

“...the life of the mind is and will remain a mysterious and serendipitous process only somewhat influenced by formal instruction (sometimes to no good effect). As a large conversation, we should restore to the subject of education the importance that every great philosopher from Plato, through Rousseau, to John Dewey and Alfred North Whitehead has assigned to it. Education, as they knew, had to do with the timeless question of how we are to live. And in our time the great question is how we will live in light of the ecological fact that we are bound together in the community of life, one and indivisible.” (David Orr, Ecological Literacy)

Sustainability education is the active cultivation of a community ethic, an ethic that is committed to preserving and enriching our natural, social, and economic resources to meet our present needs, while ensuring that these resources will still be available to nourish and enrich future generations of the school community.

The effort to create the BHS Sustainability Strategic Plan aligns with the Philosophy and Mission of Besant Hill School, as well as with the commitment of the United Nations and the National Association of Independent Schools who have asked all independent schools to actively utilize the decade between 2004 and 2015 to develop Sustainability Strategic Plans and “Green” practices within our schools. The underlying assumption behind this effort is that there is an overdue need for our communities to speak to the increasing correlation that exists between the implementation of sustainability practices, and the ability to adapt to the scientifically predicted changes in regional and global climate that will likely occur in this century; within the lifetime of our students.

Our independent schools are ideal environments for introducing an ethic of relationship to our environment, as well as for modeling the positive, creative, and practical solutions that may address the complex challenges our students will face in the near future.

A challenging characteristic of any Sustainability Strategic Plan comes from the understanding that it must incorporate all elements of the school community. Reducing our waste stream, for instance, cannot simply be addressed through an active student recycling and composting program; school waste is also greatly reduced by applying informed procurement policies in all areas of the school support system.

Clearly, creating mechanisms to assess and implement measurable conservation and sustainable development strategies in such areas as Energy, Water, Solid Waste, Food Services, Toxic Chemicals, Transportation, and Building Design are critical components to integrate into a good Sustainability Strategic Plan.

Equally important, however, are strategies to educate our students on the long term value of preserving and restoring the Happy Valley natural habitats represented by our existing Valley Oak Savannah, Coast Live Oak Woodlands, Vernal Pool and surrounding Interior Wetlands, Chaparral and Coast Sage Brush habitat, and our streamside Riparian Habitat. School outdoor environments and natural habitats provide the perfect laboratory for coming to understand the natural world and the interrelationship between healthy environment and healthy humanity. Cultivating this kind of understanding for interrelationships with students is generally accepted as an integral component of Sustainability Strategic Plans.

Sustainability Education will come to play an increasingly critical role in our schools primarily because it is a curriculum designed to model a creative vision for positive change and hope for future generations of students.

