



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

2012 Nominee to the U.S. Department of Education Green Ribbon Schools
Savannah Country Day School

Private

824 Stillwood Drive
Savannah, GA 31410

Our Environmental Journey

At Savannah Country Day School, we have been rigorously involved in green initiatives for over two years. However, greening the school became a part of our framework long before. In the early 1970's former Lower School principal Dorothy Jenkins insisted on having a vegetable garden so students might grasp those lessons learned from growing things. Along the way, the earth has also imparted lessons of character as we endeavor to become a community that respects and cares for it.

Outdoor classrooms have expanded since the first vegetable garden to now include a butterfly garden, herb garden, Fruit Garden, Brown Thumb Garden, Monet Garden, Organic spot, Shakespeare garden, and Pangaea garden. They have also grown from a lower school endeavor to include students from every division as well as faculty and parent volunteers. Students enjoy every aspect of the organic vegetable garden in the third grade. They plant, tend, harvest, and benefit from eating the garden-nourishing nutrients in the school's cafeteria. Additionally, students donated hundreds of pounds of vegetables from the garden to a local food bank. In 2001, when the present senior class was in 4th grade our school took an environmental leap forward as a group of 69 nine year olds helped us all be more aware of how we use resources. Lucky the Light Bulb led us to become better stewards of energy and to “Give a Flip it's the Bright Idea.” Because of the students' creative use of technology, music, and persuasive speech we were all encouraged to turn off the lights as we left our classrooms and offices. The campaign was so successful that we saved many thousands of dollars on the electric bill. It became the first of many successful student led campaigns; as we were encouraged next to recycle aluminum and then paper. We are now on the verge of being able to compost food waste from the lunchroom.

In 2004, because of the enthusiastic response of that year's 4th grade students (now high school freshmen) to their field trip to Abercorn Commons shopping center, developed by SCDS alumnus and board member Martin Melaver as the first LEED shopping center in the nation, the board voted to build the new lower school under LEED guidelines. Our building was awarded Silver Certification from the US Green Building Association. Our participation in the Eco Schools Challenge has been enormously beneficial in helping us connect our curriculum to the LEED building and to ensure that we continue to learn those lessons Dorothy Jenkins knew the earth would impart. Our current administration furthers her dream by supporting green initiatives dreamed up by faculty and students.

In 2006, our campus became a certified by the National Wildlife Federation as a Schoolyard Habitat. Our application explained: "Our schoolyard habitats are crucial in the areas of science, art; language arts, media, and computer science in helping us achieve our cross curricular goals, standards and benchmarks. The students benefit from the integrated lessons and team teaching such cross-curricular learning provides."

In 2011, Savannah Country Day School became the nation's first Green Flag recipient awarded by the National Wildlife Federation. To achieve this honor, students and faculty all collaborated in and outside the classrooms. Interested students are involved in Eco Action Team and work to further the three pathways chosen by the team at the beginning of the process. The students conducted an all school audit, involving children in Pre-Kindergarten through fifth grade. Little ones surveyed campus for habitats while older children found percentages of families who carpool and recycle. After the audit, we selected energy, consumption and waste, and green hour as our pathways. Each classroom assigns a student or students to be the keeper of energy, reducing overhead lights in sunlight rooms and turning off electronics when not in use. Students and teachers recycle ALL paper. Additionally, we recycle cans and are working to recycle plastic. Lastly, students spend at least 30 minutes each week working on curriculum based projects outdoors. As our Eco Code suggests, we are *LEEDing the way to a Greener Generation!*

Currently, Eco Action team members are focused on local food initiatives in addition to greening our campus. We have partnered with a local organization that distributes food from nearby farms, and have a weekly CSA distribution at carpool. Students designed signs, and worked on how to best market this program. We are distributing about twenty-five shares and many pounds of local vegetables, fruit, meat, cheeses, and value-added products weekly.

By empowering our student to care for and about the earth, and by enabling them to learn the lessons provided by time spent outdoors, the Savannah Country Day School mission to prepare students to meet challenges with confidence, imagination and integrity is fulfilled.

