- Pencil
- Markers
- Ruler
- Gloves or litter picker
- Bags/bins

Procedure

1. Divide school and school grounds into different areas for different groups of students to carry out a review on that area (e.g. classrooms, hall, yard, garden)
2. Assign a group of students to each area
3. Students draw a map of the area

4. Students collect litter and mark on the map where litter was found, different types of litter can be marked on the map with different colors
5. Have students quantify how much litter was found in each area by calculating the weight of the litter or listing each different type of litter collected.
6. Students create bar charts, pie charts or pictograms to represent their findings

Waste Review

- Contact your trash hauler – they can often provide weights (it may also be possible to get different weights for recyclables' and landfill waste)
- Get the weight records for as many months as possible (a year)
- Get students to calculate the average monthly or weekly weight of waste produced and the weight of waste produced per person in the school daily/weekly/monthly
- If your trash weights are not recorded by your trash collector, weigh your waste daily or weekly for a period and calculate the average. A bathroom scale or spring scale can be used.
- Do a bin survey i.e. empty the bin onto a plastic sheet and have students (wearing gloves) separate waste into categories (e.g. Cans, papers, plastic)
- Graph your results

The information gained from your litter and waste reviews will show you where your main problems with litter and waste are and will be used in drawing up your action plan.

The reviews will also help you decide on your targets (i.e. the reductions in the amount of litter and waste you are going to aim for).

You will repeat your litter and waste survey several times throughout your OKStar for Schools program (Monitoring and Evaluation) to assess your progress in reaching your targets, allowing you to make amendments in your program where necessary.

APPENDIX B

LITTER CHECKLIST

The following checklist is an open-ended checklist looking at the school's impact on the environment in relation to litter. This checklist also serves as an educational tool in which the process of gathering data raises awareness and gives you a basis for developing your action plan. Each question in the checklist can be answered 'yes' or 'no'. Quantifiable targets can then be set for areas highlighted for improvement. The questions in the review below are suggestions. You may add questions in order to examine a particular area relevant to your school.

Question	Yes/No	Action Notes: Litter
Does your school have a litter problem?		
Does your school have a policy on litter?		
Is the school clean inside?		
Are there any areas where litter is particularly bad?		
Are there any times of the day/week where litter is particularly bad?		
Does the litter mostly originate from inside the school?		
Are there enough trash cans inside the school?		
Are there enough trash cans outside the school?		
Are trash cans located in the right places?		
Are certain types of litter more common than others?		
Do you take part in local or national events (e.g. Great American Cleanup)?		

APPENDIX C

WASTE CHECKLIST

The following checklist is an open-ended checklist looking at the schools impact on the environment in relation to waste. This checklist also serves as an educational tool in which the process of gathering data raises awareness and gives you a basis for developing your action plan. Each question in the checklist can be answered 'yes' or 'no'. Quantifiable targets can then be set for area highlighted for improvement. The questions in the review below are suggested questions. Please feel free to add questions in order to examine a particular area relevant to your school.

Question	Yes/No	Action Notes: Waste
Prevention/Minimization		
Is there a "green" purchasing policy for materials such as toilet tissues, stationery, books, notepaper, etc.?		
is email/text/phone is utilized over paper communications?		
Does the school have email addresses/mobile phone numbers for families?		
Does the school use notice boards/circulars/email to give out information to staff instead of individual bulletins?		
Are students encouraged to avoid excess packaging with their lunches?		
Are long life products chosen over short life ones?		
Are materials bought in large packs to avoid excessive packaging?		
Are copies/records kept on disk, rather than paper?		
Is paper used on both sides?		
Re-use/Recycle		
Is re-useable selected first, then recyclable?		
Are old envelopes saved for re-use?		
Are casual notes written on scrap paper?		
Is office waste paper recycled?		
Does the school have or use any recycling facilities?		
If so what materials are recycled?		
Does the school have a compost heap or compost bin?		
Is the topic of waste and waste minimization incorporated into the school curriculum?		

APPENDIX D
WASTE ASSESSMENT

If you are counting your waste in bins/bags please note the size of the bins/bags used:

Waste Generated <i>(monthly quantities are the total of all hauls during that month. Insert additional rows as necessary.)</i>				
Year 1	Solid Waste		Hazardous Waste	
	Quantity (lb.)	Cost (\$)	Quantity (lb.)	Cost (\$)
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				
Annual Total				

APPENDIX D

RECYCLING

Materials Recycled													
Year 1	Cardboard (ton)	Aluminum cans (lb.)	Office Paper (lb.)	Plastic bottles (lb.)	Newspaper (lb.)	Linens/ Towels (lb.)	Steel cans/ Scrap metal (lb.)	E-Waste (lb.)	Food Waste (lb.)	Magazines (lb.)	Yard Waste (lb.)	Telephone Books (lb.)	Furniture (lb.)
August													
Sept													
Oct													
Nov													
Dec													
Jan													
Feb													
March													
April													
May													
June													
July													
Annual Total													

APPENDIX D

PURCHASING

Materials Purchased										
Year 1	Detergent		Bleach		Cleaners		Other Chemicals		Light Bulbs	
	Quantity (lb.)	Cost (\$)	Quantity (gallons)	Cost (\$)	Quantity (gallons)	Cost (\$)	Quantity	Cost (\$)	Quantity (#)	Cost (\$)
August										
Sept										
Oct										
Nov										
Dec										
January										
February										
March										
April										
May										
June										
July										
Annual Total										

APPENDIX D

UTILITIES

Utility Usage									
Year 1	Electricity Usage		Natural Gas Usage		Water Usage		Occupancy		
	KWh	Cost (\$)	Btu	Cost (\$)	Gallons	Cost (\$)	Total # Students	# of Rooms	Per Room
August									
September									
October									
November									
December									
January									
February									
March									
April									
May									
June									
July									
Annual Total									

Before you send us your application:

1. Please ensure all sections of this form are completed fully and accurately.
2. Please ensure you have included:
 - a. An example of minutes from one of your Green Team meetings
 - b. A copy of your Action Plan
3. Optional items you may include:
 - a. photos
 - b. newsletters
 - c. website address
 - d. etc.

Remember you will have the opportunity to display all additional work to the OKStar for Schools reviewers when they visit the school.

Please email this application to ppwrcy@deq.ok.gov

For additional information and questions:

Dianne Wilkins, Manager
Pollution Prevention Program
Land Protection Division
Oklahoma Department of Environmental Quality
P.O. Box 1677
Oklahoma City, OK 73101-1677
(405) 702-9128