



National Food Service Management Institute
The University of Mississippi



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Greening the School Nutrition Scene!

**A Guide for Developing and Sustaining
Green/Environmental Conservation Practices
for School Nutrition Professionals**



Applied Research Division
The University of Southern Mississippi

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National Food Service Management Institute The University of Mississippi

Building the Future Through Child Nutrition

The National Food Service Management Institute was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE

The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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INTRODUCTION

School nutrition (SN) programs are intense users of energy and water. Costs for services such as solid waste removal, water and sewage, and energy are seldom reflected in the total cost/meal for SN programs. Implementing practices to conserve resources can reduce the amount of waste generated in addition to decreasing energy and water inputs for food production. Environmental conservation programs such as recycling cans and using disposable serviceware have been implemented by SN programs across the country.

School nutrition departments and school districts using green/environmental conservation (GEC) practices have realized positive outcomes such as decreased solid waste, reduced utility costs, and opportunities to educate students and their community about the importance of conserving the environment. The National Food Service Management Institute, Applied Research Division (NFSMI, ARD) developed this self-assessment resource for SN professionals who would like to implement and/or sustain GEC practices in their SN program or school district. *Greening the School Nutrition Scene! A Guide for Developing and Sustaining Green/Environmental Conservation Practices for School Nutrition Professionals* can be used to identify actions necessary for starting the “Go Green” process or evaluate existing green and environmental conservation practices. This research-based tool was created from previous research conducted by NFSMI, ARD and SN professionals with experience implementing and maintaining successful GEC practices in school environments.

This guide consists of two sections. School nutrition professionals may use *Section I, Identify Preliminary Actions for Establishing GEC Practices*, to:

- identify potential GEC practices that have been successfully implemented in SN programs and school districts;
- identify internal and external key stakeholders, their roles and responsibilities for implementing and sustaining GEC practices;
- utilize steps and resources to advocate and inform the school community about the importance of GEC practices and the need for their support;
- follow steps to create GEC teams or committees; and
- use suggestions and resources to develop a GEC mission statement and goals for planning, implementing, evaluating, and sustaining GEC practices.

Section II, Green/Environmental Conservation Action Statements, is a user-friendly checklist containing seven categories:

- *Feasibility Study*
- *Roles and Responsibilities*
- *Budget/Finance*
- *Marketing*
- *Training*
- *Monitoring*
- *Assessment*

The statements under each category were identified as research-based action options necessary for maintaining a sustainable GEC program. There are 59 action statements that support the achievement of a sustainable GEC program within the seven practice categories. Each statement is assessed following a 4-point scale:

No Support/No Knowledge	Currently has no support or knowledge of related action statement
Potential Resources/Support Available	SN program/school has avenue to secure resources and/or support available to accomplish the action statement
Knowledge and Support Exist for Use	SN program/school has knowledgeable GEC team members and the necessary resources to support the action statement
Resources/Knowledge for Program Sustainability	SN Program has knowledgeable GEC team members and the necessary resources to sustain the action statement

Not Applicable is also an option to select should the best practice not address specific program needs.

Greening the School Nutrition Scene! A Guide for Developing and Sustaining Green/Environmental Conservation Practices for School Nutrition Professionals may be used to:

- identify potential GEC practices that would benefit the SN program,
- identify internal and external stakeholders involved with GEC practices,
- assess resources needed for implementing a GEC practice,
- identify SN staff training needs to implement and sustain GEC practices, and
- develop approaches to build support for GEC practices.

DEFINITIONS

Ecological/Environmental Sustainability – Maintenance and sustainability of the environment for future generations (EPA).

Energy Star – International standard for energy efficient consumer products.

Environmental Audit – An independent assessment of the school district's compliance with applicable environmental requirements or of a party's environmental compliance policies, practices, and controls (EPA).

Farm-to-School (F2S) – Partnership between food producers and purchaser (the school district) to sell/purchase locally grown foods. Partners determine the type of food, amount and time of delivery of food, cost, and processes for food quality and food safety supervision, and distribution (ATTRA).

Green/Environmental Conservation (GEC) Practices – Actions implemented and sustained to conserve natural and manmade resources. This also includes practices that prevent and/or reduce the amount of waste materials in the environment (EPA).

