



Oregon Green Schools PREMIER Application

Application Instructions

On behalf of the Oregon Green Schools Association, and your local OGS Regional Coordinator, we would like to welcome you to the program!

This application is your primary tool for setting up your waste reduction & resource conservation program and recording your activities. Each of the five sections represents an important aspect of a successful, comprehensive program. You will be asked to describe things that you are currently doing at your school as well as what your plans are for future activities, which will require you to set concrete resource conservation goals. Since accuracy is very important in determining your school's eligibility and ongoing status as a certified Oregon Green School, please review all your school's information before submitting your application.

Your OGS Regional Coordinator will be able to answer any questions you may have about the application or about the Oregon Green Schools Program. To find the name of your OGS Regional Coordinator, refer to: <http://oregongreenschools.org/how-to-join/coordinators>

- * 1. This application will automatically save as you work through the questions. In order to access the saved version of your application, you must use the same computer and avoid clearing your cache. If you lose your data, please contact us at mail@oregongreenschools.org, and we will have access to the data you have entered.

I have read and understand the information about saving my application.

2. By completing the Oregon Green Schools application you've also completed the necessary qualifications to be an entry level Eco-School USA School and will be enrolled in this program if you would like. The Eco-Schools USA program has links to standards-based lesson plans and additional topics that are related to sustainability. Would you like to become a certified Eco School?

3. Is this a new application or a renewal?

4. If you are reapplying at the Premier level, do you need a new flag?



Oregon Green Schools PREMIER Application

School Information

School Information

In this section, we will collect contact and demographic information about your school.

Definitions:

* The "Applicant" is the teacher, student, parent volunteer, etc. who fills out this application.

* The "OGS Onsite Coordinator" should be a school employee who acts as the ongoing main contact at your school and can be the same person as the "Applicant." The Applicant and Onsite Coordinator need to work together in meeting the requirements of the application and the Oregon Green Schools Program, and need to stay in close communication with their OGS Regional Coordinator.

1. Contact Information

Applicant Name	<input type="text"/>
Applicant's job title	<input type="text"/>
Applicant's email address	<input type="text"/>
OGS Onsite Coordinator Name	<input type="text"/>
OGS Onsite Coordinator's Email	<input type="text"/>
OGS Onsite Coordinator's Job Title	<input type="text"/>
OGS Onsite Coordinator's phone number	<input type="text"/>
Principal's Name	<input type="text"/>
Principal's Email	<input type="text"/>
Principal's phone number	<input type="text"/>

2. Who is your OGS Regional Coordinator?

<input type="text"/>	<input type="text"/>
<input type="text"/>	

3. School information:

Name of school	<input type="text"/>
School Address	<input type="text"/>
School phone number	<input type="text"/>
County	<input type="text"/>
School website	<input type="text"/>
School district	<input type="text"/>
Number of students	<input type="text"/>
Number of staff	<input type="text"/>
Is your school involved in any other Green School-type program? Please list	<input type="text"/>

4. School type

5. Is your school a Title 1 school?

6. Grade Levels Served: You may mark more than 1 if it applies.

K-5

K-8

6-8

9-12

Other (please specify)



Oregon Green Schools PREMIER Application

Section 1: Involvement

Involving everyone in your green schools program is vital to its success. The following questions

will guide you as you work to involve students, parents, staff, administration, and others in your program.

1. How do you make sure everyone knows that your school is an Oregon Green School?

- We have a "green page" on our website
- We have classroom presentations on waste prevention, energy or water conservation
- Our Premier flag is displayed on our flagpole or somewhere else
- We have a display in our school
- Students present during assemblies or morning meetings about the green team
- We have periodic presentations to the staff about the green team efforts
- We prominently display our Oregon Green Schools certificate, window decals, etc.
- We include periodic environmental messages in our school announcements
- We include short articles in the school newsletter about ways that families can be green at home
- We have let the school know about our programs in a school assembly
- We have established an environmental club/green team
- We teach students and parents about waste-free lunches
- We created a Q&A question box or email for staff, students and parents to get their environmental questions answered or to provide suggestions
- We have created resource conservation or recycling contests between grade levels or between students and teachers
- We have included messages on our school reader board

Other: You may also use this space to clarify any selections you chose above.

2. How does your parent group (PTA/PTO) support and participate in your program?

- They include waste reduction in the planning of school events like plays, carnivals, dinners, and sporting events
- Our PTA/PTO has a board position for green schools or sustainability
- They provide funding for student-led sustainability efforts
- They manage rebate opportunities like ink cartridges or terracycle recycling
- Other: You may also use this space to clarify any selections you chose above.