GEORGIA GREEN RIBBON APPLICATION

1. School Name: **Savannah Country Day School**
2. School address: **824 Stillwood Drive, Savannah, GA 31410**
3. This survey must be submitted by either the school Principal, Superintendent, Assistant Superintendent or Facility Director. Please indicate who will be submitting this survey.
Facility Director
4. First and last name of person submitting this survey: **Carrie Vetrovsky**
5. Phone Number: **912-961-8836**
6. Email Address: **stubbsvetrovsky@savcds.org**
7. Is your school a public or private school? **Private**
8. What is the name of your School System? **NA**
9. Is your School a Title 1 School? **NA**
10. How many students attend your school? **598**
11. What grades are covered in your school? **K-5**
12. What is the square footage of your school? **52,500**
13. What year was your school built? **2009**
14. What year was your school retrofit (if applicable)? **NA**
15. Energy and Greenhouse Gases: Has your School earned EPA's ENERGY STAR certification? **No**
16. What is your reduction of total energy use intensity from an initial baseline measured in kBtu/square foot/year? Please indicate the percent reduction from initial baseline tracked in ENERGY STAR Portfolio Manager. **NA**
17. What is the percentage of water use reduction from the initial baseline tracked in ENERGY STAR Portfolio Manager? **NA**
18. Renewal Energy: What is the percentage of energy consumption derived from on-site renewable energy generation? **Percentage of energy consumption from on-site renewables - 0% Type(s) of renewable energy - We do have an electric golf cart!**

19. What is the percentage of energy from purchased renewable energy?

Percentage – 0

20. Certifications: Goal: All building areas that have been constructed or undergone major renovations in the past three years must meet Leadership in Energy and Environmental Design (LEED), Collaborative for High Performance Schools (CHPS), Green Globes or comparable standards. Has your School Building ACHIEVED LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or comparable standards?

Yes we have ACHIEVED certification

21. What type of certification have you REGISTERED for? **NA**

22. What type of certification have you ACHIEVED? **Other comparable program (please specify) - LEED-new construction-Silver level certification**

23. What percentage of your building area meets the goal of ACHIEVING certification in LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or comparable standards? **100%**

24. Has your School conducted an energy assessment and implemented energy management practices similar to the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? Reference Material: [ENERGY STAR for Federal Agencies](#) and [EPA's Guidelines for Energy Management Overview](#) **Yes**

25. Goal: GHG emissions from building energy use have been reduced or offset. What is your BASELINE total GHG Emissions (MtCO₂e)? Reference Material: [EPA Portfolio Manager](#) and [DOE State Energy Program](#) **Baseline total GHG Emissions (MtCO₂e): - We do not have the monitoring equipment for this.**

26. What is the CURRENT TOTAL GHG Emissions (MtCO₂e)? **NA**

27. Goal: All [furniture](#) purchases are "level" certified by the Business and Institutional Furniture Manufacturers Association (BIFMA). Thinking of all of the furniture in the school, what percentage of the total by cost is "level" certified by the Business and Institutional Furniture Manufacturers Association (BIFMA)? Reference Material: [BIFMA's level Standard](#) **100%**

28. Water - Does your School/School District have energy and water efficient product purchasing and procurement policies in place? **Yes**

29. Which of the following practices are employed at your School to increase water efficiency and ensure quality (check all that apply)?

School conducts audits of facilities and irrigation systems to ensure they are free of significant leaks and to identify opportunities for savings Reference Material: [EPA WaterSense](#)

**Alternative water sources are used before potable water whenever possible
Irrigation system and schedule are appropriate for the climate, soil conditions, plant materials, grading and season Reference Material: [EPA WaterSense: Outdoor Water Use](#)**

All potable water meets federal, state and local water quality standards Reference Material: [EPA Drinking Water in Schools & Childcare Facilities](#)

Program in place to control lead in drinking water including voluntary testing and implementation of measures to reduce lead exposure in drinking water

Taps, faucets and fountains used for drinking and cooking are cleaned on a regular basis to reduce possible bacterial contamination: including regularly cleaning faucet screens and aerators to remove particulate lead deposits

30. Grounds - Are School grounds devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife? Reference Material: [Fish and Wildlife Service Schoolyard Habitats](#) **Yes**

31. Waste - How much solid waste is disposed at your School? Reference Material: [EPA WasteWise](#) **120 cubic yards per month from the kitchen, 80 cubic yards per month from the maintenance shop dumpster**

32. Is the office paper at your school composed of recycled content in accordance with EPA's Comprehensive Procurement Guide or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or comparable certification standard?

