



# Oregon Green Schools Merit Level Application

First Time Applying at Merit Level       Renewing at Merit Level

Use this application to apply for or renew at the second level of recognition, the Oregon Green School Merit 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: \_\_\_\_\_

Name of School Principal: \_\_\_\_\_ E-mail: \_\_\_\_\_

## 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.

**HINT:** Help start a worm bin, conduct a tour of your recycling operation, provide an assembly, do or assist with conducting a waste audit, create a display, make signs or videos, present to staff, etc.

**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 and identify the school's key waste materials and the sources of waste.** Use your waste audit results to help calculate the weekly volume of the five highest volume materials found in your school's garbage. List those items and identify their primary source in the chart below. *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](http://www.oregongreenschools.org/waste_audits.cfm)

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

**C. 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.iea.com/customer/meter.asp>

**ENERGY AND WATER USAGE OBSERVATIONS.** WALK THROUGH YOUR SCHOOL AND OBSERVE HOW AND WHERE ENERGY AND WATER ARE BEING USED. DETERMINE AREAS WHERE ENERGY AND WATER CAN BE CONSERVED. USE THESE OBSERVATIONS TO HELP SET YOUR ENERGY AND WATER USAGE GOALS LISTED BELOW.

### 3. GOALS

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

**A. Identify a school-wide policy for reducing waste.** Include a copy of your school's waste reduction/resource conservation policy statement.

**B. Based on the garbage, energy, and waste audit results above; define a specific action for reducing the use of each of these resources:**

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

### 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.

*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 six materials that your school recycles:

| Recycled Material | Volume (indicate gallons or cubic yards) |
|-------------------|--|
| 1.                |  |
| 2.                |  |
| 3.                |  |
| 4.                |  |
| 5.                |  |
| 6.                |  |
| 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.

**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.

**C. Conserve:** How are energy and water conservation incorporated into the operations of your school?

## 5. REPORTING

**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   |

**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** \_\_\_\_\_

**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   |   |   | ■ |