3. How do you practice resource conservation during extra-curricular events?

- Require after hour event organizers to include a recycling plan
- Set up recycling at sporting events, plays, school dances, community events, etc.
- Other: You may also use this space to clarify any selections you chose above.

4. How has your school provided direct waste reduction education and assistance to another school within the last year?

- We helped another school with their waste audit or their Oregon Green Schools application
- We created a video, brochure, or presentation about the way we have reduced waste and shared it with another school. Note: If you can send OGS a copy of anything that you've created, we'd love to see it! You can mail it to (OGSA, PO Box 323, Corvallis, OR 97339) or email it to mail@OregonGreenSchools.org
- We invited another school to come tour our school to see what environmental initiatives we have implemented
- Students from our school visited another school to highlight our programs
- Other: You may also use this space to clarify any selections you chose above.

5. How has your school provided waste reduction/resource conservation assistance to the local community within the last year?

- We planted trees
- We created a video that was aired on our local community access channel
- We painted an environmentally-themed mural
- We donate food from our school to a food bank
- We host an environmentally-themed event
- We organized a community litter pick-up
- We have marked the storm drains in our neighborhood to indicate that they flow to a river so that people won't litter or pollute
- We hosted a recycling collection drive for materials that are otherwise a challenge to recycle like computers or Styrofoam
- Other: You may also use this space to clarify any selections you chose above.



Oregon Green Schools PREMIER Application

Section 2: Garbage and Recycling Generation

In this section, you will be asked to evaluate how much garbage and recycling is generated at your school. This is important information to collect because you will use it as you set goals to reduce waste.

1. Garbage Generation: How much garbage is disposed at your school? First you need to determine if you have a compactor (compacted bagged garbage), or a container (loose bagged garbage). Your facilities staff and garbage hauler should have a record of how often it is emptied and how much it weighs each time that it's emptied. If you have trouble finding a record, you can estimate. Compacted garbage, on average, is equal to three times that of loose garbage.

Next you need to determine the size of each garbage container (ex. 4 cu yards, 3 cu yards, 2 cu yards or 1.5 cu yards), multiply by how full they are on pickup day (ex. 75% full = multiply by 0.75), and add the volumes if you have more than one container.

For example – “Our school has 2 garbage containers, each of them are 2 cu yards in size, and both are 3/4 full on pickup day each week – [2 cu yards x 0.75 = 1.5 cu yards per container x 2 containers = 3 cu yards total]. Or “Our school has one three yard compactor pulled once a week.” $3 \times 3 = 9$ cubic yards of garbage total.

HINT: When in doubt, check with your garbage hauler for this information. Your garbage hauler may tell you how big your container is, not how much garbage they pick up each week. Give kids an active learning experience and track the trash levels. Your OGS Regional Coordinator can provide you with a [“Trash Tracking” form](#) to make this job easy and fun!

How much garbage is generated at your school per week? Please enter amounts in the corresponding weight and/or volume categories below:

Weight in pounds	<input type="text"/>
Volume in cubic yards	<input type="text"/>

2. In the section above, we asked how much garbage you throw away per week. Now let's go through that garbage to see what -- and how much -- we are throwing away. We call this process a waste audit. Please contact your [OGS Regional Coordinator](#) for assistance, or follow the [instructions](#) on our website. Enter your waste audit results here.

If you measured weight in pounds and ounces, please convert to a decimal. You can use [this conversion calculator](#).

	Weight (round up to nearest weight available)	Volume (round up to nearest half of a gallon)
Recyclable paper	<input type="text"/>	<input type="text"/>
Recyclable plastic	<input type="text"/>	<input type="text"/>
Recyclable metal	<input type="text"/>	<input type="text"/>
Recyclable paper, plastic and metal (if measured together)	<input type="text"/>	<input type="text"/>
Non-recyclable paper	<input type="text"/>	<input type="text"/>
Non-recyclable plastic	<input type="text"/>	<input type="text"/>
Non-recyclable paper and plastic (if measured together)	<input type="text"/>	<input type="text"/>
Food	<input type="text"/>	<input type="text"/>
Food (If more than the weight in first line, enter remaining amount here)	<input type="text"/>	<input type="text"/>
Liquid	<input type="text"/>	<input type="text"/>
Milk cartons	<input type="text"/>	<input type="text"/>
Reusable items	<input type="text"/>	<input type="text"/>
"other"	<input type="text"/>	<input type="text"/>

3. Please compare this audit to your most recent application and explain the difference in your results.

4. Recycling generation: What recyclable material is being collected at your school?

- Commingled/mixed recycling (paper, plastic, metal, cardboard)
- Glass
- Fluorescent light bulbs
- Batteries
- Milk cartons
- Printer cartridges
- Cell phones
- Plastic bags and film
- Other (please specify)

5. In addition to having an effective school-wide recycling program, tell us what else you have done to promote recycling.

