



Oregon Green Schools Premier Level Application

First Time Applying at Premier Level Renewing at Premier Level

Use this application to apply for or renew at the third and highest level of recognition, the Oregon Green School Premier Level.

Please download the application, complete it, and then **submit it electronically** to your local Oregon Green Schools Coordinator, followed by a hard copy with signatures by mail. He or she 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 Coordinator, refer to: <http://www.oregongreenschools.org/coord.cfm>

Applicant's Name: _____ Date: _____

Applicant's Job Title: _____

Name of SCHOOL: _____

Address: _____

Phone: _____ Fax: _____

Number of students: _____ Number of staff: _____

On-site resource conservation coordinator's name: _____

Coordinator's job title: _____

Phone: _____ E-mail: _____

Name of Garbage Company: _____

Name of Recycling Company: _____

Green School Application Filed and Approved:

Date Your School Became an Oregon Green School _____

Certification of Merit Application Filed and Approved:

Date Your School Became a Certificate of Merit Green School _____

1. INVOLVEMENT

How your school involves staff, students, and their families in your resource conservation program

A. Describe your waste reduction/resource conservation program. What is your school currently doing to reduce waste and conserve resources? Explain how your staff and students are involved in everyday activities that support waste reduction, and energy and water conservation. Things to consider:

- How you educate, train, and encourage staff and students to participate in your program
- How you publicize your program

- How your parent group participates and supports your program
- How you practice resource conservation in your everyday facilities operations
- How you integrate resource conservation into school functions (classroom activities & responsibilities, clubs, staff positions, community events, curriculum, etc.)

B. Describe how your school provided direct waste reduction education and assistance to another school within the last year. Briefly describe the outcome of your school's assistance to the other school.

C. Describe how your school provided waste reduction/resource conservation education or assistance to the local community during the last year. Briefly describe the outcome of your school's community efforts.

2. EVALUATION / WASTE AUDITS

A. How much garbage is disposed at your school? What's in it? Where is it generated?

Weekly volume OR weight of garbage: _____ cubic yards pounds
(check one)

HINT: When in doubt, check with your garbage hauler for this information.

B. Conduct a waste audit. *Be sure to include a copy of your completed audit form with the signed paper copy of this application.*

HINT: You will find an easy-to-use audit form and instructions at:
http://www.oregongreenschools.org/waste_audits.cfm

Based on the results from your waste audit, list in the chart below the school's key waste materials and the sources of waste.

	Type of Material	Weekly Volume <small>(indicate gallons or cubic yards)</small>	Source <small>(area in school)</small>	% of Total Waste
1.				
2.				
3.				
4.				
5.				

C. Compare this audit to the one reported in your Merit Level Application and explain the differences in your results.

D. How much water and energy does your school use?

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

Water usage: _____ cubic yards gallons Oil: _____ gallons
(check one)

Natural gas: _____ therms Electricity usage: _____ kWh

Other: _____

HINT: Check with your school district facilities department or your utility companies for help with this information or learn how to read your school's meters at:
<http://www.jea.com/customer/meter.asp>

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

3. GOALS

A. ACCOMPLISHED: How did you carry out your plan and complete your waste reduction and resource conservation goals described in your original Entry and Merit Level applications or Premier Level goals if this is a renewal application? List the achieved goals, including additional goal(s) developed in the process. Tell us how you've met each of these goals. List those goals not achieved and their obstacles.

B. NEW GOALS: Please list the new resource conservation goals that your school will strive to accomplish over the next three years related to solid waste, recycling, energy, and water:

<p>1. Garbage</p> <ul style="list-style-type: none"> • Goal – <ul style="list-style-type: none"> ○ Steps to achieve - • Goal – <ul style="list-style-type: none"> ○ Steps to achieve -
<p>2. Recycling</p> <ul style="list-style-type: none"> • Goal – <ul style="list-style-type: none"> ○ Steps to achieve - • Goal – <ul style="list-style-type: none"> ○ Steps to achieve -
<p>3. Energy</p> <ul style="list-style-type: none"> • Goal – <ul style="list-style-type: none"> ○ Steps to achieve - • Goal – <ul style="list-style-type: none"> ○ Steps to achieve -
<p>4. Water</p> <ul style="list-style-type: none"> • Goal – <ul style="list-style-type: none"> ○ Steps to achieve - • Goal – <ul style="list-style-type: none"> ○ Steps to achieve -

4. REDUCE, REUSE, RECYCLE, CONSERVE

A. Reduce: Describe how your school has reduced the consumption of a product in the past year. List the product(s) or material(s) and a description of what your school did. Please estimate the cost savings and impact (if any) on your school's waste stream. (For example: campaign to use less paper towels, switched to reusable lunch plates or utensils, switched to electronic newsletter delivery instead of paper, eliminated straws, double-capacity toner cartridges, etc.)