SECTION I: SCHOOL SUSTAINABILITY, ENERGY AND RESOURCE MANAGEMENT

Assumptions/Intentions	Assessment Level 1	Assessment Level 2	Assessment Level 3	Assessment Level 4
<p>Energy Heating and electricity use are relatively easy to measure and reduce. Commitment to efficient use of energy has an enormous impact on the environment and community.</p> <p><i>Energy efficiency represents the largest opportunities for quick and significant savings and return on investment</i></p>	<ul style="list-style-type: none"> Existing heating and lighting systems are assumed to be the best and only option Information about energy use and cost is not readily accessible to either students or faculty 	<ul style="list-style-type: none"> Energy use and associated cost has been measured to establish a baseline and is reported by students to some parts of school Some attempt is made to raise community awareness of energy use in the classrooms and residentially 	<ul style="list-style-type: none"> Savings through energy conservation behavior is documented, celebrated and passed on in community interaction Student generated energy saving ideas are increasingly offered and implemented 	<ul style="list-style-type: none"> Student skills are sufficient to convey energy savings techniques to larger local community Most students can articulate the ecological and political impact of renewable and non-renewable energy use and practices
<p>Alternative Energy <i>Increasing Implementation of available alternative energy technology within the infrastructure of the school will both demonstrate a commitment to sustainable energy resources and reduce dependency on fossil fuels in the long term.</i></p>	<ul style="list-style-type: none"> Conventional non-renewable energy resources are utilized without consideration for available renewable energy alternatives General lack of awareness for the sources of energy being consumed 	<ul style="list-style-type: none"> Some demonstration projects are made utilizing alternative energy technologies Awareness for renewable energy approaches explored in some classroom environs and compared with conventional energy uses 	<ul style="list-style-type: none"> Student and staff awareness for renewable energy potential and practices are generally understood and discussed knowledgeably Renewable energy approaches are included in strategic planning and budget reviews 	<ul style="list-style-type: none"> Specific commitments and timelines are included in strategic planning for timely transition to renewable energy resources Increasing use of renewable energy resources are widely known and celebrated
<p>Water Clean and unpolluted water is an increasingly scarce resource.</p> <p><i>Understanding the origins of our sources of water and methods to conserve water resources is both responsible and cost effective</i></p>	<ul style="list-style-type: none"> Plentiful water is provided for use in the school, but not examined for quality, sustainability, or the environmental impacts related to its transportation, use, and final discharge back into the natural environment 	<ul style="list-style-type: none"> The source and end use of water resources are studied, measured, and reported by students to some parts of the school Initial efforts are made toward establishing water conservation goals at a community wide level 	<ul style="list-style-type: none"> Students are aware of, and work with faculty and facilities staff to research, propose, and implement school wide water conservation practices and policies 	<ul style="list-style-type: none"> Student awareness levels are sufficient to lead concerted efforts to connect water school conservation efforts to water quality issues in the larger local community with an emphasis on health and environmental quality
<p>Waste Stream There is no “waste” in nature, and there is no “away” when we speak of our waste as being “thrown away”</p> <p><i>Creating a school-wide ethic of understanding for the relationship between product consumption and product end-use is critical:</i></p>	<ul style="list-style-type: none"> Most materials come into the school are used once without consideration for excessive packaging or end-use Efforts to implement recycling awareness and low waste procurement policies are explored in some classroom environs 	<ul style="list-style-type: none"> Efforts are made by student groups to quantify and report amounts of landfill waste compared to recyclable waste to some members of the community Tentative projects are organized to recycle and reuse unwanted products used at the school 	<ul style="list-style-type: none"> Paper, plastic, aluminum, and glass recycling approaches are widely used Community wide efforts made to identify consumer products used that can be recycled Student recycling ideas achieve common purpose with facilities and food services commitments 	<ul style="list-style-type: none"> Students collaborate with faculty, school administrators, facilities managers, food service managers, and outside service providers to develop creative and cost effective approaches to waste stream reduction and material reuse

