

Date: _____

SUSTAINABILITY SCORECARD

The Sustainability Scorecard takes a holistic look at a school's effort to create a happier, healthier, and more sustainable community. The Scorecard consists of five steps: the first step asks for general information regarding the school's trash and recycling program; the second step assesses the school's current sustainability efforts occurring throughout its various departments; the third step tallies your score; the fourth step asks the school to set goals for improved sustainability; and the final step encourages the school to think about how future sustainability efforts can be incorporated into the school budget. CSWD will fill out the first step of the assessment with the school. It is the school's responsibility to complete the remaining four steps. When finished, please fax the completed forms to (802) 878-5787.

School _____ Grades: _____

Mailing address _____ Phone: _____

Contact person _____ Title: _____

Number of students: _____ faculty: _____ staff: _____ total: _____

STEP 1: SCHOOL'S TRASH AND RECYCLING PROGRAM

1.1. Trash and Recycling Removal Information

Trash & recycling collection company: _____

Trash collection day(s): _____ Recycling collection day(s): _____

Volume of trash containers: _____ Volume of recycling containers: _____

Total volume/week trash: _____ Total volume/week recycling: _____

Estimated recycling rate (if all outdoor containers are full when serviced): _____

1.2. Recycling Program Set Up

Where are the recycling bins located? _____ Is the location convenient and visible? _____

Are there enough bins? _____ Are the bins clearly labeled and well-maintained? _____

1.3. Materials Recycled Checklist

Mandatory items	√	Optional items	√
white & colored paper; newspaper corrugated cardboard paperbags softcover books, magazines, catalogs glass bottles (deposit & other) metal cans (deposit & other) aerosol cans plastics bottles, packaging and containers		toner cartridges hard cover books food scraps lost and found clothing electronics metal furniture other:	

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STEP II: ASSESSING YOUR SCHOOL’S SUSTAINABILITY EFFORTS

Please answer each question with a “yes” or “no”.

TARGET AREA	Y or N	SUSTAINABILITY EFFORT
<i>Administrative Office</i>		Does the office purchase paper products with recycled content?
		Is office staff encouraged to photocopy and print on both sides of paper?
		Is office staff encouraged to print on used paper for draft or internal documents?
		Does each desk in the office have a deskside recycling bin?
		Does the office buy reusable and refillable office supplies, i.e. laser printer cartridges?
		Does the office reuse envelopes for school or inner-office mailings?
		Does the school take advantage of special purchasing opportunities through the state (paper products, cleaning products, plastic bags, etc.)? If no, contact Ken Feld at 802-828-4658 or kenneth.feld@state.vt.us .
		Has the office coordinated a “Green Team” made up of food service, administrative, and custodial staff and faculty members to help spearhead school-wide sustainability initiatives?
<i>Cafeteria</i>		Are there recycle bins in the cafeteria? If so, are they located next to trash cans? (1 point for each yes response)
		Does the cafeteria use reusable trays, flatware and dishes for its food service?
		Does the cafeteria staff buy in bulk to reduce waste?
		Does the cafeteria staff compost pre-consumer food scraps in the kitchen?
		Has the cafeteria staff adjusted its menu to reduce the amount of wasted food?
		Does the school buy local, lunch foods with little packaging?
		Do students compost leftover, post-consumer food scraps?
		If applicable, are there recycle bins located next to each vending machine?
	Are there educational posters in the cafeteria as reminders to recycle/compost?	
<i>Classroom</i>		Does each classroom have a recycling bin? If so, is it located next to a trash can? (1 point for each yes response)
		Are students rewarded for using both sides of paper?
		Do students compost snack scraps?
		Are teachers encouraged to use half-sheets of paper for short quizzes and notes?
		Do teachers utilize on-line resources to report grades or progress reports?
		Are teachers encouraged to increase the use of black/white boards and overhead transparencies to reduce the number of paper handouts?
		Is recycling, composting, or other waste reduction strategies incorporated into the classroom curriculum?

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TARGET AREA	Y or N	SUSTAINABILITY EFFORT
<i>Custodial Services</i>		Does the custodial staff use non-toxic cleaning supplies? If yes, please list brand name, cost, and level of satisfaction _____.
		Is the custodial staff encouraged to purchase and use new technology for its cleaning supplies, i.e. micro-fiber mops and cloths, walk-off mats and high-filtration vacuums?
		Is the custodial staff encouraged help extend the life of certain items through proper maintenance, i.e. floor polishers, lawn mowers, or janitorial supply carts?
		Has the custodial staff developed a program to dispose of hazardous materials, including fluorescent light bulbs, in a safe and environmentally-friendly manner? If yes, please list the types of materials being disposed and how they are being disposed _____.
		Do the paper products used in bathrooms contain recycled content?
<i>Educational Programs</i>		Has the school conducted a trash sort to assess its contribution to the waste stream?
		Has the school hosted educational assemblies on waste reduction?
		Does the school have an on-site, demonstration compost bin available for use?
		Does the library contain books or videos on recycling, composting or waste reduction? If yes, what are the most useful resources? _____
		Is there an environmental club at the school?
<i>Community Outreach</i>		Are families and students encouraged to buy reusable school supplies, i.e. refillable pens, pencils and laser printer cartridges?
		Does the school communicate and update families via an email newsletter?
		Does the school encourage families to use reusable containers for student lunches?
		Does the school encourage families to buy lunch foods with less packaging?
		Does the school host a yard sale or swap day to encourage families to sell or giveaway used school/sporting items rather than throw them away?

STEP III: HOW DID YOU DO? TALLYING YOUR SCORE

To tally your score add one point for each “yes” and zero points for each “no.” 40 is the highest score you can get.

Total Points....

40 to 30—You are a super sustainable school. Keep it up!

29 to 20—Good job but there is still room for growth.

19 to 10—School does not demonstrate much sustainability effort beyond recycling.

9 to 0—Limited sustainability effort demonstrated. It’s time to get green!

STEP IV: SUSTAINABILITY GOALS

Based on the information provided above which areas do you think are in need of the most improvement.

List three goals to help your school move towards sustainability during the next year.

- 1.
- 2.
- 3.

STEP V: PLANNING FOR SUSTAINABILITY IN THE BUDGET

Identify several areas from the budget where funding for future sustainable initiatives could be housed.

- 1.
- 2.
- 3.