



SAMPLE Oregon Green Schools Application

This is a sample application for the Oregon Green Schools Association. Use the sample answers, tips, and hints below as guidelines when filling out your Oregon Green School Application.

Applicant's Name Joe Smith Date 2-14-03

SCHOOL XYZ Elementary School
Address 123 Main St. Anytown, OR 97000
Phone (503)123-4567
Number of students 320
Name of Garbage Company Oregon H
Name of Recycling Company Oregon I

WHAT IS THIS QUESTION ASKING ME?
What do we do to teach people about reducing, reusing, and recycling at my school?
A complete answer will describe activities that educate and involve both students and staff about your school's waste

1. INVOLVEMENT

How your school involves staff and students

On-site recycling coordinator's name: Nancy
Coordinator's job title: 5th Grade Teacher
Phone (503)123-4567 e-mail niones@district.k12.or.us

Explain how your school **trains and encourages** staff and students to participate in your program.

SAMPLE TEXT: Our approach is to make reducing waste a function of the whole school. Fourth grade student volunteers visit each classroom once a semester teaching how to reduce waste around the school. The fifth grade math class studies trends in the school's waste and then presents their recommendations to the teaching and custodial staff. They also string up all of the pop cans found in the garbage (along with waste reduction messages) in the teacher's lounge. Student mentors work with younger grades to develop classroom posters and morning announcements that encourage participation in our waste reduction efforts.

- Examples to consider:**
(just to get ideas flowing)
- ◆ Morning Announcements
 - ◆ Newsletters
 - ◆ Assemblies
 - ◆ Posters
 - ◆ Incentive Programs
 - ◆ Classroom Presentations

Hint: Don't forget to tell people why reducing waste is important to your school. The more people are informed about your waste reduction efforts, the more likely they are to participate.

WHAT IS THIS QUESTION ASKING ME?
What did we find in our school's waste stream? Are there materials in our dumpster that we could strive to reduce?

2. EVALUATION

What is your school's current solid waste composition?

Briefly describe the type and sources of materials found in the garbage this school year.

SAMPLE TEXT: This year our fifth grade math class reported food waste was still our largest waste by weight and milk cartons by volume. The students are still finding lots of recyclable paper thrown into the garbage (this is isolated to a couple of classrooms and the main office). Since hanging our soda can campaign in the Teachers' lounge, the students reported only one aluminum can found in the garbage, a significant change from the 35 found last evaluation.

How did you determine what was in the garbage? (circle one)

Waste audit

Visual assessment

Other _____

Conducting a Waste Audit:
(this is optional)

- ♦ **A Full Waste Assessment:**
 - Gather waste from all areas of school for a day.***
 - Sort waste into categories
 - Measure weight and volume of each category.
- ♦ **Sampling:**
 - Divide the school into sections: cafeteria, classrooms, office, etc.
 - Weigh and measure the volume of typical waste in each section.
 - Note materials found in each section's waste.
 - Add together results from each of the sections.
- ♦ **For Technical Assistance, contact your local Green Schools Coordinator**

****Caution****
For safety, do not evaluate waste from restrooms or first aid rooms

How much solid waste is disposed of at your school?

Weekly volume of solid waste: 8 cubic yards.

Hint: Check with your garbage hauler for your school's solid waste service volume. To calculate: take the size of the container (in yards) multiplied by the number of times it is serviced per week.

Permanence: Describe your plan to maintain your school's program over time.

SAMPLE TEXT:

To reduce food waste in the cafeteria, we will:

- a) Do a "take what you want and eat what you take" education campaign.
- b) Encourage students to use lunch boxes and reusable containers rather than disposable.

To reduce recyclable material found in the garbage, we will do the following:

- a) Classroom to classroom education on the recycling program.
- b) Encourage teachers to keep garbage cans close to desk for monitoring.
- c) Conduct spot checks.
- d) Monitor teachers lounge and continue posters if cans still found in garbage.
- e) Educate school staff about paper and can recycling.
- f) Provide more bins for recycling paper in the administration area and teachers' workroom.
- g) Provide a newspaper recycling bin by the photocopy machine.

To use less electricity we will:

- a) Hang up more signage reminding students and staff to turn off lights when not in their classroom.
- b) Look into getting a grant for compact fluorescent lightbulbs.

Examples to consider:
(just to get ideas flowing)

Plan – How are you going to get there?

- Change the environment, and make it easier to reduce, reuse, or recycle than to throw something away.
- Educate, enlighten, and create the desire to participate in the program.
- Monitor what is happening with waste generation as well as attitudes toward the waste reduction efforts.

Hint: Chances are you won't solve all the waste reduction challenges at once. Start with easy stuff that will have the greatest impact (make these your initial goals). Avoid taking on too much, too soon, too fast. Once you've mastered the easy stuff, move on to the bigger challenges.