SECTION I: SCHOOL SUSTAINABILITY, CONTINUED

Assumptions/Intentions	Assessment Level 1	Assessment Level 2	Assessment Level 3	Assessment Level 4
<p>Food Service</p> <p>The creation, transportation, preparation, and disposal of food is one of the single largest ecologically significant activities for humans. The average food item now travels over 1500 miles to get to our table. 17% of fossil fuel use is used to grow or transport our food, and 17% of landfill waste is discarded food.</p> <p><i>Efforts to compost food waste, minimize prepackaged food products, reduce food transportation, and provide nutritious and freshly prepared meals should be a core objective</i></p>	<ul style="list-style-type: none"> • Food services procurement policies and budget constraints prevent consideration of local food resources and energy and waste stream assessment training • Significant food and packaging waste is incorporated into waste destined for landfill • Food service management is typically not included in discussions of proposed sustainable approaches 	<ul style="list-style-type: none"> • Food services procurement begins to explore outside suppliers who can provide fresh local foods within budgetary framework • Efforts are made to explore waste stream recycling and efficient energy use with students and faculty • Some effort is made to equate basic nutrition information to healthy food choices and procurement policies 	<ul style="list-style-type: none"> • Increasing efforts are made to provide consistent quantities of locally grown food choices • Increasing efforts are made to inform and equate food services to best informed practices for healthy nutrition • Food waste composting and food packaging recycling are integrated into efforts to reduce waste stream of school • Energy use assessments are implemented by informed food services staff 	<ul style="list-style-type: none"> • Informed food services staff provides a leadership role for modeling sustainable practices and measures that minimize the “ecological footprint” of the school’s food intake, preparation, and end use utilizing direct student involvement and education
<p>Chemical Use</p> <p>Products designed for cleaning and landscape maintenance that are considered toxic in their production and in their use are increasingly being found to have long-term environmental impacts including upon the human food chain. New chemicals with higher toxicity are now known to form when chemicals combine in their use and at the time of their disposal</p> <p><i>Efforts to research and implement the use of new generation green chemistry products for house keeping and landscaping should be a core objective</i></p>	<ul style="list-style-type: none"> • Cleaning, art, science, landscaping, construction, and other chemicals and materials used on campus are used without a thorough understanding for their potential health and environmental risks • Facilities procurement practices do not encourage research and comparison of green housekeeping products 	<ul style="list-style-type: none"> • Some effort is made in classes or areas of the school facilities departments to research the school uses of toxic materials including their uses, storage, and disposal • Some attempt is made to increase community awareness for the uses of toxics at the class and/or school level 	<ul style="list-style-type: none"> • Students and faculty network with facilities management and staff to address issues of toxic substance use at the school including potential impacts and alternative approaches • Students and staff initiate community wide planning to eliminate the use of dangerous and toxic substances in the school environment • Policy planning is initiated for the accounting and safe disposal of existing toxic chemicals stored at the school 	<ul style="list-style-type: none"> • School community understanding for the practical uses and impacts of toxic chemicals is sufficient to translate into active understanding for the toxic materials used in the greater community of Ojai and Ventura County • Student awareness of the social/economic/environmental issues related to toxic material use motivates interest in political issues surrounding health and safety in the household, workplace, and natural environment

SECTION I: SCHOOL SUSTAINABILITY, CONTINUED

Assumptions/Intentions	Assessment Level 1	Assessment Level 2	Assessment Level 3	Assessment Level 4
<p>Transportation</p> <p>The way that we get students and staff to and from school and to school functions, as well as use vehicles on campus has a significant environmental impact: fully 30% of greenhouse gases emitted each year in the U.S. come from fossil fuels used for transportation</p> <p><i>Active development of options for day student and faculty carpooling, alternative fuel options for school vehicles, and budgetary planning for new energy efficient vehicles is a core objective</i></p>	<ul style="list-style-type: none"> • Transportation decisions are made without knowledge or consideration for environmental impact of excessive use of fossil fuels • Vehicles used for student transportation are not evaluated or maintained for fuel efficiency • Options for carpooling are not discussed or considered as reasonable options for the purposes of minimizing carbon footprint 	<ul style="list-style-type: none"> • Some classroom curriculum and interest groups are studying contemporary transportation approaches and practical alternatives • School vehicle use is supervised to moderate use of fossil fuels • Environmental impact of school transportation approaches are considered in planning and cost benefit analysis of procurement policies 	<ul style="list-style-type: none"> • Informed students and interest groups collaborate with facilities staff and administration to develop and propose efficiency improvements in school transportation approaches • There is a general school-wide understanding of the environmental impacts of school transportation approaches in terms of use of non renewable fossil fuels and atmospheric CO2 contribution, and an awareness for practical alternative approaches 	<ul style="list-style-type: none"> • Students and staff have created mechanisms to calculate CO2 footprint of school transportation systems and ways to document pollution reduction and financial savings associated with implementing practical alternatives • Students, staff and parents actively seek to reduce impact of school related transportation by carpooling and minimizing inefficient on campus and off campus use of fossil fuels
<p>Building Design</p> <p>20% of our population spends 6 hours each day in school buildings. Nearly 50% of the U.S. contribution of atmospheric CO2 comes from buildings, as well as 12% of all water use, 65% of all waste output, and 71% of all electricity consumption</p> <p><i>Green building design for new building and remodeling projects has been found to reduce energy consumption by 30%, carbon emissions by 35%, water use by 30-50%, and waste stream by 50-90% at a cost that is only 2 ½% over conventional building costs</i></p>	<ul style="list-style-type: none"> • Existing buildings are maintained and improved using conventional approaches without consideration for new energy efficient materials and techniques • Planning and procurement policies for building improvements and new structures are formulated without an understanding for comprehensive green building practices • Subcontractors utilized are not encouraged to research and implement green building practices on school projects 	<ul style="list-style-type: none"> • Increasing awareness for green building standards by some members of staff encourages cost/benefit comparisons in planning and procurement decisions • Subcontractors and material suppliers are encouraged to convey up to date information about alternative green building practices for school projects • Some energy, water, and waste assessment of existing buildings is integrated into classroom curriculum 	<ul style="list-style-type: none"> • Some green building practices are integrated into certain new building projects and improvements • Students and staff collaborate to assess and document energy and water use, and waste output of existing buildings, and propose green building strategies for future improvements • Green building practices are a part of planning, procurement, and implementation of new building and remodeling decisions 	<ul style="list-style-type: none"> • A thorough integrated green building strategic plan is prepared for entire school integrating all new structures and improvements • Buildings can be enjoyed and also utilized by students and staff as transparent laboratories for the measured use of energy and water, and waste stream • Buildings incorporate key green elements of design: Daylighting, passive and active solar power, recycled building materials, energy efficient lighting, non-toxic materials, low energy and water efficient appliances, efficient thermal and acoustic envelope

