



# Oregon Green Schools Entry Level Application

First Time Applying at Entry Level     Renewing at Entry Level

Use this application to become or renew as an Oregon Green School. It is a tool for setting up your waste reduction and 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.

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: Janet Hendrickson Date: 02/06/2009  
Applicant's Job Title: Principal's Secretary  
Name of SCHOOL: Bonny Slope Elementary  
Address: 11775 NW McDaniel Rd. Portland, OR 97229  
Phone: 503-672-3775 Fax: 503-672-3777  
Number of students: 462 Number of staff: 43  
On-site resource conservation coordinator's name: Kim Haskins / Julia Fulmer  
Coordinator's job title: Principal  
Phone: 503-672-3775 E-mail: \_\_\_\_\_  
Name of Garbage Company: Walker Garbage  
Name of Recycling Company: Walker Garbage

## 1. INVOLVEMENT

### **How your school involves staff, students and others in your resource conservation program**

**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

>Through principal directives, theme events, a parent advisory committee, and curriculum programs Bonny Slope staff, students, and families are an integral part of moving Bonny Slope forward in terms of sustainability goals.

- >Through application for our green school certification, Bonny Slope will make public dissemination and collective accountability an important part of our sustainability program.
- > The parent sustainability committee contributes to the Bonny Slope newsletter and we have requested bulletin board space to display ongoing activities.
- >Through purchase of supplies (fadeless paper and reducing post-its, for example), through signs directing recycling, and through collective learning about the potential conservation with our new building facilities we continue to improve resource conservation in our everyday facilities operations.

## 2. EVALUATION / WASTE AUDITS

- A. Conduct a waste audit to determine your school’s current solid waste composition.** This exercise will help you identify materials in the garbage that you can strive to reduce -- those that would be logical targets for reducing, reusing or recycling.
- \*Suggestion – Conduct annual waste audits each Fall to determine your goals for the year.

**HINT:** You will find an easy-to-use audit form and instructions at:  
[http://www.oregongreenschools.org/waste\\_audits.cfm](http://www.oregongreenschools.org/waste_audits.cfm)

Briefly describe the types, volumes, and sources of materials found during the waste audit. **Be sure to include a copy of your completed audit form with the signed paper copy of this application.**

**Cafeteria Garbage:**

- \* Plastic Bottles: 7oz., 0.1gal.
- \* Compostable food waste: 27oz., 0.5gal.
- \* Non-recyclable Plastic: 16oz., 4gal.
- \* Non-recyclable Paper: 80oz., 7gal.
- \* Non-compostable food waste: 87oz., 1gal.
- \* Milk/Juice cartons: 41oz., 5gal.

**Classroom Garbage:**

- \* Mixed Paper: 6oz., 2.5gal.
- \* Aluminum and Tin: 1oz., 0.05gal.
- \* Plastic Bottles: 8oz., 0.5gal.
- \* Compostable food waste: 12oz., 0.5gal.
- \* Non-recyclable plastic: 16oz., 7gal.
- \* Non-recyclable paper: 16oz., 5gal.
- \* Non-compostable food waste: 4oz., 0.25gal.
- \* Other: 5oz., 0.5gal.

**B. How much garbage is disposed at your school?**

Weekly volume OR weight of garbage:           1,012.00            cubic yards  pounds  
(check one)

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

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

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

Water usage: 85,000  cubic yards  gallons Oil: 0 gallons  
(check one)

Natural gas: 1,496 therms Electricity usage: 47,000 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>

**3. GOALS**

**Outline what your school will accomplish by continuing to improve and expand its waste reduction and resource conservation program.**

**A. *Waste Reduction:* What are your school's waste reduction goals? (garbage, recycling, energy, water) and how will you achieve them? List at least one goal in each category and explain the steps you will take to achieve that goal.**

**HINT:** Choose measurable goals such as reduction by a certain percentage, quantity or volume, or target a particular material.

## 1. Garbage

- Goal – To reduce food waste from 34% of cafeteria waste to 25%
  - Steps to achieve – Introduce a theme "TAKE WHAT YOU EAT AND EAT WHAT YOU TAKE". The parent sustainability committee will put up signs in the cafeteria and give brief presentations in the lunchroom during January, 2009.
- Goal – To increase student awareness about environmental issues including garbage, recycling, energy, and water.
  - Steps to achieve – Our Science Fair committee is advertising incentives for students to create green projects for the annual science fair in February, 2009. In addition, our school has taken a great number of steps to increase conservation awareness throughout our school. Each classroom has brainstormed a long list of ways to conserve in all areas. We have had classroom presentations at assemblies. We pledged, as an entire school, to commit to our conservation goals. Classroom teachers have included articles in their newsletters, as well.

## 2. Recycling

- Goal – To increase printer cartridge recycling.
  - Steps to achieve – Include information about this program more frequently in the newsletter and provide a container for teachers to recycle printer cartridges.
- Goal – To improve education about recycling.
  - Steps to achieve – Improve signs with appropriate directions at recycling bins to increase students/staff awareness. We also held a school-wide art contest, tying it to the Metro Art Contest, on reducing, reusing, and recycling. Our Fifth Grade Ambassadors are being excellent role models in our building.

