



OGS Application Guide

Entry-level Application - 2010 / 2011 School Year Lane County and City of Eugene Schools – Willamette Valley Area

Welcome to the Oregon Green Schools program!

Resource conservation in the forms of reducing, reusing, recycling, composting, and conserving energy & water can save schools money, and can be great for the environment! These forms of resource conservation can also introduce responsible habits and involve students in educational opportunities that combine sustainability with math, science, social studies, as well as art, writing and critical thinking. Your school's participation in the Oregon Green Schools program (OGS) can make this become a reality through the 5 simple steps described below, and detailed throughout this guide.

Oregon Green Schools Incentive Grant:

Lane County and the City of Eugene support local schools' involvement with this statewide program in the form of an incentive grant of \$500 for the first 10 schools each year. The school must work with the local OGS coordinator, Joshua Frankel, in fulfilling the requirements of the OGS application. A school begins as an Entry-level school (using the Entry-level application), and can later apply to become a Merit-level school, and ultimately move onto to become one of the state's Premier Oregon Green Schools. The incentive grant is available upon certification at all three levels. A more detailed explanation of the three levels can be found on the "application checklist" found at the back of the application itself, or just ask Joshua for more information.

Involving the whole school:

The goals of the statewide Oregon Green Schools program are: to help schools integrate resource conservation into school operations, provide learning environments which save the school money, and provide active applied learning opportunities across a broad spectrum of curriculum goals. We encourage schools to involve multiple classes, staff members and operational platforms. Working together on the activities required for certification creates community and excellent learning experiences for the whole school. Once your school completes the requirements of the OGS certification, the school gets to celebrate by receiving its Entry-level certification at a full-school assembly. If your school also completes the grant requirements, and is one of the first 10 eligible for the year, the school will also be presented with a \$500 check / incentive grant as described above.

The 5 simple steps to certification:

Step 1 for Certification.

Monitoring Waste (*Waste audit & Tracking your garbage*)

- Completing a waste audit, and beginning your garbage monitoring should be done right away in preparing for the OGS application.
- A waste audit gives you an idea of **what is in your garbage** (you may find things that could be recycled, or materials that can be reduced by using reusable alternatives instead).
- Tracking your garbage provides you with information on **how much garbage your school is producing** each week.

a. Schedule a waste audit

- The audit takes a little over an hour (in most cases), and should be scheduled just after lunch.
- Joshua has all the information and tools you need to perform the audit, and can help you along the way. It will be important that you connect with him in planning your audit. He can also help you put together your own set of audit tools to prepare the school for future waste audits.
- Joshua can be reached at greenschools@live.com or 541-636-0096.
- Waste audit forms to use while sorting your garbage are available on the OGS website (www.oregongreenschools.org), and Joshua will provide you with a (very handy) calculating spreadsheet. Enter the results and it will create pie charts and graphs for use in classroom studies and/or school wide promotion of the effort in addition to recording results in the OGS application. The waste audit spreadsheet must be emailed along with the final application (see Step 4 below for more info).

b. Tracking your trash can be fun and educational for your students

- Trash tracking forms (see attached) are used to get an accurate look at what's going on with waste at your school, and this information is needed to fill out the OGS application. This process includes tracking all waste materials: garbage, recyclables AND compost. *If it goes out the back door it's waste!*
- While you might find it valuable to keep a running total of the amount of garbage and recyclables year round, we recommend doing this activity for at least 3 or 4 weeks in order to obtain accurate waste totals for your application.
- If your school is composting, we also recommend you track the amount for at least 3 or 4 weeks in order to collect the necessary information for your OGS application. On the application, compost is considered another recyclable material and should be reported on the application accordingly (see section 4.B. on the application).
- Using the trash tracking forms is an excellent applied learning exercise for a math class, or student volunteers can be given the task of recording trash amounts each week, with the assistance of your custodial staff, teachers, or other volunteers.
- Please see below (“Guide to tracking your trash” on page 9) for more tips on how to track your trash using the attached forms.

Step 2 for Certification.

Set goals for your school – see application, Section 3.

- All goals should be attainable, and should include strategies (shown as steps-to-achieve on the application) that can be accomplished with the help of students and staff without creating too much distraction from the normal operations of the school and/or classroom lesson plans. And the best part is that all of these goals can tie into educational programs at the school and/or existing curriculum of yours or other classes. Meet with your Green Team, or other interested folks in determining your goals. We have some excellent examples of what to use here, and Joshua can give you some more great tips and examples of goals upon request.

a. Garbage goals: These goals should focus on reducing the amount of materials that your school uses. (The less your school uses, the less waste it produces!). The strategies /

steps-to-achieve should be related to a project that will cut the amount a material is used, purchased, or made necessary by the operations of the school. Often this will mean focusing upon how your school can reuse materials, or use less of them.