Percentage of paper with recycled content - 50%

Percentage of paper with post-consumer recycled content - 30%

Percentage of paper with fiber from certified forests - 0%

33. At your School is all office paper content "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF)? Reference Material: [EPA's Comprehensive Procurement Guide](#) **No**

34. What types of waste reduction and environmental preferable purchasing practices has your school implemented (check all that apply)?

We buy other environmentally preferable items beyond paper.

School records are stored electronically.

Correspondence with staff is done by email.

Correspondence with parents is done by email.

School manages finances electronically.

Homework and quizzes are assigned online.

Staff members print two-sided copies.

Food is served on reusable trays.

Cafeteria uses metal silverware.

School encourages students to pack a waste-free lunch.

School has an area for teachers to store supplies for reuse.

School conducts special programs to encourage donation or reuse of items generated from classroom or locker cleanouts.

35. Hazardous Waste - What percentage of the computer equipment in your School is certified using the Electronic Product Environmental Assessment Tool (EPEAT)? Reference Material: [CDC Hazardous Waste Self-Management Checklist](#) **unknown**

36. Does your School have a Hazardous Waste Policy for storage, management and disposal of laboratory chemicals and other areas with hazardous waste? **Yes, Lab chemicals are disposed of properly. Gasoline is stored away from students in a locked shed.**

37. How many pounds of hazardous waste are generated per student per year?
Unknown-very little.

38. In your School, are all cleaning products and services in use certified "green," or can otherwise demonstrate that they meet the environmental standards of established ecolabel programs? Reference Material: [Design for the Environment](#) **Yes**

39. Has your School applied for and is making progress toward certification to the ISSA Cleaning Industry Management Standard - Green Building (CIMS-GB), the Green Seal Standard for Commercial and Institutional Cleaning Services, GS-42 or equivalent standard? Reference Materials: [EPA Schools Chemical Cleanout Campaign](#) and "[EPA Buy Clean](#)" and [EPA Design for the Environment, Green Seal, Eco Logo, ISSA CIMS or comparable cleaning standards](#) **Yes**

40. What practices do you employ at your School concerning transportation (check all that apply)?

School Carpool Program - Reference Material: [GA Clean Air Campaign - Carpooling](#)
"Safe Pedestrian Routes" to school designated, distributed to parents and posted in the main office - Reference Material: [Safe Routes to Schools](#)

School Travel Plan - Reference Material: [Safe Routes to School- GA](#)

41. What is the percentage of students who walk, bike, bus or carpool (2+ students in the car) to/from school? Reference Material: [DOT Pedestrian & Bicycle Safety](#) **75%**

42. What is the percentage of school-owned electric vehicles? Reference Material: [CHPS Transportation Plan](#) **Two on campus golf carts.**

43. Have you received funding for diesel retrofits for school buses? **No**
44. What percentage of your buses have been retrofitted or use alternative fuel? **0**
45. Please describe any other means used to demonstrate significant reductions in emissions in your school vehicles. **Our students mostly carpool. We do run two "typical" school buses and two small tour buses.**
46. Integrated Pest Management - Is your School implementing an integrated pest management plan? Reference Material: [EPA Integrated Pest Management for Schools](#) **Yes**
47. Does your School provide notification of their pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? **Yes**
48. Does your School maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? **No**
49. Are children prohibited from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? **Yes**
50. Ventilation - Does your School use the stricter of "ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR state or local code? Reference Material: [EPA Indoor Air Quality Tools for Schools](#) **We use our State or Local Code.**
51. In your School, are local exhaust systems (including dust collection systems, paint booths, fume hoods) installed at airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? **Yes**
52. Contaminant Control: Radon - In your School, have all ground-contact classrooms been tested for radon within the past 24 months? Reference Material: [EPA Radon Information](#) **Yes**
53. Were any radon levels greater than >4 pCi/L? **No**
54. Are all levels of radon >4 pCi/L mitigated in conformance with ASTM E2121? **No Response**
55. Contaminant Control: Carbon Monoxide - Does your School have combustion appliances? Reference Material: [EPA Healthy Schools Environments Assessment Tool](#) **Yes, gas logs in conference room and gas bunsen burners.**
56. Does your School have an inventory of all combustion appliances so you can monitor carbon monoxide? **Yes**
57. Are those combustion appliances inspected annually? **Yes**

58. Are CO alarms installed that meet the requirements of the National Fire Protection Association (NFPA) code 720? **Yes, two - we also have a cut off switch in the science lab to eliminate chance of carbon monoxide circulating throughout school.**