Leadership in Energy & Environmental Design (LEED) – An internationally recognized certification rating system for buildings identifying them as operational to support the health and well-being of its occupants and saves energy, resources and money.

Low Volatile Organic Compounds (Low-VOC) – Products with less volatile organic compounds known to evaporate at room temperature and emit sharp odor, ozone, and other compounds. Low-VOC products reduce risks to human health and the environment.

SECTION I

IDENTIFY PRELIMINARY ACTIONS FOR ESTABLISHING GREEN/ENVIRONMENTAL CONSERVATION PRACTICES

SECTION I

Identify Preliminary Actions for Establishing Green/Environmental Conservation Practices

HOW TO BEGIN...

In this section, you will identify preliminary actions for establishing Green/Environmental Conservation (GEC) practices. These actions may include recognizing potential GEC practices, collaborating with school staff and community organizations to create GEC policies and plans.

1 IDENTIFY GEC PRACTICES

Below is a checklist of GEC practices commonly found in school nutrition (SN) departments and/or schools. Review the list and check the practices that you think could be implemented in your school nutrition department and/or school. This list could be shared with SN staff, school administrators, principals, teachers, students, custodial staff, or parents to identify preferred GEC practices that could be adopted and sustained in your SN department and/or school.

RECYCLING PRACTICES

- Recycle paper/cardboard/boxes
- Recycle plastic milk bottles
- Reuse wood pallets
- Use recyclable serviceware
- Recycle polystyrene/Styrofoam
- Reuse/recycle biodegradable products
- Plan to follow single stream recycling procedures
- Purchase/Use carts and racks made of recycled aluminum
- Place recycling bins and cans in key locations to encourage recycling practices
- Recycle aluminum
- Recycle glass
- Recycle oil/grease
- Use recyclable trays
- Recycle steel, tin, and/or other metals

ENERGY CONSERVATION PRACTICES

- Turn off excess lights
- Use energy-efficient equipment
- Install motion-sensored lighting
- Use solar panels
- Use wind energy
- Keep windows and doors closed
- Implement/Practice fuel conservation procedures
- Use an Energy Monitoring Management System
- Monitor and regulate temperatures on all cooling equipment
- Ban/Remove personal microwaves, fans, and refrigerators in classrooms
- Use energy-efficient bulbs
- Purchase/Use hybrid vehicles
- Remove excess fluorescent bulbs
- Use bio-fuels in transportation vehicles
- Install programmable thermostats
- Purchase/Use Energy Star Equipment

Air and Water Conservation Practices

- Turn off water when not in use
- Use microfiber mops/cleaning cloths
- Plan/Install low-flow spray nozzles
- Plan/Install water collection system
- Plan/Install low-flow faucets
- Conduct regular maintenance of faucets, ice machines, and steamers to prevent leaks
- Use GEC-certified, non-toxic and/or biodegradable products to reduce air/water pollutants
- Plan/Install sensor-control ventilation hoods
- Plan/Install waterless urinals in restrooms
- Plan/Install motion-sensored water faucets
- Implement Integrated Pest Management System
- Conduct maintenance of water filtration system

Resource Conservation Practices

- Reuse paper
- Use can crushers to reduce waste
- Send e-mails instead of paper memos
- Plan/follow bleach-free practices
- Use pulper to reduce amount of waste
- Prepare menu items that require less labor/energy
- Purchase products with minimal packaging to reduce waste
- Donate leftovers to local food banks
- Plan/Follow other product reduction practices
- Plan/Reduce bleach use
- Use both sides of paper for printing

GEC Building Renovations and Construction Practices

- GEC building renovations
- New GEC building construction
- Use eco-friendly paint
- Plan/Install energy-/water-efficient equipment
- Plan/Install Low-Volatile Organic Compounds (Low-VOC) flooring
- Use recycled materials/eco-friendly construction materials for new buildings/renovations
- New building/renovation projects include plans that support recycling practices
- Plan/Apply for Leadership in Energy & Environmental Design (LEED) School Certification
- Plan/Install windows for natural light
- Plan/Apply for GEC certification programs
- Plan/Install double-paned windows

Other GEC Practices

- Composting
- School garden projects
- GEC Policy Development
- Provide GEC and food conservation education
- Participate in farm-to-school programs (F2S)
- Purchase locally-grown foods (not a part of a F2S)
- Form School-based GEC team
- Participate in community conservation projects
- Reduce/shorter school days to conserve energy