- Example Goal – Use less plastic in the cafeteria.
- Steps-to-Achieve: Attain silverware to use in our cafeteria instead of plastic utensils. Meet with food service staff to see if they are able and willing to wash silverware along with the trays in our cafeteria dishwashers.
- Steps-to-Achieve2: Educate our students on the importance of putting metal silverware into the appropriate bins in the cafeteria after their lunch. Post signs in the cafeteria that make it clear where to deposit silverware. Have morning announcements and lunch-time monitors to further educate all students.

- Example Goal – Decrease the amount of paper needed in our classrooms.
- Steps-to-Achieve: Ensure that every classroom has a paper reuse bin.
- Steps-to-Achieve2: Educate all teachers that, in planning for art projects or other similar lesson plans, they can utilize paper from their class reuse bins.

b. Recycling goals: These goals should focus on increasing the amount of materials placed in your school's recycling bins, or introducing new recycling opportunities. Look to your waste audit to help you determine what materials are not being properly recycled, and where your recycling goals can be used to improve your school's system accordingly. The strategies / steps-to-achieve should be related to increasing the number of recycling bins throughout the school, or could be to educate students & staff in ways that build habits which promote recycling.

- Example Goal – Recycle more commingled materials, such as paper, beverage containers (bottles and cans), & food containers.
- Steps-to-Achieve: Make sure no waste can stands alone. We will place recycling bins wherever there is a waste can. All our recycling bins will be properly marked for ease of use.
- Steps-to-Achieve2: Distribute a mini-flyer to all teachers' boxes explaining the proper use of all recycling bins throughout the school. Encourage teachers to explain the process of recycling using their in-class recycling bins and sample materials.

- Example Goal – Begin to recycle styrofoam block packing foam (or inkjet & toner cartridges / batteries / glass / building materials (to be taken to BRING or Habitat for Humanity) / electronic waste (to be taken to NextStep), etc.)
- Steps-to-Achieve: Place a styrofoam collection bin in an appropriate area, such as the copy room, for students and staff to deposit used styrofoam.
- Steps-to-Achieve2: Find parent volunteers to pickup styrofoam from collection bins each week (or month) and transport to St. Vincent de Paul's for recycling.

c. Energy goals: These goals should focus on using less electricity and natural gas. Easiest strategies / steps-to-achieve include ways in which lighting is used only when needed, and electronic devices are turned off or set to standby whenever not in use. Projects can also include plans to set HVAC (heating, ventilation, and air conditioning) to their most efficient settings. All of these steps can tie into educational programs at the school and existing curriculum.

- Example Goal – Decrease energy use at our school by using lighting more efficiently, and encouraging classrooms to use natural lighting.
- Steps-to-Achieve: Create small plaques or stickers to be affixed next to all classroom light switches, and around the school, that encourage staff and students to turn off the lights when not in use or when natural lighting can be used instead. (Note: even florescent lights should be turned off when not in use. Some classrooms have several light switches and only one or two need to be turned on for proper lighting.)
- Steps-to-Achieve2: Invite an EWEB energy educator to talk with classrooms about the importance of saving energy. Encourage teachers to follow up on these talks with in-class projects.

- Example Goal – Decrease energy use at our school by using the HVAC system more efficiently.
- Steps-to-Achieve: Distribute a mini-flyer to teachers' boxes that explain how to best use the heating system in their classroom. Explain in the flyer that space heaters are energy hogs and should be avoided whenever possible. Have teachers select student “classroom temperature monitors” that will keep the thermostat as low as possible while maintaining a comfortable temperature for the class.
- Steps-to-Achieve2: Hold a meeting with the custodian / custodial staff to find out whether the HVAC system throughout the school is being maintained properly, and set to temperatures that most effectively use the system.

d. Water goals: These goals should focus on using less water at your school. Easiest strategies / steps-to-achieve include ways in which leaks can be fixed, and faucets turned off whenever not in use. Projects can include plans to place stickers and plaques near all water faucets, or to meet with custodial staff in determining how to best maintain the existing faucets and other plumbing.

- Example Goal – Decrease water use at our school by encouraging good habits at all water faucets in the school.
- Steps-to-Achieve: Create small plaques or stickers to be affixed next to all classroom and bathroom water faucets around the school, that encourage staff and students to use water wisely.
- Steps-to-Achieve2: Invite an EWEB energy educator to talk with classrooms about the importance of saving water. Encourage teachers to follow up on these talks with in-class projects.