## 3. Energy

- Goal – To reduce electricity and gas use per month.
  - Steps to achieve – Collect measures of current use over twelve month period (September, 2008-August, 2009) as the benchmark for specific reduction goals beginning September, 2009. We are turning off lights whenever possible, using energy efficient light bulbs.
- Goal – To make Walk/Bike to school day an annual event.
  - Steps to achieve – The first annual day was held in October, 2008 and it was a great success. Already we are making plans to improve and grow participation in October, 2009.

## 4. Water

- Goal – To reduce water usage in restrooms.
  - Steps to achieve – Parent sustainability committee will post information signs in all bathrooms. Students are committed to reminding each other to not leave water running, as well as not leave the water on for too long. :)
- Goal – Maintain classroom fixtures so there are no leaks.
  - Steps to achieve – Ask staff and students to report any leaks or drips.

**B. Permanence: Describe the plan to maintain your school's program over time.** For example, how will the practices and attitudes be institutionalized? Will there be a formal written resource conservation policy adopted? How will the program survive if key players move on?

Will responsibilities be included in staff job descriptions? Is there a district-wide policy in place that will support your efforts into the future?

>Practices and attitudes for sustainability will be institutionalized through entry level certification and ongoing effort to receive the next levels of certification for Bonny Slope. Through our parent sustainability committee and annual events/programs like Walk/Bike to school day we will incorporate sustainability education into the foundation of our school.

>Our parent sustainability committee has a working mission to advertise and educate our efforts. Its summary mission is the following:

What is the Earth Sustainability Team at Bonny Slope?

Since tomorrow's leaders are today's students, and the best teacher is experience, imagine what is possible when our children's generation grows up fully conscious and awake to the impact and lifestyle of sustainable, "green," and healthy living. EST is an environmental program coordinated and inspired by parent volunteers and teachers, and lived by the Bonny Slope community & students. EST is a new way of looking at our children's school environment and a fun and powerful way of impacting the future.

Through classroom projects, community partnerships and national recognitions, our mission is to improve air quality, create a safer environment, teach a more gentle interaction with earth and to inspire a greater awareness of the earth and our human impact for our students as well as their teachers and their families.

Our goal is to turn Earth Day into a daily habit. It's about fun and designing a school as healthy and earth friendly as we can imagine it to be.

>The parent sustainability committee is a permanent part of the advisory team at Bonny Slope. Green school certification demands continued efforts from principal, staff, students, and families.

>We are nurturing a culture that will be a foundation for all jobs at Bonny Slope. Rather than formalizing and delineating sustainability with particular job descriptions, our overarching goal is to develop environmental values as an integral part of Bonny Slope education and community living.

>Beaverton School District provides human and practical resources to facilitate our effort. We look forward to developing practices that place Bonny Slope in a leadership position developing and mentoring opportunities for other schools in district.

#### 4. REDUCE, REUSE, RECYCLE, CONSERVE

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

As a new school, Bonny Slope is introducing standard operating policies and procedures for reducing and reusing materials. In terms of supplies, we encourage teachers to use fadeless paper to reduce the amount of paper purchased.

>Bonny Slope's newsletter is sent electronically rather than individual hard copies to students.

>We encourage teachers and parent helpers to cut down the use of post-its and parent committees have adopted lamination with erasable pens as an alternative.

>Bonny Slope is developing strategies and awareness for a practical reuse closet. One teacher has adopted this model and we plan to extend this effort to create a school reuse closet in 2009.

*Examples to consider:*

- *Routing messages rather than printing one for everybody*
- *Using e-mail rather than paper*
- *Choosing less toxic alternative products*
- *Making art projects from old office supplies*
- *Double siding*
- *Using half sheet forms rather than full sheet*
- *Using durable rather than disposable*
- *Setting up a REUSE IT closet or materials exchange for students or staff*
- *Donating 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:

<b>Recycled Material</b>	<b>Volume</b> (indicate gallons or cubic yards)
1. paper	2.5 cubic yards
2. cardboard	2 yards
3. plastics	2 yards
Other:	

**HINT:** If your school doesn't track and weigh the recycling from week to week, survey an average week and give those results. Contact your recycling service provider for help with this information if needed. Once cubic yard = 173.5 gallons.

**C. Conserve:** Briefly describe how your school reduces energy and water usage.

- >We will post "conserve water" signs by faucets.
- >We are in the process of gathering information about our naturescaping and ways to improve our green spaces.
- >We are studying the light timers and learning how to reduce the number of lights that respond to motion and the length of time the lights remain on after motion.
- >We are introducing a poster contest in 2009 for students to come up with good energy, water and waste conservation signs for our school.

*Examples to consider:*

- *Post "Conserve Energy" signs by light switches*
- *Convert some incandescent lights to fluorescents*
- *Turn off every other bank of lights in classrooms/hallways*
- *Post "Conserve Water" signs by faucets*
- *Naturescaping*
- *Bioswales*
- *Incorporate water/energy conservation into your curriculum*

## 5. 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

- School Food Service Staff
- Parent Organization
- Student Government/Club

**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.)

Bonny Slope Elementary School opened in September, 2009. As a new school we are introducing sustainability as a central theme for our community and a foundation for our values and good practices. Parents, teachers, and families are receptive to this theme and the parent sustainability team is a vibrant partner with resources for ongoing support to the school. We look forward to curriculum, events, and information dissemination about sustainability to our staff, students, and families as central goals defining Bonny Slope and its leadership potential in the Beaverton School District.

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