

## II. SCHOOL SUSTAINABILITY (Possible 24 Points)

Indicator	2 points	4 points	6 points	8 points
<p><b>A. Energy (8 points max.)</b> Energy conservation behaviors related specifically to electricity use are relatively easy practices to implement and have an enormous impact on the environment. <i>This area represents the largest opportunities for quick and significant financial savings.</i></p>	Administration is reviewing school energy practices to determine areas for energy conservation.	Some attempt is made to raise awareness of energy use and conservation practices at the class and/or school level.  e.g., Energy use and specific energy conservation strategies are discussed at faculty meetings.	Energy conservation activities are documented, celebrated and passed on to classrooms.  Student generated energy saving ideas are encouraged and implemented. e.g., School implements a school-wide poster contest for “Lights Off”.	School energy use and associated costs savings are bench marked, analyzed, and documented by students.  Students help lead projects to bring energy saving techniques to the school and community. e.g., School implements a school-wide Student Energy Patrol.
Indicator	2 points	4 points	6 points	8 points
<p><b>B. Water (8 points max.)</b> Clean water is an increasingly scarce resource. <i>Water conservation is one of the easiest ways to have a very positive impact on the environment.</i></p>	Administration is reviewing school energy practices to determine areas for water conservation.	Initial efforts are made toward establishing water conservation goals at the class and/or whole school level.  e.g., Faculty and students look for and report leaking faucets.	Students often work with key school staff to research, propose and implement school wide water conservation projects at the design and implementation levels. e.g., Students and staff launch a yearlong campaign to “Drop the Drip”.	School water use is measured, monitored and regularly reported by students.  Students help lead a concerted effort to connect the school’s water conservation successes to south Florida’s need to protect and conserve water. e.g., Students work with the South Florida Water Management District to host a community “Water Awareness Festival Day”.
Indicator	2 points	4 points	6 points	8 points
<p><b>C. Solid Waste (8 points max.)</b> Students and staff learn through regular practice that “Reducing” is more effective than “Reusing”, and “Recycling” is only a last ditch effort. <i>This saves money and resources.</i></p>	One shot programs such as a “Zero Waste Lunch” day may occur occasionally.  Administration is reviewing practices to reduce the waste generated.	Occasional projects focus on reducing and reusing certain materials or objects in the school.  e.g., Classrooms make a policy to implement two-sided copying.	1 to 3 materials are recycled (other than those mandated, if applicable) on a school wide basis. e.g., School starts a campaign to collect cell phones and cell batteries.  Progress toward substantial recycling goals is made and documented.  Students help design reduce, reuse and recycling projects.	School garbage and recyclable materials use is measured and reported by students.  Students work collaboratively with school administrators, facility managers and outside providers to implement creative and costs saving approaches to waste inflow reduction and materials re-use.  e.g., Students research reusable food trays and propose idea, costs and environmental impact savings to school administration.