- Example Goal – Decrease water use at our school by maintaining the incoming plumbing system.

- Steps-to-Achieve: Hold a meeting with the custodian / custodial staff to find out whether the incoming water plumbing throughout the school is being maintained properly, and that any leaks are fixed when needed

Step 3 for Certification.

Recycling: The school must be recycling at least 3 materials for Entry-level certification. Most schools are already doing this through commingled recycling efforts. (NOTE: There is a 6 material requirement for this step upon Merit and Premier-level certification)

If your school is not meeting this requirement, you will want to determine the steps needed to accomplish this through a meeting with the Principal and custodian / custodial staff. You may need to contact your hauler as well.

Step 4 for Certification.

Complete all the informational questions about your school on the application, and submit the application for review

- See below “Guide to filling out the OGS application” to ensure that your application is complete. Joshua is always available to help you gather the information for any of the sections of the application, so feel free to contact him with any questions you may have.
- Once all the sections of the application are complete, send a draft electronic copy to Joshua so he can review it (Important: you will need to include your “waste audit spreadsheet” when emailing your application for review!). Joshua may have some edits for you to consider, or request that further information be entered onto the application.
- Once the application is deemed complete, save any changes to your draft electronic application and name it “Final.” (Example: “[School Name] OGS App Final.doc”). Make a hard-copy of the signature page, have it signed (see the application's signature page) and return it along with your final electric copy to Joshua for processing and OGS approval.
- You can either fax, scan & email or mail the **signature page, waste audit and trash tracking forms**
 - Including the trash tracking forms with your application is optional, but encouraged.
 - By scanning and e-mailing the signed document and attachments we can save paper, and you can keep the signed copy!
 - Please keep a copy of the entire application for your records, it may come in very handy in the future.
- NOTE: if any changes were made in between your draft and final review application be sure both electronic and hard copies are updated.

Step 5 for Certification.

Announce achievement to whole school at an assembly with Joshua

- This step is required to be eligible for the \$500 incentive grant described above. City and/or County officials will come to congratulate your school and present check. Joshua presents your framed certificate from the Oregon Green Schools Association.
- The awards presentation takes about 7 minutes as part of any full-school assembly. It can also be held as a separate assembly, or as part of a larger event such as Earth Day.

Guide to Filling out the OGS Application

Some parts of the application require some background information before understanding how to properly fill out each section. Here is a quick section-by-section guide to the application:

Section 1. Involvement

Please address ALL four of the following (as listed on the application):

- ⤴ 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
-
- If you divide this section into these four listed items when you are filling out this section, it will be easier to review your application for completeness.
 - For items that you are not currently being implemented at your school, please list any plans that you may have to accomplish these things. If you don't have current plans, then please state that as well. For example, if your PTA / PTO is not currently involved with your program, describe how they *could be* involved in the future. As another example, if you are currently planning on putting in a garden but have not accomplished this goal, please explain that here as well.
 - This section should give a full snap-shot of the current status of your school in regards to “green programs,” resource conservation and any related educational activities. This section should basically act as a summary for the entire application.

Section 2. Evaluation / Waste Audits:

A. Where it says “Briefly describe ...”

- Here you should explain, in as much detail as possible, how your waste audit went. You should explain the process you used in performing the sort, and what you found. This way you can potentially repeat the process in the future and get a comparable set of information about your trash, and you can see if your school has made progress!
- You should also quickly list the items found, and in what quantities, as found on the waste audit

B. How much garbage is disposed at your school?

This little question is VERY important, and is often filled out incorrectly. The question is asking how much garbage your school sends off to the landfill each week. If you call your hauler, they will normally tell you something like “3, 5 or 10 cubic yards.” That number is not how much garbage you have sent away in the hauler's trucks, but rather the *size of the container(s)* at your school (multiplied by the number of containers you have if you have more than one). This accounts for the “service level” that your school maintains with the hauler. The OGS application requires a more accurate account of your schools weekly garbage.

In order to come up with the appropriate amount of garbage you must first track **how full the container(s) are on typical garbage pickup day**. Your custodian may already know

this information, or you can ask them to take note of how full the garbage containers are each week just before pickup. (Often they know this because they are outside when the truck comes). Alternatively you can have a student volunteers check each week, just before pickup, for several weeks. The attached forms were made to assist you in tracking your trash for this question. (This is a great project for an existing or newly formed Green Team!).