- We have verified that all classrooms have recycling available.
- The school office, library, computer lab and teachers' lounge all have recycling available.
- Standardized all of the recycling signage so that there is a school-wide "look" to the recycling bins
- Our green team monitors the recycling efforts of our school's recycling by checking for recyclables in the classroom/office trash and contamination in the recycling. We report these periodic findings to the classes.
- We set up special recycling drives at the end of the terms &/or school year to collect large volumes of paper
- We have verified that our school has a recycling program in place for all electronics and fluorescent lights.
- Other: You may also use this space to clarify any selections you chose above.

6. How much recyclable material is generated at your school per week? To find this information, you can estimate volume based on how many rollcarts you have, how often they are emptied, and how full they are when they are emptied. You could also incorporate a recycling audit into your trash audit and find the measurements at that time. If you need help, contact your regional coordinator.

Please note: You may enter *either* weight or volume. You do not need to report both.

Weight in pounds

Volume in gallons

7. Do you collect food waste for compost or anaerobic digestion at school? If yes, how much food waste is collected at your school per week? If no, proceed to the next page.

Please note: You may enter *either* weight or volume. You do not need to report both.

Weight in pounds

Volume in gallons

8. Premier schools conduct recycling audits in addition to waste audits. Enter your recycling audit results here.

	Weight (round up to nearest weight available)	Volume (round up to nearest half of a gallon)
Commingled recycling (paper, plastic and metal)	<input type="text"/>	<input type="text"/>
Glass	<input type="text"/>	<input type="text"/>
Fluorescent bulbs (Please note: Your custodian should handle these)	<input type="text"/>	<input type="text"/>
Batteries	<input type="text"/>	<input type="text"/>
Milk cartons (if recyclable in your area)	<input type="text"/>	<input type="text"/>
Printer cartridges	<input type="text"/>	<input type="text"/>
Cell phones	<input type="text"/>	<input type="text"/>
Plastic bags and film	<input type="text"/>	<input type="text"/>
Capri-Suns through TerraCycle	<input type="text"/>	<input type="text"/>
Chip bags through TerraCycle	<input type="text"/>	<input type="text"/>
Energy bar wrappers through TerraCycle	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>



This page asks some questions about your school's utilities. Your facilities department should have this information handy but if they do not, you can also contact your utility directly. Here is sample text that you can copy & paste into an email to your facilities manager or custodian:

Hi,

Our school is in the process of becoming an Oregon Green School and we need to report some information on our application that I hope that you can gather for me.

- 1) Who is our school's garbage and recycling (if different) hauler?
- 2) What company provides our school's natural gas?
- 3) What company provides our school's electricity?
- 4) How much water (in cubic feet) did we use in the last calendar year?
- 5) Are we on a well or does our irrigation come from a well?
- 6) How much electricity (in kWh) did our school use in the last calendar year?
- 7) How much natural gas (in therms) did we use in the last calendar year?
- 8) Are there any other resources that we used (i.e. oil) or generated (i.e. solar power) in the last calendar year? If so, how much did we use/generate?
- 9) What year was our school built? Have there been any major remodeling projects in the last 10 years that you know of?
- 10) How many square feet is our building?

Thank you for your help with this!

Now wait for a reply and move on to another section of the application.

1. Garbage company and utility information

Name of Garbage Company

Name of Recycling Company (usually the same, sometimes different from garbage)

What company provides your natural gas?

What company provides your electricity?

2. What is your school's average monthly water use in cubic feet?

3. What is your school's average monthly electricity use in kWh?

4. What is your school's average monthly natural gas use in therms?

5. Other (Oil? Other source of energy?)

6. How do these figures compare to those reported in your Merit Level Application or previous Premier Level, if this is a renewal application?

7. What year was your school built?

8. Have there been any major remodeling projects in the past 10 years?

Yes

No

I don't know

9. How many square feet is your school building?



Oregon Green Schools PREMIER Application

Section 4: Reduce and Reuse

Reduce, Reuse, Recycle, Conserve

In this section, you will answer questions about how your school reduces and reuses natural resources.