59. Contaminant Control: Mercury - Has your School has replaced all unnecessary mercury containing devices with non-mercury devices? Reference Material: [EPA Schools and Mercury](#) **Yes**

60. Does your School recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations? **Yes, sub-contractor.**

61. Contaminant Control: Chromated Copper Arsenate - Have wooden decks, stairs, playground equipment or other structures been treated with Chromated Copper Arsenate? **No**

62. Have the wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been sealed or replaced in the last 12 months? **NA**

63. Contaminant Control: Tobacco Smoke - Does your School permit smoking on campus? Reference Material: [CDC Guidelines for School Health Programs to Prevent Tobacco Use](#) **No**

64. Asthma Control - Does your School have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? Reference Material: [EPA Managing Asthma in Schools](#) and [CDC Tools for Making Your School Asthma-Friendly](#) **Yes**

65. Indoor Air Quality - Has your School developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? Reference Material: [EPA Indoor Air Quality Tools for Schools](#) **Yes**

66. Moisture Control - Are all structures in your School visually inspected and free of mold, moisture & water leakage? Reference Material: "[EPA Mold Remediation in Schools and Commercial Buildings](#) " **Yes**

67. Is the Indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? **Yes**

68. Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? **Yes**

69. Chemical Management - Does your School have a chemical management program in place that includes the following elements: Reference Material: [EPA Indoor Air Quality Tools for Schools; See also hazardous waste resources above](#) **Yes**

Chemical purchasing policy, including low- or no-VOC products

Chemical inventory
Training and handling policy
Hazard communication policy
Spills, clean-up and disposal policies

70. Does your School use any of the following standards with Chemical Management?

No

DFE

Green Seal

Eco Logo

Yes

Comparable standard for approved cleaning products *Other comparable program (please specify):* **Using green products is part of our LEED certification process**

71. Fitness and Outdoor Time - At your School, do students engage in at least 150 minutes of school-supervised physical education and/or outdoor time per week? Reference Material: [The First Lady's Let's Move!](#) and [The President's Challenge](#)

Yes, all students.

72. What percentage of students?

All students

73. Food - Has your School earned a USDA Healthier US School Challenge Award of Distinction for school food? Reference Materials: [HealthierUS School Challenge](#) and [USDA People's Garden School Program](#) and [USDA Agriculture In the Classroom](#) and [USDA Farm to School Program](#) **No, If applied for, we would qualify.**

74. What percentage of food purchased for your School is certified as environmentally preferable (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance)? **10%**

75. What percentage of food purchased for your School is grown and processed within 200 miles of the school, which may include on school grounds? **35%**

76. Does your School participate in these programs (check all that apply)?

GA Farm to School - GA Organics - Reference Material: [GA Organics - Farm to School Program](#)

77. UV Safety - Does your School participate in the Sunwise Program? Reference Material: [EPA Sunwise Program](#) **No**

78. Do students at your School learn about the environment and sustainability at every grade level within the school, incorporating both content and practice? Reference Material: [ED Federal Resources for Educational Excellence \(FREE\), Environment](#)

Yes

From the Little School to 5th grade, (and beyond), students spend at 30 minutes each week learning outdoors. They participate in energy-conscious behaviors, and water-saving lessons, and explore the LEED building. They learn how each individual can lessen their impact on the planet. It is part of our campus ethic.

79. Do students have a meaningful outdoor experience(s) at every grade level; a meaningful experience is considered to be an investigative or experiential project that engages students in critical thinking, problem solving and decision making? Reference Material: [Hands on the Land](#)

Yes

We have nine outdoor classrooms. Students consider these spaces part of their classrooms. Butterfly Garden Organic Vegetable Garden Herb Garden Fruit Garden Shakespeare Garden Pangea Garden Monet Garden Brown-Thumb Cactus Garden Pre-K Organic Spot Vermicomposting Composting.

80. Are the environment and sustainability education integrated throughout the curriculum?

Reference Material: [National Park Service Education Resources](#) and [EPA President's Environmental Youth Awards](#)

Yes

The 3 Rs are introduced in Kindergarten and reinforced throughout students' years in lower school. Water conservation is practiced through investigation and use of the school's cistern. Organically grown vegetables from our own garden are used in the cafeteria.