SECTION II: INTEGRATING SUSTAINABILITY INTO SCHOOL CURRICULUM

Assumptions/Intentions	Assessment Level 1	Assessment Level 2	Assessment Level 3	Assessment Level 4
<p><u>Interdisciplinary Connections</u> “All the sciences and arts are taught as if they were separate. They are separate only in the classroom. Step out on the campus and they are immediately fused.” (Aldo Leopold)</p> <p><i>Cultivating environmental intelligence by integrating diverse areas of discipline can achieve a “big picture” understanding for the way environmental sustainability shapes our existence</i></p>	<ul style="list-style-type: none"> • Environmental Science curriculum is restrained strictly within the Science Department • Education of the principles of sustainability is limited to one or two lesson plans within the science discipline 	<ul style="list-style-type: none"> • Environmental and sustainability lesson plans are strongly integrated into the science department and efforts to find collaborative integration with other disciplines are actively explored 	<ul style="list-style-type: none"> • Sustainability principles are integrated within other non science disciplines but not entirely integrated as a collaborative curriculum • Opportunities for discussions related to environmental issues are integrated into the dialogue of diverse classroom environments 	<ul style="list-style-type: none"> • Deliberate efforts are made to build an integrated cross-disciplinary curriculum designed to demonstrate the relevance of environmental principles from diverse perspectives • Roles of facilities staff and administration are integrated into curriculum to share their skills and first hand practical knowledge
<p><u>Environmental Literacy</u> “An ecologically literate person would have at least a basic comprehension of ecology, human ecology, and the concepts of sustainability, as well as the wherewithal to solve problems” (David Orr)</p> <p><i>The importance of cultivating a literacy and intelligence for environmental principles is essential for informed decision making and the development of sustainable solutions</i></p>	<ul style="list-style-type: none"> • Very little discussion is facilitated outside of the classroom regarding the environmental state of the planet • Signs or interpretive displays correlating school operations and culture with ecological principles are not a priority • Environmental issue lesson plans tend to focus on problems without problem solving innovative solutions 	<ul style="list-style-type: none"> • Some attempt is made to connect contemporary environmental issues to the school and daily lives of students • A larger community dialogue is visible regarding the environmental state of the planet including sustainable solutions • Some effort is made to create sustainability displays and correlate school culture to the principles of sustainability 	<ul style="list-style-type: none"> • Many students are able to demonstrate critical thinking skills in the discussion of global, regional, and local environmental issues • Interpretive displays containing data on school resource use and conservation efforts are visible in many places 	<ul style="list-style-type: none"> • The strengths and weaknesses of the school’s commitment to the practices and principles of sustainability are readily evident to uninformed visitors • Students are active in displays that provide information on sustainable practices and principles • Students are active in studies and proposals intended to address relevant environmental issues
<p><u>Experiential Education</u> “Students taught environmental awareness in a setting that does not alter their relationship to basic life-support systems learn that it is sufficient to intellectualize, emote, or posture about such things without having to live differently...<i>real learning is participatory and experiential.</i>” (David Orr)</p>	<ul style="list-style-type: none"> • Environmental learning tends to take place primarily in classroom utilizing lecture, electronic media, and textbook lesson plans • Lesson plans sporadically encourage students to examine their own beliefs and feelings on env. issues 	<ul style="list-style-type: none"> • Some learning opportunities are developed utilizing local environmental resources or local environmental issues • Use of local outdoor environments and field trips are special events 	<ul style="list-style-type: none"> • Students and staff participate in community supported sustainability projects (i.e. recycling, composting, tree planting, energy audits) • Classroom lesson plans regularly incorporate “outdoor classroom” • Green spaces are strategically developed for integration into curriculum 	<ul style="list-style-type: none"> • School environment is developed and regularly used as an outdoor learning laboratory/classroom. • Lesson plans regularly include hands-on experience and observations • Nearly all students have experienced and can identify major ecological features of school and surrounding community