1. How does your school reduce and reuse materials in order to conserve resources and reduce waste?

- We have set our printers to print double-sided and/or we encourage staff to print double-sided whenever possible
- We created a donation station/Reuse closet where people can drop off or pick up used clothing, games, sporting equipment, Halloween costumes, etc.
- We teach staff, students, and parents how to get off junk mail lists.
- We use durable cups, plates and silverware in the teacher's lounge
- We use durable silverware and trays in our cafeteria
- We use half sheets instead of full sheets of paper wherever possible
- We have a one-sided paper box in every classroom to make sure paper is used on both sides before recycling
- We use less toxic cleaning products that have been endorsed by a 3rd party (like EcoLogo or Design for the Environment)
- We donate unclaimed lost and found and other unwanted items to our families, a thrift store or homeless shelter
- Our kitchen staff uses reusable/washable gloves and aprons
- When possible, we email our school newsletter and other information for parents instead of sending hard copies
- We encourage the use of rechargeable batteries within the school and at home
- We have installed software that turns incoming faxes into pdf email attachments
- We have replaced milk cartons with milk dispensers/reusable cups
- Staff memos and announcements are sent via email or posted instead of individually printed
- We have installed water bottle filling stations
- Other: You may also use this space to clarify any selections you chose above.

2. Please describe how your school has reduced the consumption of a product in the past three years. List the product(s) or material(s) and a description of what your school did. Please estimate cost savings and impact, if any, on your school's waste stream. EXAMPLE: campaign to use fewer paper towels, switched to reusable lunch plates or utensils, switched to electronic newsletter instead of paper, eliminated straws, etc. You may list one of the options above if it's a new initiative within the last three years.

3. Please check all of the ways your school's purchasing practices support your Green School efforts.

- We have a school-wide policy to purchase post-consumer recycled content products
- We purchase paper with recycled content
- We purchase toilet paper with recycled content
- We purchase bathroom towels with recycled content
- Our cafeteria napkins have recycled content
- We purchase renewable power through our utility company
- Our custodians use cleaning products that are third-party certified
- We source local and organic food when possible
- We use refurbished ink/toner cartridges in our copy machines/printers
- We have a school or district sustainable purchasing policy
- We posted reminders in school supply cabinets to remind the office to purchase supplies that contain recycled content
- We purchase credits to offset our school's carbon emissions
- Other: You may also use this space to clarify any selections you chose above.

4. How does your school reduce energy use?

- Have green teams monitor classrooms each week to see if lights and electronics have been left on when not in use
- We turn off every other bank of lights in classrooms/hallways, or delamp unneeded lights
- Lights are on a sensor
- Computers are automatically turned off every night
- We conducted an [energy audit](#) to reduce our energy consumption or had the [Energy Trust of Oregon](#) or [PGE](#) do one
- Our thermostats are on automatic settings (cool when temperatures reach 76 degrees and heat when temperatures drop to 67 degrees)
- We eliminated T-12 lights and magnetic ballasts and replaced with T8 lights with electric ballasts
- We have installed solar panels
- Light switches &/or computers have [signs](#) reminding people to turn them off when not in use
- Refrigerators have been set between 37-40 degrees and freezers between 0-5 degrees Fahrenheit
- Use the [EPA's Refrigerator Calculator](#) to find out if your school refrigerator(s) should be replaced
- We checked all school faucets' hot water to ensure that the water temperature is between 120-130 degrees Fahrenheit (except the kitchen)
- Our school has daylight controls for exterior lighting
- Our district has a policy to conserve energy &/or purchase [Energy Star](#) computers and appliances
- We have eliminated mini-fridges unless needed for medications
- If our school has vending machines, we have had our distributor delamp them &/or added [Vending Misers](#) to save energy
- Our school has LED exit signs
- The refrigerators in our school have adequate seals and the custodian cleans the refrigerator coils annually
- Computers in our school automatically shut down at the end of the day
- Other: You may also use this space to clarify any selections you chose above.