WHAT IS THIS QUESTION ASKING ME?

How are we carrying out our waste reduction plan? A complete answer will describe how you're your school reduces, reuses, recycles, and conserves.

5. REDUCTION

How your school achieves its waste reduction and resource conservation goals

A. Reduce and Reuse: Briefly describe how your school reduces and reuses in order to reduce waste and conserve resources.

How much water and electricity does your school use?

Enter your school's average monthly water and electricity usage.

Water usage: 5600 cubic feet or gallons Electricity usage: 35,000 kWh
(circle one)

Hint: Check with your school district facilities department or your utility companies to find your average monthly water and energy usage.

WHAT IS THIS QUESTION ASKING ME?
What do we want to achieve as a result of our waste reduction efforts? Are our goals clearly written? How will our school achieve those results? How will we maintain our program over time?
A complete answer will list realistic goals for your school to achieve in waste reduction and a plan for your school to reach those goals.

3. GOALS

What your school will accomplish by implementing your waste reduction and resource conservation program

A. **Waste reduction:** What are your school's waste reduction goals? (garbage, recycling, energy, water)

SAMPLE TEXT:

1. By end of school year reduce our garbage service from 8 yards per week to 6 yards per week.
2. Reduce food waste in the cafeteria by 50%.
3. Reduce recyclable paper and aluminum cans found in garbage by 90%.
4. Use 25% electricity in the school building.

Examples to consider:
(just to get ideas flowing)

Goals-What do you want to achieve?

- Select a new service level for garbage.
- Target a percent reduction of total waste.
- Target a material to eliminate from your garbage by reducing, reusing, or recycling it.

WHAT IS THIS QUESTION ASKING ME?

Do the key people at my school know that there is an effort going on to reduce waste?

A complete answer is checking off that all people listed have been notified (involved is even better) about your school's effort to reduce waste and about the Green School Application.

6. REPORTING

Inform key members of the school community of your school's waste reduction/resource conservation program and Green Schools Application:

- Principal
- Teaching staff

- Custodial staff
- Food Service provider

Applicant's signature _____

Principal's signature _____

Head Custodian's signature _____

Thank you for applying to be an Oregon Green School!!! You are joining the ranks of schools that are making real-world steps toward linking economic, educational and environmental issues.

Please help us assess our program by answering the following question in the space below. "How has your school changed as a result of your Oregon Green School certification efforts?" (Describe how attitudes, behaviors, or systems have changed at school or in staff members' or students' homes because of your school's program.)

Examples to consider:

(just to get ideas flowing)

- ◆ More people are involved in our "Green Team"
- ◆ More recognition from the community
- ◆ Students and staff are working more as teams
- ◆ Positive feedback from parents

Please return completed application to your Oregon Green Schools Coordinator.

SAMPLE TEXT: The third graders collect, sort, and make scratch pads out of the one-sided waste paper in the school's office. Also, the copier paper ream wrappers are reused as book covers for the new books issued in the fall. We seem to just have enough for everyone who needs one, and the waterproof material works great at protecting our new hard cover books!

- Examples to consider:**
(just to get ideas flowing)
- ◆ Double siding
 - ◆ Routing messages rather than printing one for everybody
 - ◆ Using half sheet forms rather than full sheet
 - ◆ Using e-mail for memos rather than paper
 - ◆ Using durable rather than disposable
 - ◆ Choosing less toxic alternative products
 - ◆ Set up a REUSE IT closet
 - ◆ Make art projects from old office supplies
 - ◆ Donate unwanted items that are in good condition

B. Recycle: List and estimate the total weekly volume of at least three materials that your school recycles:

Recycled Material	Volume (in gallons or cubic yards)
1. Scrap Paper	90 gallons
2. Aluminum Cans	40 gallons
3. Tin Cans	60 gallons
Other:	

Hint: If your school does not track and weigh the recycling from week to week, survey an average week and give those results. If you know the "yards" per week recycled (dumpster size) then multiply the number of yards times 173.5 to get gallons.

C. Conserve: Briefly describe how your school reduces energy and/or water usage.
SAMPLE TEXT: We only turn on half of the lights in our hallways and office. We encourage classrooms to turn off their lights when not in use. To conserve water, we use naturescaping techniques when new school areas are landscaped. Our third grade classes do a year-long study of water, including water conservation.

- Examples to consider:**
(just to get ideas flowing)
- ◆ Post conserve energy signs by light switches
 - ◆ Convert some lights to fluorescent bulbs
 - ◆ Post conserve water signs by faucets
 - ◆ Naturescaping
 - ◆ Bioswales
 - ◆ Build water/energy conservation issues into your curriculum