2 IDENTIFY KEY STAKEHOLDERS

It's important to gather support for implementing and sustaining GEC practices in your school nutrition (SN) department and/or school. The next step is to identify members of your school nutrition staff and school staff who support GEC practices or who are aware of the importance of GEC practices in schools. It will be important for you to describe the benefits for implementing and sustaining GEC practices to all stakeholders. You can use the list below to help you to identify key stakeholders that are interested or have been implementing GEC practices:

INTERNAL

- | | |
|--|--|
| <input type="checkbox"/> SN Director | <input type="checkbox"/> SN Supervisors/Managers |
| <input type="checkbox"/> SN Staff | <input type="checkbox"/> School District Administrators |
| <input type="checkbox"/> School Staff | <input type="checkbox"/> Principals |
| <input type="checkbox"/> Parents | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Students | <input type="checkbox"/> Custodial Staff |
| <input type="checkbox"/> Buildings & Grounds Director/Supervisor | <input type="checkbox"/> Buildings & Grounds Staff |
| <input type="checkbox"/> Financial Manager/Accountant | <input type="checkbox"/> PTA/PTO |
| <input type="checkbox"/> Student Groups/Organizations | <input type="checkbox"/> School District GEC Coordinator |

EXTERNAL

- | | |
|---|--|
| <input type="checkbox"/> Vendors/Manufacturers | <input type="checkbox"/> Farmer (F2S) |
| <input type="checkbox"/> Environmental Specialist/Health Inspector | <input type="checkbox"/> City/County Agencies/Agents |
| <input type="checkbox"/> Utility/Power Company | <input type="checkbox"/> County Extension Agent |
| <input type="checkbox"/> Community Partners/Community Organizations | |

3 ADVOCATE AND INFORM

The adoption of GEC practices depend on strong support to make change. Share information about the importance of GEC in schools and how everyone can help. Organize information for sharing by presenting a multimedia presentation, distributing GEC brochures, newsletter articles, or social network postings. Your medium for sharing should include:

- information and ideas about GEC practices/environmental issues,
- benefits of implementing and sustaining GEC practices, and
- information on how stakeholders could help.

Resources:

Green Schools Initiative

www.greenschools.net

Center for Eco-literacy

www.ecoliteracy.org

Growing Greener Schools

<http://www.growinggreenerchools.org/>

Center for Green Schools

<https://www.google.com/search?q=forming+a+green+school+team&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a>

School Nutrition Association, The Green Guide 2010

<http://www.schoolnutrition.org/Content.aspx?id=13376>

Healthy Schools Campaign,***The Quick + Easy Guide to Green Cleaning in Schools***

<http://www.greencleanschools.org/s4-food-service.html>

The U.S. Green Building Council, The Center for Green Schools

<http://www.centerforgreenschools.org/main-nav/takeaction/advocate.aspx>

The U.S. Green Building Council,***Green Schools Move Forward Through Advocacy***

<http://www.usgbc-ncc.org/resources/blog/1-chapter-news/103-green-schools-move-forward-through-advocacy>

Treehugger, Back to School: Become a Green School Advocate

<http://www.treehugger.com/culture/back-to-school-become-a-green-school-advocate.html>

Smartplanet, Make Sure Your Community Has a Green School Advocate

<http://www.smartplanet.com/blog/business-brains/make-sure-your-community-has-a-green-school-advocate/8639>

The National Food Service Management Institute,***Going Green! A Case Study Approach Examining Green and Environmental Conservation Practices in School Nutrition Programs***

<http://www.nfsmi.org/documentlibraryfiles/PDF/20130204081844.pdf>

4 FORM GEC TEAM/COMMITTEE/COALITION

Because one person cannot effectively implement and sustain GEC practices alone, it is important to form a GEC team. Your GEC team can plan a course of action for the SN department or school; and investigate, implement, and evaluate green practices likely to become sustainable. You can invite key stakeholders you identified as being interested in the SN department/school commitment to “going green”. Contact all interested stakeholders from your advocacy efforts to serve on a GEC team for your SN department/school and share ways how they can help.