Examples to consider:

- | | |
|--|---|
| • <i>Routing messages rather than printing one for everybody</i> | • <i>Using half sheet forms rather than full sheet</i> |
| • <i>Using e-mail rather than paper</i> | • <i>Using durable rather than disposable</i> |
| • <i>Choosing less toxic alternative products</i> | • <i>Setting up a REUSE IT closet or materials exchange for students or staff</i> |
| • <i>Making art projects from old office supplies</i> | • <i>Donating unwanted items that are in good condition</i> |
| • <i>Double siding</i> | |

B. Reuse: List ways your school reuses materials.

C. Recycle: List any additional materials your school recycles beyond those listed on your Merit Level application.

Recycled Material	Volume (indicate gallons or cubic yards)
1.	
2.	
3.	
Other:	

Buy recycled: Purchase at least one item containing post-consumer recycled content. List the product your school purchases and uses that contains post-consumer content. Include the percentage of post-consumer content.

D. Conserve: Describe how the energy and water conservation methods incorporated into the operations of your school (as described in your Merit Level application or previous Premier Level application if this is a renewal) affected water and energy usage.

Using your monthly kWh totals, calculate your school’s annual electricity-related air pollution production.

$$(\quad \text{ (monthly kWh) } \times 12 \text{ months}) \times 1.1 \text{ lbs} = \quad \text{ Total number of pounds}$$

5. REPORTING

A. Report waste reduction efforts to the School Board. Briefly describe how the school board was notified of the school’s waste reduction plan and program results.

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

- | | |
|--|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> School Food Service Staff |
| <input type="checkbox"/> Teaching Staff | <input type="checkbox"/> Parent Organization |
| <input type="checkbox"/> Custodial Staff | <input type="checkbox"/> Student Government/Club |
| <input type="checkbox"/> School Board | |

C. Spread the word about your school’s remarkable program. Provide a “thumbnail sketch” here of your school’s resource conservation program for publication on the Oregon Green School’s web page. Refer to the web page at <http://www.oregongreenschools.org/premiere.cfm> for samples of those already posted.

Please provide a digital photo or photos to be posted along with this thumbnail sketch on the Oregon Green Schools Web page. Send it along with your electronic copy of this application to your Oregon Green Schools Coordinator.

Please help us assess our program by answering the following question:

“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.)

Applicant’s signature _____

Principal’s signature _____

Head Custodian’s signature _____

RENEWING PREMIER SCHOOLS ONLY: Do you need a new flag? Yes No

Please send an electronic copy of this completed application to your Oregon Green Schools Coordinator. In addition, mail a hard copy with original signatures affixed, along with a paper copy of your waste audit form!

To find the name of your coordinator, refer to: <http://www.oregongreenschools.org/coord.cfm>

For Local OGS Coordinator only:

Received: _____ 20 _____ Approved: _____ 20 _____ Awarded: _____ 20 _____

Green School Application Checklist

Use this checklist to help you fill out your Oregon Green School Application. It will also help track your progress up through the three levels of recognition: **Entry**, **Merit**, and **Premier Green School**.

	E	M	P
INVOLVEMENT			
Identify designated on-site resource conservation coordinator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide education, training and encouragement to staff, students & families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Publicize and promote the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice resource conservation operation of school facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the integration of waste reduction into the scope of the school's functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide waste reduction education and assistance to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide waste reduction education and assistance to the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EVALUATION			
Conduct a waste evaluation and identify the types, volumes, and sources of materials found in the school's garbage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine weekly garbage volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine water and energy usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estimate the volume OR weight of recycled materials collected at the school weekly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Devise and implement strategies to target large sources of waste and translate them to GOALS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare results of waste evaluation to previous application and explain differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOALS			
Establish waste reduction goals for garbage/recycling, energy and water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define method and steps to be taken to accomplish those goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define method for maintaining waste reduction and resource conservation plan over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify a school-wide policy for reducing waste and conserving resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate completion of waste reduction goals and objectives established in the school's original Green School application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REDUCE, REUSE, RECYCLE, CONSERVE			
Describe how the school reduces and reuses materials to reduce waste and conserve resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recycle at least 3 materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe how the school conserves energy and water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recycle at least 6 materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Purchase at least one item containing post-consumer recycled content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporate energy and water conservation into the operations of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate a reduction in the purchase or consumption of a product.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe how implementing resource conservation has affected energy and water usage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REPORTING			
Inform principal, teaching staff, custodial staff, food service provider, parent organization and student government/club of school's program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Submit paper copy of complete waste evaluation form with application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inform above people and school board of school's program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide thumbnail sketch and digital photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>