SECTION III: ENHANCING THE NATURAL ENVIRONMENT OF THE SCHOOL

Assumptions/Intentions	Assessment Level 1	Assessment Level 2	Assessment Level 3	Assessment Level 4
<p><u>Outdoor Environments and Green Spaces</u> Natural outdoor environments are the perfect laboratories for coming to understand the natural world and the interrelationship between healthy environment and healthy humanity</p> <p><i>Educating our students on the long term value of preserving existing green space as a resource is integral to the development of environmental ethics</i></p>	<ul style="list-style-type: none"> • Healthy maintenance, support, and preservation of existing outdoor environments and green space are a low priority • Community use of outdoor environments is minimal and sporadic • Outdoor natural environments are not used by science courses for field observations 	<ul style="list-style-type: none"> • A few outdoor green space areas are cultivated and utilized for community functions and recreation • Students are involved at some minimal level in the care of outdoor environments • Green space is occasionally integrated into curriculum for the observation of plants and animals in natural habitat 	<ul style="list-style-type: none"> • Green space is actively cultivated and maintained to promote the habitats of plants and animals • Esthetic areas are designed into outdoor environments for relaxation, reflection, and observation • Students and staff value and are familiar with most outdoor environments and green spaces 	<ul style="list-style-type: none"> • Outdoor environments are vibrant and healthy, and are integrated into the life of community for active and reflective uses. • Sustainable principles and designs are integrated into outdoor spaces to promote wildlife, food production, and water conservation. • Students and staff actively assist landscape staff in the development and maintenance of outdoor environments
<p><u>Habitat Improvement/Restoration</u> Natural habitats in California have been severely degraded in the last 150 years. Less than 5 % of interior wetland habitats remain, less than 30% of the oak woodlands, less than 5% of Southern California riparian habitats, and the fragile chaparral habitat represents only 2% of Earth’s land area, but provides habitat for 20% of Earth’s species</p> <p><i>Giving students first hand experience in restoring natural habitats is an essential skill for a sustainable future</i></p>	<ul style="list-style-type: none"> • Constructed and developed school environment is primary landscape focus • Health of existing natural habitats are not considered, or are endangered by developmental planning and land use practices • Comprehensive baseline survey of existing natural habitats and their ecological contributions is not a priority 	<ul style="list-style-type: none"> • Natural habitats are removed from developmental planning but not included in strategic land use planning discussions • Some habitats are informally inventoried for species composition, ecological history, and resource value • Some members of the community are aware of the location of natural habitats on school property 	<ul style="list-style-type: none"> • School natural habitats are identified and acknowledged as valuable resources for preservation • Local professionals who are engaged in the preservation of natural habitat are utilized as consultants and resources • Effort is made to create a comprehensive plan for the preservation and improvement of existing natural habitats • Students engage in documented species inventories of habitats 	<ul style="list-style-type: none"> • School actively monitors condition of natural habitats and integrates restoration efforts with other similar conservation efforts in the larger community • School natural habitats and their condition are well known and understood by most students and staff • Uninformed visitors are readily aware of natural habitats and the school commitment and efforts for their preservation and restoration
<p><u>Landscaping and Green Waste</u> Landscaping practices can have a significant impact on water use, CO2 contribution, exposure to toxic chemicals, and landfill waste. Green waste accounts for over 15% of material sent to landfills</p>	<ul style="list-style-type: none"> • No policies in place to mulch/compost green waste • Alternative approaches to herbicide and pesticide use are not encouraged • Water conservation irrigation or drought tolerant plants not used 	<ul style="list-style-type: none"> • Efforts are made to explore alternatives to land filling green waste • Landscape designs integrate some water conservation approaches • Alternatives to petro-chemical use explored 	<ul style="list-style-type: none"> • Green waste mulching practices are in place and used to supplement landscaping materials • Water conserving irrigation systems and drought resist plants are integrated into landscape plantings 	<ul style="list-style-type: none"> • Students and faculty are mostly aware of green landscaping approaches being used and collaborate with landscape staff on planting projects