Resources:***The Green Team. Washington State Green Schools***

www.wagreenschools.org/40/the-green-team.html

Kerry, M. Building a Successful Green Team: A Heart-Centered Approach. Portland Public Schools

http://www.pps.k12.or.us/files/facilities/Rc.doc.Building_a_Successful_Green_Team.032010.pdf

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Your GEC team is united by the shared purpose of implementing GEC practices. Team members will likely come from diverse backgrounds in the school environment. It is important to recognize that although diverse, you rely on each other to accomplish your purpose. Committing to that purpose is key to mutual respect and trust. One way to get commitment from your GEC team is to have them sign a “GEC pledge”. It can be a pledge to identify potential green practices, potential outcomes, and share information. An excellent example can be found at www.greenschools.net “Take the Green Schools Pledge”.

ROLES & RESPONSIBILITIES

Individual and GEC team roles

Individual and GEC team roles may depend on school dynamics and GEC practices. The team is responsible for establishing governance, commitment, service, and time. Team roles may include:

- **Budget/Finance** – management of resources to support GEC practices
- **Coordinator/Community Liaison** – coordinates all GEC efforts at school and in the community
- **Department Representatives** – responsible for sharing information with department staff and bringing department to action
- **Marketing/Public Relations** – distribute information and benefits of GEC efforts
- **Team Secretary/Recorder** – record keeper

Establishing mission and goals of the GEC team

After identifying potential GEC practices you can implement in your school or school district and establishing a GEC team, you will then need to develop a team mission statement and goals. A mission is a shared vision of success. If you were successful in implementing and sustaining your GEC efforts, what would your accomplishments be? Discuss all the GEC practices you’d like to accomplish as a team. As you identify practices, you may notice common themes that begin with action verbs such as: reuse, decrease, increase, implement, or reduce. Use these themes to develop a mission statement. Limit it to one sentence and keep it focused. What do you ultimately want to accomplish? Refer to your vision of success to help compose the mission statement. Next, establish goals. Goals are based upon principles and beliefs for implementing and sustaining GEC practices. The mission and goals should be shared by all GEC team members. The following resources are available to guide the development of the mission statement and goals.

Resources:

Gabriel, J. & Farmer, P. Association for Supervision & Curriculum Development.

Chapter 2: Developing a Vision and a Mission.

<http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx>

Scheid, J. (2010). *Tips on Writing Goals for a Project*. Bright Hub PM.
<http://www.brighthouse.com/project-planning/70769-tips-on-writing-goals-for-a-project/>

Greenschools.net *The four pillars of a green school*
www.greenschools.net

FOCUS ON PRIMARY GEC PRACTICE

Once you have established your mission and goals, it is time for your GEC team to brainstorm potential GEC practices within the categories you identified in Section I. It is easy to get excited about all the possible GEC goals you could accomplish. Now is the time to evaluate your list of ideas in the context of your mission: Is this practice a good fit with our overall goals? Focus on the GEC practices that fit your mission. At this stage you should conduct a feasibility study for the potential GEC practices. A feasibility study is an evaluation of the factors affecting a proposed practice and the resulting outcome. You will collect information on the costs and resources needed for the GEC practice. The feasibility study is a decision making tool to make the decisions that will serve the best interest of the school or school district.

SECTION II

GREEN/ENVIRONMENTAL CONSERVATION ACTION STATEMENTS

SECTION II

Green/Environmental Conservation Action Statements

INSTRUCTIONS

This section contains seven categories: *Feasibility Study, Roles and Responsibilities, Budget/Finance, Marketing, Training, Monitoring and Assessment*. There are 59 action statements that support the achievement of sustainable GEC programs within the seven categories. Review the GEC statements and identify actions your school nutrition department/school district may take to plan, implement, evaluate, and sustain GEC practices.

Each statement should be assessed using a 4-point scale:

<i>No Support/No Knowledge</i>	Currently has no support or knowledge of related action statement
<i>Potential Resources/Support Available</i>	SN program/school has avenue to secure resources and/or support available to accomplish the action statement
<i>Knowledge and Support Exist for Use</i>	SN program/school has knowledgeable GEC team members and the necessary resources to support the action statement
<i>Resources/Knowledge for Program Sustainability</i>	SN Program has knowledgeable GEC team members and the necessary resources to sustain the action statement

Not Applicable is also an option to select should the best practice not address specific program needs.