5. How does your school reduce water use?

- We checked to make sure all faucets have aerators. If faucets did not have them, we installed them. (Ask your Regional Coordinator for help!)
- We have marked the storm drains around our school and neighborhood with "NO DUMPING" markers.
- All toilets were tested for leaks
- We installed/have timers for bathroom faucets and/or locker room showers
- We planted native plants throughout school grounds
- We installed low flow shower heads in locker rooms
- We reminded everyone to report leaks when they are noticed either inside or outside the school
- We ensured that all toilets are low flow
- We designed a display for the foyer, commons, cafeteria or other public space to educate students and staff about our school's water quality and/or conservation actions
- When we do car wash fundraising events, steps are taken to prevent waste-water from entering storm drains or better yet, we hold the events at a carwash
- Our school's sprinkler system automatically avoids watering on rainy or windy days and is set to water early in the morning
- We have verified that our sprinklers are watering only the landscape, not the parking lot or walkways
- We adjust the irrigation for seasonal rain fall in our area or do not irrigate in areas that can go dormant in the summer
- Our parking lot is swept 1-2 times/year and we sweep rather than pressure wash our sidewalks and parking lots
- We have installed a nativescape, xeriscaping, roof rainwater capture system (i.e. rain barrels), bioswales or a rain garden
- Our school grounds are used by the public for walking dogs so we have installed a mutt mitt dispenser &/or added signs reminding people to pick up after their dogs
- We have planted the slopes of a local stream bank with native plants to prevent soil erosion
- When our cafeteria staff washes dishes, they wait until they have a full load
- We have added mulch around plants and trees to reduce evaporation and weeds.
- We have replaced sprinklers with drip irrigation where applicable
- Where possible, we have reduced hard surfaces, such as concrete and asphalt, with more porous surfaces, such as brick or gravel
- Our school has a green roof
- We have looked for areas around the school that have eroded due to storm water runoff and devise a plan to reduce the erosion by adding plants
- We have shared our actions with our water utility provider and/or stormwater manager
- Other: You may also use this space to clarify any selections you chose above.

6. Change over time: How have the energy and water conservations methods you listed in your most recent application affected water and energy use?



Oregon Green Schools PREMIER Application

Section 5: Goals

In this section, you will outline what your school will accomplish by continuing to improve and expand its waste reduction and resource conservation program.

IMPORTANT: Please choose realistic, measurable goals such as reduction by a certain percentage, quantity or volume.

1. Identify a school policy for reducing waste. Include your policy statement below. See example policies for ideas under the Resources tab on our [website](#).

2. Reduce waste - If you need ideas, visit the ideas listed in question 1 on the previous page.

Goal	<input type="text"/>
Steps to achieve	<input type="text"/>
Goal	<input type="text"/>
Steps to achieve	<input type="text"/>

3. Recycling - If you need ideas, visit the ideas listed in questions 4 and 5 on page 4 of this application.

Goal	<input type="text"/>
Steps to achieve	<input type="text"/>
Goal	<input type="text"/>
Steps to achieve	<input type="text"/>

4. Energy - If you need ideas, visit the ideas listed in question 4 on the previous page.

Goal	<input type="text"/>
Steps to achieve	<input type="text"/>
Goal	<input type="text"/>
Steps to achieve	<input type="text"/>

5. Water - If you need ideas, visit the ideas listed in question 5 on the previous page.

Goal	<input type="text"/>
Steps to achieve	<input type="text"/>
Goal	<input type="text"/>
Steps to achieve	<input type="text"/>

6. Describe how you accomplished your previous goals that were listed in your most recent application. Please also list goals not achieved and the obstacles you encountered.



Oregon Green Schools PREMIER Application

Wrapping up

1. Permanence: Describe your plan to maintain your school's program over time. How will practices and attitudes be made permanent? How will the program survive if key players move on? Will responsibilities be included in staff job descriptions? Is there a parent role included in the PTA/PTO?

2. Reporting: Please inform key members of your school community of your school's waste reduction/resource conservation program and Green School Application. Please check the box next to each of the people/groups informed.

- Principal
- Teaching staff
- Custodian staff
- Food service staff
- Parent organization
- Student government/club

3. Report your progress and Green School program to the school board. Briefly describe how the school board was notified.

4. Program description for the website: Please write an overview of your program to be showcased on our website. See examples [here](#).

5. Please list any other people's emails that would like to receive our monthly email/newsletter.

6. Help us evaluate our program: How has your school changed as a result of your OGS certification efforts? Describe how attitudes, behaviors, or systems have changed at school and/or beyond because of your school's efforts.

* 7. Be sure that all sections of this application are complete before hitting the green "Done" button below! Once you have selected "Done" your application will be sent to the Oregon Green Schools Association as well as your regional coordinator. Your coordinator will review your application and (if necessary), give you some feedback on areas for improvement or clarification. Your regional coordinator will notify you when your application has been approved and will also send you an electronic back-up of your application for future reference.

I have completed the application and am ready for it to be reviewed by my Regional Coordinator.