81. Are professional development opportunities in environmental and sustainability education available to all teachers? Reference Materials: [EPA Environmental Education Grants](#) and [EPA Teacher Resources and Lesson Plans](#)

Yes

Our lower school coordinator frequently presents at staff meetings.

82. What percentage of teachers participated in environmental education-focused professional development opportunities within the last year? **100%**

83. Please describe the type(s) of environment-focused, sustainability classes, trainings or conferences teachers attended.

During the Green Flag certification process as awarded by the National Wildlife Participation, everyone participated in three in-service trainings based on the National Wildlife Federation model.

84. What is the percentage of graduates that score proficient or better on state or school environmental science or environmental literacy assessments? Reference Materials: [DOE STEM Teacher Development](#) and [Excellence in Environmental Education: Guidelines for Learning \(K-12\)](#)

We do not graduate people from 5th grade.

85. What is the percentage of graduates who have completed AP Environmental Science? Reference Material: [NOAA Climate Services: Education](#)

Many students take AP environmental science as an elective in Upper School. Approximately 13% of students take the class.

86. Of the students who have who have completed AP Environmental Science what percentage of graduates scored 3 or better? **100%**

87. Has your School established an environmental or sustainability literacy graduation requirement? Reference Material: [Green Education Foundation Sustainability Education Clearinghouse](#) **No**

88. If no, is your School moving toward establishing an environmental or sustainability literacy graduation requirement? **No**

89. At your School, does environmental education pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence? Reference Material: [Climate Change, Wildlife and Wildlands Toolkit for Formal and Informal Educators](#) and [EnergyKids](#)

Yes

We do--through our hands-on lab and outdoor classrooms. Students learn and then practice the scientific method throughout their lower school years, and this carries over to Middle and Upper schools. When applying for the Green Flag, students collected and analyzed data on environmental impact.

90. At your School do students graduate with robust general science education that includes a deep understanding of life, physical, and earth sciences? **Yes**

91. Does the curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus on environmental and sustainability fields studies and/or careers? Reference Materials: [Nature Net Educational Resources](#) and [NOAA B-WET](#) and [DOE H2 Educate](#)

Yes

We frequently discuss careers and college majors in science as we are a college preparatory school.

92. Each school year, what percentage of students successfully complete an age appropriate community engagement project around a self-selected environmental or sustainability topic?
100%

93. Do all graduates score proficient or better in a community and civic engagement skills assessment? **Yes**

94. Does your School partner with local academic, business and informal education institutions and/or other schools to help advance the school toward the 3 Pillars and/or assist the progress of (an)other school(s), particularly a school with lesser capacity in these areas? Reference Material: [Facing the Future's Curriculum and Lesson Finder](#)

Yes

We partner with local food banks, parks, businesses, and local non-profits for service learning opportunities.

95. Does your School develop outdoor classrooms on your grounds that include native plantings? Reference Material: [Fish and Wildlife Service Schoolyard Habitats](#)

Yes

Our school is a National Wildlife Federation Certified schoolyard habitat. Blossoms in the spring attract butterflies in the butterfly garden, and students are able to explore native plantings in the Pangea Garden. Because of our climate, our plantings must be mostly native or they would not survive the heat! Luckily, we are able to grow vegetables and herbs in the organic garden year round and experience fruit trees blossoming in the spring.

The campus has many Live Oaks and Cherokee Roses. We also identify the brown thrasher on campus to learn GA symbols.

96. Does your School use these outdoor classrooms to teach an array of subjects in context, engage the broader community and develop civic skills?

Yes

The Pangea Garden explores the concept of continental drift.

Upper and Middle School students study and read in the Shakespeare Garden.

Lower School students enjoy art class in the butterfly garden.

Young students plant seasonal annuals outside of The Little School.

Science students gather monarch eggs to raise and release as well as foster a Painted Lady caterpillars in the spring to release in the butterfly garden.

Science students

Students in PE use the grounds to meet many of their standards, including striving for Presidential and National fitness awards.

Students test ground water.

Students learn simple machines by hoisting the science teacher up and down one of the many hundred year old Live Oaks (our state tree).