STEP 1 FEASIBILITY STUDY

A feasibility study allows individuals/GEC team to review GEC practices your SN program/school district could implement or evaluate existing ones. As you consider potential GEC practices, be aware of available resources in your school/district required to achieve desired sustainability. The purpose of your study is to collect information to determine the outcomes of your potential GEC practice.

FEASIBILITY STUDY GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
1. Identify proposed GEC practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe current practice or procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify resources needed to implement/sustain GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify SN personnel involvement in the GEC practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify school administrators/staff involvement in the GEC practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Determine methods and how often GEC practices will be monitored by GEC coordinator/GEC team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Determine if there are any health, safety, or sanitation issues or concerns associated with implementing new or sustaining existing GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify potential barriers for implementing or sustaining GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Explore if any other GEC practices are being planned, implemented, or sustained in the SN department or school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FEASIBILITY STUDY GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
10. Determine if there are opportunities to collaborate between school departments and personnel to help identify GEC stakeholders and roles. <i>(Review the ROLES & RESPONSIBILITIES section on page 15 for help)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Determine if community agencies assist with training workshops, resources, and/or materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Identify vendors who are implementing GEC practices that benefit the SN program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop a GEC plan with policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Specify and clearly define measurable goals to build support for GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Evaluate the SN department/school district/school board philosophy, goals and priorities as related to the GEC practices/program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Develop a plan to increase support with SN/school administrators and staff, students, and district leaders who will be or are involved in implementing/sustaining GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Obtain approval and support from school district/school board administrators prior to implementing GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Conduct baseline assessments for GEC outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Seek grants and incentives to support GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 2 ROLES AND RESPONSIBILITIES

In this step, you will assess the roles and responsibilities of internal and external stakeholders who would contribute to the sustainability of GEC practices. Complete the assessment of the following action statements and establish accountability measures for GEC roles and responsibilities of stakeholders.

ROLES AND RESPONSIBILITIES GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
1. Select a GEC coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organize a GEC team to implement/sustain GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify leadership roles for key stakeholders within the GEC program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify school and SN staff who would be responsible for implementing and sustaining GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Determine if opportunities exist to collaborate between school departments and personnel to help identify GEC roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STEP
3**
BUDGET/FINANCE

In this step, you will evaluate the financial impact of implementing or sustaining GEC practices. In some cases, external support such as grants or opportunities to collaborate with other organizations is available.

BUDGET/FINANCE GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
1. Create a budget for implementing/sustaining GEC practices based on feasibility study results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluate if the GEC practices have opportunities to generate revenue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify vendors who may have rebates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Identify in-kind services, such as audit services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify grant opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify marketing costs such as supplies and contract services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify utility costs for reductions and special rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify labor costs such as consultants' fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify equipment costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 4 MARKETING

Marketing is more than advertising your product or service. It is the process of building a relationship with your “customers” (i.e., staff, students, parents, administrators, and the community). This relationship is based on meeting your customers’ needs through the four P’s – **Product**, **Price**, **Place**, and **Promotion**. For example, your feasibility study may show there is support for plastic milk bottle recycling.

Your target audience would include students, school staff, and beverage vendors. The beverage vendors may be able to supply your school with storage containers for empty milk bottles. You could inform the school/school district of your GEC effort by hosting a recycling kick-off with SN staff, school athletes, teachers, and principals, distributing flyers to staff, and posting signs next to the recycling containers.

Other examples of marketing strategies for implementing milk bottle recycling:

- Teachers on the GEC team may use the recycling program as part of an environmental curriculum.
- Students could measure the volume of plastic bottles collected and record the data on a poster they create which is displayed in the cafeteria.
- The GEC coordinator/GEC team would share this information with administrators and other stakeholders, highlighting any waste removal savings and impact to the science curriculum.

MARKETING GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
1. Create a marketing plan for GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Conduct a Market Research Study: conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis by reviewing a GEC practices’ benefits, barriers, and opportunities for sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MARKETING GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
3. Identify your target audience <i>Examples: Students, vendors, school board, administrators, PTA/PTO, community organizations, utility companies, waste management, city/county officials</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide updates to all stakeholders including school board and school administrators of GEC progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide an annual report on GEC efforts to the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Establish budget for marketing plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Create a GEC brand that includes your SN department/school mission, vision, and/or goals <i>Examples include: logos, slogans, promotional materials and promotional reusable containers</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Establish marketing goals that include information about your GEC practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ensure that marketing goals include benefits for implementing/sustaining GEC practices to the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Post GEC plans and/or policies on the SN program/school/school district Website, newspaper, or distribute through other forms of media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 5 TRAINING

In this step, you will consider training issues for GEC practices such as content development, internal and external support, and available resources. Training needs will likely be identified through the feasibility study.

