

**II. SCHOOL SUSTAINABILITY (Possible 28 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>	<p>Administration is reviewing school energy practices to determine areas for energy conservation.  e.g., Energy use and specific energy conservation strategies are discussed at faculty meetings.</p>	<p>Some attempt is made to raise awareness of energy use and conservation practices at the class and/or school level.  e.g., Implementation of energy conservation checklist for every classroom.</p>	<p>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”.</p>	<p>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.</p>
Indicator	1 points	2 points	4 points	6 points
<p><b>B. Water (6 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>	<p>Administration is reviewing school energy practices to determine areas for water conservation.  e.g., Faculty and students regularly monitor for and report leaking faucets.</p>	<p>Initial efforts are made toward establishing water conservation goals at the class and/or whole school level.  e.g., Faculty and students develop signage for restrooms, water fountains, etc. with water conservation messages.</p>	<p>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”.</p>	<p>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”.</p>

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**SCHOOL SUSTAINABILITY CONTINUED**

Indicator	1 point	2 points	4 points	6 points
<p><b>C. Transportation (6 points max)</b>                      Development of or education on transportation programs that reduce emissions and benefit air quality within school, such as carpooling and bike/walk to school programs involving both students and staff. <i>Transportation is responsible for 1/3 of the nation's greenhouse gas emissions, which damage our natural environment and individual health. The promotion of transportation alternatives is a vital part of environmental sustainability.</i></p> <p><i>Working with the <b>FDOT's SchoolPool Program</b>, schools can easily obtain the maximum points available for this indicator. <a href="http://www.goschoolpool.com">www.goschoolpool.com</a></i></p>	<p>School promotes alternative modes of transportation.</p> <p>e.g., Teacher(s) incorporation of alternative modes of transportation into lesson plan(s).</p> <p>e.g., Literature promoting alternative modes, such as posters, flyers, parent newsletters, educational materials, etc. posted or distributed throughout school.</p> <p>e.g., Green transportation related contest/event/field trip is held at school.</p> <p>e.g. School contacts SchoolPool for assistance.</p>	<p>School adopts alternative transportation program that provides students, parents and staff with different commuting options and resources.</p> <p>e.g., School allows alternative transportation presentations to be given at orientations, in classrooms, at staff meetings and PTA activities.</p> <p>e.g., School supports a ride-matching system to assist families and/or staff in developing carpool, bike, and/or walk groups.</p> <p>e.g. School begins pilot program with SchoolPool.</p>	<p>Alternative transportation programs are well established, gaining participation or lead to new initiatives.</p> <p>e.g., Alternative modes are actively promoted through an established program at the school and are currently being utilized by families and staff for getting to and from school.</p> <p>e.g., Incentives have been developed to encourage alternative mode use, such as the development of carpool lanes at the school.</p> <p>e.g., Bike and walk safety programs, offered by Palm Beach County organizations, are incorporated at school to educate students.</p> <p>e.g., School begins to track numbers of walkers, bikers and/or vehicle traffic for before and after comparison.</p> <p>e. g., Partner with SchoolPool in established program.</p>	<p>Documentation that vehicle traffic on campus has decreased by at least 10 percent as a direct result of implemented alternative mode programs.</p> <p>e.g., School's daily car count has decreased since program's inception.</p> <p>e.g., School's bikers and walkers have increased since program's inception.</p> <p>e.g., Number of carpoolers traveling to and/or from school has increased.</p> <p>e.g., School serves as a SchoolPool model for other schools</p>
Indicator	2 points	4 points	6 points	8 points
<p><b>D. 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>	<p>One shot programs such as a "Zero Waste Lunch" day may occur occasionally.</p> <p>e.g., Administration is reviewing practices to reduce the waste generated.</p>	<p>Occasional projects focus on reducing and reusing certain materials or objects in the school.</p> <p>e.g., Classrooms make a policy to implement two-sided copying.</p> <p>e.g., Every classroom and office has a paper recycling bin. The Student Council or designated group empties the recycling bins weekly.</p>	<p>1 to 3 materials are recycled (other than those mandated, if applicable) on a school wide basis.</p> <p>Progress toward substantial recycling goals is made and documented.</p> <p>Students help design reduce, reuse and recycling projects.</p> <p>e.g., School starts a campaign to collect cell phones and cell batteries.</p>	<p>School garbage and recyclable materials use is measured and reported by students.</p> <p>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.</p> <p>e.g., Students research reusable food trays and propose idea, costs and environmental impact savings. to school administration.</p>