Example:

You have found out that you have one 5 cubic yard garbage container and that, on average, it is three quarters ($3/4$) full on garbage day. So here's what to do next:

- Confirm the size of each container with your hauler and/or custodian (in cubic yards).
- Multiply the container size by, in this example 0.75, since it is $3/4$ full.
- For a 5 cubic yard container, that would equal 3.75 cubic yards which is what you would enter as your weekly garbage disposal amount on the application.

Compactors:

Some schools have a compactor (just to make it all more complex – or it may seem that way). When this is the case you must multiply your final garbage number by 3. For example, the compactor is completely full each week and it is a 3 cubic yard compactor, that would add up to 9 cubic yards of garbage. Let's say you also have a loose 3 yard garbage container (non-compacted) at your school that is $1/4$ full each week. So then you have 9 cubic yards from the compactor, and .75 cubic yards from the loose garbage container for a total of 9.75 cubic yards of weekly garbage disposal (which is what you would write down on your application. It is really not that hard, plus Joshua can assist you with this question at anytime.

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

This one is really easy: email John Femal at EWEB (john.femal@eweb.org), SUB, or your local water / power provider and ask for your school's monthly water and energy usage. You will be provided with a report by email or mail, and the monthly average is listed for the year at the end of the statements that are provided. PSS will help you gather this info as well if needed. Natural gas numbers are not needed unless you would like to track your school's progress in reducing natural gas usage.

Section 3. Goals

Here's the fun part! You get to decide how your school is going to “go greener.” Each goal should be attainable and straight-forward. The point is not to create projects that will never get done, but rather you should write down specific tasks that you and your Green Team can implement, and check them off your list. There are basically three types of goals, ones that educate, ones that encourage a certain behavior, and ones that effect the infrastructure at your school.

Examples were provided on page 2 and 3. You will need to work closely with PSS on these goals, so we will not go into depth here about them. Plus there are a bunch of examples for you listed above in “Step 2” of the application guide.

As you go through the Oregon Green School program you will be asked to report upon whether you reached the goals set at the Entry Level, so it is important to make these goals realistic and achievable.

Section 4. Reduce, Reuse, Recycle, Conserve

A. Reduce and Reuse

Be descriptive in this section. Feel free to use information that you used in **Section 1. Involvement** above. Please list any and all projects where your school reduces the amount of a material used, or reuses materials. Note: recycling activities are not applicable here, this section is for reduce and reuse. Some creative examples can be found on the application itself (see “Examples to consider”).

B. Recycle

Just like the garbage reporting in **Section 2.** above, you will need to determine how large your containers are, and how full they are on pickup day. If you contact your hauler, you will most likely be told what your “service level” (container size) is which is not an accurate account of how much of a material is being recycled. Record all items recycled, including compost if it occurs at your school. Please know that even recycling is considered a form of waste that will be reprocessed into new material. Once disposed, it requires the purchase of more, and it takes energy to reprocess this material into marketable goods. That is why focusing on the ways in which your school can “reduce” the amount it uses is better than recycling. (The attached trash tracking forms include recycling sheets for easy tracking.)

C. Conserve

Like in section “A.” above, be descriptive in this section, using information that you used in **Section 1. Involvement**. Please list any and all projects where your school conserves the amount of water and energy used by your school. Some creative examples can be found on the application itself (see “Examples to consider”).

Section 5. Reporting

Informing and gaining the support of these various members of the school's community (as listed on the application) is helpful in ensuring that the program will be successful and permanent. Everyone needs to know what is going on, and having each of these key members review / propose edits to your application will only make it better. Reporting to each group can be informal and as simple as sending an email, but make sure you get a response from each to confirm they know. It will be especially important to get everyone's feedback on the proposed goals, as they are the ones that will help you accomplish them!!

Have fun with the process, and let us know if you need some help!!!

Guide to tracking your trash

This is an important activity in filling out your application, and it can be used as a great activity for applied learning. Tracking trash involves investigation, interviewing administrators / custodial staff, and recording tracking info. It is a great experience for third grade and up.

It is essential to track your trash in setting a baseline from which to compare, and to inspire action towards your goal. The three steps listed below will help you track your trash accurately.

Trash tracking steps:

- Step one: Determine the size (in cubic yards) your school's containers are, and whether they are compactors (compactors compress garbage by a factor of 3).
- Step two: Find out how often the containers are emptied. For most schools this will be one or twice a week.
- Step three: Determine how full each container is on pickup day.

Please feel free to use the attached worksheets to ensure that accurate information is gathered. Joshua has copies of these trash tracking worksheets whenever they are needed.

With the information you provide, your school's recovery rate and per capita waste will be calculated for you (by the county during your application process) and can be posted to boast your successes as you move through the program. [The recovery rate is the percentage of total school waste that is recycled or composted.]