TRAINING GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
1. Determine training needs of SN staff, school staff, volunteers, and/or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Establish and implement GEC training to support GEC practices <i>Examples of GEC training needs: recycling, energy, air, water, resource conservation, GEC building and renovation, composting, farm to school, gardens, other</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identify resources for training <i>Examples of GEC training resources: utility companies, federal, state, and local agencies, local associations</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ask vendors to provide on-site training in the proper use of their products <i>Examples of types of training delivery: on-site, classroom, online, "no-time" lessons (written), hands-on (interactive), conferences</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Train SN staff to implement GEC activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Include strategies for providing opportunities to inform and educate students in GEC plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STEP 6 MONITORING

In this step, you will consider how outcomes of GEC practices will be evaluated. The outcomes should be linked to your GEC mission statement and goals.

MONITORING GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
1. Determine how GEC outcomes will be measured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Conduct baseline assessments for GEC outcomes that will be measured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assess effectiveness of each GEC practice using data collected – frequency determined by policy & procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Document all changes to the GEC plan/policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STEP
7**
ASSESSMENT

Assessment is the next step after you have implemented a GEC program and measured its outcome. GEC results should be evaluated in the context of local, state, and federal regulations. Stakeholders' support and the financial impact of GEC practices will determine sustainability as well as adoption of future GEC practices.

ASSESSMENT GEC Action Statements	No Support/Knowledge	Potential Resources/Support Available	Knowledge & Support Exist for Use	Resources/Knowledge for Program Sustainability	Not Applicable
1. Identify existing GEC regulations, ordinances, policies, & procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Seek information and assistance for GEC initiatives from federal, state, and local agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assess all of the GEC practices such as energy, water, solid waste, and air that could be adopted by the SN program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide opportunities for school board members, school administrators, parents, school staff, students, and parents to share their ideas about GEC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assess the potential benefits for implementing and sustaining GEC practices in the school nutrition department and school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify practical GEC practices for the SN department, school, school district, and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SECTION II RESOURCES

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Resources

Step 1: Feasibility Study

EPA Green Practices from Waste Management to Energy Efficiency
www.epa.gov/oaintrnt/practices/index.htm

NY Schools Waste Reduction Resource Book
http://www.dec.ny.gov/docs/materials_minerals_pdf/schoolhb.pbf

Step 3: Budget and Finance

Guide to Financing Energy Smart Schools
www.eere.energy.gov/buildings/publications/pdfs/energysmartschools/ess_financeguide_0708.pdf

Step 4: Marketing

Information on marketing and planning guides
www.managementhelp.org/marketing

Marketing Tutorials
www.knowthis.com/index.php

Step 5: Training

Toolkits for “green clean schools”
www.healthyschoolscampaign.org

*American Federation of Teachers
Building Minds, Minding Buildings*
<http://www.aft.org/pdfs/psrp/bmmbgreenguide0109.pdf>

Step 6: Monitoring

US Green Building Council provides resources for building, operating, and maintaining green schools: The Center for Green Schools
www.greenschoolbuildings.org

US Green Building Council
www.usgbc.org

Step 7: Assessment

U. S. Green Schools Foundation providing green practices consulting to schools
www.usgreenschools.org

Energy Star: Energy efficient equipment
www.energystar.gov

FTC guidelines on green products and services, deceptive language, specific product information

<http://www.ftc.gov/opa/2012/10/greenguides.shtm>

<http://www.ftc.gov/os/2012/10/greenguides.pdf>

Courage to lead – Passing green school policies

<http://www.aia.org/aiaucmp/groups/aia/documents/pdf/aiab093467.pdf>

Greening our schools – A state legislator’s guide to best policy practices

http://www.centerforgreenschools.org/docs/GreeningOurSchools_PRINT.pdf

Greening School Behaviour and Attitudes = Greening Our Ethic

<http://www.greenhearted.org/greening-school-behaviour.html>



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