SECTION IV: COMMUNITY PARTNERSHIPS

Assumptions/Intentions	Assessment Level 1	Assessment Level 2	Assessment Level 3	Assessment Level 4
<p><u>Partnership with School Support Staff</u> School support staff is a core influence in the development of a community wide sustainability ethic. Integrating their critical application skills, organizational framework, and knowledge of school operating systems provides an invaluable resource in the implementation of school sustainable practices</p>	<ul style="list-style-type: none"> • School support staff operate independently from the rest of school and interaction with students and other staff is not encouraged • Experienced school support staff are not incorporated in sustainability strategic planning or consulted prior to implementation • School support staff are not included in community dialogues to convey the importance of adopting ecological principles 	<ul style="list-style-type: none"> • School support staff are encouraged to interact and work with students and staff in certain directed areas • Some opportunities are created for support staff to provide feedback on sustainable practices and planning • In some areas the physical plant of the school is used as an information resource and learning environment 	<ul style="list-style-type: none"> • Support staff are introduced and valued in the community as skilled professionals • Support staff/student/faculty interactions trend toward partnerships vs transactional relationships in some areas • Support staff are provided professional development opportunities to cultivate emerging sustainable practices in their fields • Support staff are involved in conveying info on physical plant of school 	<ul style="list-style-type: none"> • Support staff are appreciated as informed and knowledgeable in sustainable practice and applications • Support staff/student/faculty have frequent opportunities to collaborate in partnership toward the implementation of sustainable school practices • Support staff frequently convey their knowledge and practical experience in the application of sustainable approaches to the physical plant of the school
<p><u>Partnerships with Local Organizations</u> Community organizations like habitat conservation groups, green coalitions, environmental learning centers, and sustainability clubs in other schools provide important service learning opportunities to collaboratively apply the principles of sustainability while strengthening community relationships</p>	<ul style="list-style-type: none"> • A few students are engaged independently in voluntary community service projects • School and greater community sustainable practices operate independently even when goals and concerns overlap • Opportunities for students and staff to participate in collaborative community projects are inadequately advertised and/or not provided adequate scheduling opportunities 	<ul style="list-style-type: none"> • Local organizations and school organizations collaborate to utilize students on occasional projects • Students and staff explore possibilities for establishing formal partnerships with local organizations • Advocates for community partnerships may exist at school and community levels • Some classrooms require students to include service learning opportunities to their knowledge and experience 	<ul style="list-style-type: none"> • A service learning component is integrated into the school's educational strategy and curriculum • Students and staff participate in community projects that reflect the application of environmental principles benefiting the greater community • Local environmental organizations are aware of the shared goals and projects of the school 	<ul style="list-style-type: none"> • Students and staff regularly work together with local community organizations on service learning projects • On-going collaborative projects and agreements exist between the school and local environmental action organizations • Working with local environmental interest groups in integrated into classroom curriculum and lesson plans
<p><u>Community Involvement with School</u> Opportunities for the non-school community to experience the school community resources can become important occasions for promoting and supporting the sustainability ethic and practices of the school</p>	<ul style="list-style-type: none"> • Community opportunities to experience and become involved with the school are limited to parent functions, occasional guest presentations, and arts performances 	<ul style="list-style-type: none"> • Occasional opportunities are provided for outside community to engage in forums or dialogues on environmental issues and solutions • Some student learning is related to formal campus interactions with members of the outside community 	<ul style="list-style-type: none"> • Involvement of outside community in open school events is measurably increasing • Opportunities for outside community to engage in forums and dialogues on environmental issues are incorporated in wide-spread media announcements 	<ul style="list-style-type: none"> • Outside community is active in event partnerships related to sustainability • School resources are well known in greater community and appreciated • School sustainability ethic and resources are identified in related forums and events beyond school hosted events

SECTION V: ADMINISTRATIVE SUPPORT

Assumptions/Intentions	Assessment Level 1	Assessment Level 2	Assessment Level 3	Assessment Level 4
<p><u>School Philosophy and Culture</u> The development of a sustainability ethic in any population hinges on the ability for that ethic to neatly integrate into the philosophy, mission, and culture of the community. Administrative agreement and support for the sustainability ethic is at the core of the comprehensive development of school sustainable practices</p>	<ul style="list-style-type: none"> • Sustainability ethic is not well voiced or understood by entire community • Educational approaches that integrate environmental principles and the principles of sustainability across academic disciplines are not well understood or supported 	<ul style="list-style-type: none"> • Some administrative support exists to stimulate a dialogue surrounding the ethics of sustainability education and awareness for the trend toward using environmental education as an integrating context (EIC) • Developing an EIC approach and curriculum is neither administratively supported nor discouraged, but left to teacher's individual discretion 	<ul style="list-style-type: none"> • An ethic of relationship and responsibility to the natural environment and commitment to sustainable practices is actively embraced by the head of school and most school administrators • Most teachers and students are aware of the school commitment to sustainable practices and the educational integration of environmental principles into academic life 	<ul style="list-style-type: none"> • The school philosophy and commitment to environmental principles is well known by the school community, new applicants, and the greater local community • The school philosophy integrating the commitment to environmental principals is clearly supported by policy, budget, planning, and curriculum decisions made by school board and admin
<p><u>Professional Development</u> Sustainability education crosses disciplinary lines and is a relatively new field of study. Opportunities for professionally developing an informed knowledge and understanding of sustainable practices, and the effective application of sustainable approaches is absolutely essential for informed decision making</p>	<ul style="list-style-type: none"> • Professional development is largely a matter of individual choice and not closely integrated into a larger strategic plan • Facilities and support staff are not philosophically integrated in professional development planning 	<ul style="list-style-type: none"> • Sustainability conferences and courses in the development of ecological literacy are supported in professional development planning • Some efforts are made to create in-service opportunities to be trained or learn about environmental issues and the development of ecological literacy 	<ul style="list-style-type: none"> • Active school participation and support for sustainability education and professional development results in noticeable increase in interactions with other schools and educational organizations with reciprocal interests • Facilities and support staff are actively encouraged to pursue professional development in sustainable practices 	<ul style="list-style-type: none"> • Awareness for training opportunities in sustainability and curriculum development integrating the principles of sustainability are well understood by faculty and staff • Active participation in professional development by Facilities and support staff results in noticeable positive engagement in their informed planning and implementation of green practices
<p><u>Strategic Planning</u> Like any implementation effort, sustainability vision, practice and education benefit from their integration into the long term and short term planning of the school budget, physical plant and curriculum</p>	<ul style="list-style-type: none"> • Integrating sustainability planning is marginally and incompletely integrated into yearly budget and curriculum planning 	<ul style="list-style-type: none"> • Green School guidelines are explored for active integration into yearly reports and long term strategic planning • Operational funding for sustainable practices are explored for integration into budget • Sustainable policies and practices are discussed for integration into facilities and land use strategies 	<ul style="list-style-type: none"> • School strategic plans identifies strengths and weaknesses of sustainable practices and strategies • Sustainable land use is included in planning • School plan includes measuring and assessing school plant and curriculum to identify realistic Green School objectives 	<ul style="list-style-type: none"> • School strategic plan is understood by the school community to actively include commitment to sustainable practices and measurable objectives to achieve Green School status • Budget, physical plant, and curriculum planning include support for the measured implementation of sustainable practices