97. What percentage of classes use the outdoor classrooms for instruction:

11+ times per year - 100%

SAVANNAH COUNTRY DAY SCHOOL RUBRIC

(62)

Savannah Country Day School			Points
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.			5 points
1 pt	2-3pts	4-5 pts	
School participates in a program that benchmarks progress	In addition, school has received one award	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program	5
Element IA: Improved energy conservation/energy-efficient building(s).			15 points
1-5 pts	6-10pts	11-15 pts	
School demonstrates some reduced energy use	School has an Energy Star rating and an Energy Master Plan; demonstrates substantial reductions in electricity and heating energy use and carbon footprint; generates or purchases some renewable energy; has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent; measures and offsets some of its remaining carbon footprint.	School has an Energy Master Plan; is Energy Star rated above 90; demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more; >50% of energy use comes from renewable sources; offsets a <i>substantial</i> amount of its remaining footprint; has received green building recognition at the Gold or higher for all new, renovated, and existing buildings.	8
Element IB: Improved water quality, efficiency, and conservation			5 points
1 pt	2-3 pts	4-5 pts	
The school protects its water from contaminants; cleans its drinking water fountains and controls lead in drinking water.	In addition, the school has smart irrigation and landscaping that is water-efficient; conducts annual water audits and controls leaks; installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances); and can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline.	In addition, the school demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline; uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting); provides <i>only</i> water-efficient fixtures; and uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling runoff).	2
Element IC: Reduced waste production and improved recycling and composting programs			5 points
1-2 pts	3-4 pts	5 pts	
School monitors its hazardous waste and disposes of it as required by state law; has a recycling program that diverts 20% of its solid waste (but no organics/compost); purchases some paper with <i>some</i> recycled content; uses <i>some</i> "third-party certified"	In addition, school also has a pollution prevention approach to hazardous chemicals; recycles computer and electronics responsibly; purchases some electronics with E-PEAT certification; uses <i>substantial</i> amount of "third-party certified" cleaning products; has a recycling program that diverts 35% of its	School also has made <i>substantial</i> , measured progress towards a "zero waste" goal; has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste); purchases <i>substantial</i> amounts of paper with > 30% recycled content, and chlorine-free; has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and	2

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cleaning products; and describes a few creative ways the school community practices the 4Rs.	solid waste (some organics/compost, such as yard waste); purchases <i>substantial</i> amounts of paper with recycled and chlorine-free content.	prevents solid and hazardous wastes; uses 100% "third-party certified" cleaning products (not including disinfectants); has a custodial program that meets "green" institutional services standards; and describes several creative ways the school community practices the 4Rs.	
Element ID: Use of alternative transportation to, during, and from school			5 points
1-2 pts	3-4 pts	5 pts	
School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes; has some percentage of students that do not drive in a single vehicle to school, and has some means of connecting students to the schoolyard.	In addition, school has a high percentage of students that do not drive in a single vehicle to school; participates in Safe Routes to Schools and identifies safe pedestrian routes; adopts a policy to promote active transportation; and has several means of connecting students to the schoolyard.	In addition, school has alternative-fuel buses and other creative means of promoting alternative transportation.	3
Element IIA: An integrated school environmental health program			
Element IIA: An integrated school environmental health program			15 points
1-5 pts	6-10pts	11-15 pts	
School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials; ensures good ventilation; keeps relative humidity below 60%; contains no mold; has CO alarms and inventory of appliances; complies with radon laws.	In addition, school tests classrooms for radon within last 24 months; implements an Integrated Pest Management plan that eliminates pesticides; implements an Indoor Air Quality Program equivalent to Tools for Schools; uses "third-party certified" cleaning products; actively manages chemicals; and describes other measures of student and staff health and safety.	School has completed everything in this section and uses an aggressive approach to eliminating environmental health and safety hazards (physical, biological, chemical, natural).	6
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time			15 points
1-5 pts	6-10pts	11-15 pts	
School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors; has an on-site food garden; and participates in some nutrition program.	School also participates in a farm-to-school program; participates in USDA or other nutrition program at a high level; students participate in Sunwise-type program; <i>some</i> food purchased is certified organic; food from school garden is eaten by students.	School also purchases a <i>substantial amount</i> of food certified organic; reduced UV and heat exposure; more than 50% of physical education annually takes place outdoors; and undertakes other measures to promote healthy nutrition, and high quality outdoor time.	6

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Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems				20 points
1-5 pts	6-10pts	11-15	15-20	15
School incorporates limited environmental and sustainability (E/S) activities in some grades; includes limited E/S concepts in some assessments; and <20% of teachers participate in occasional E/S professional development opportunities.	School integrates E/S concepts into many subjects; integrates E/S into some class and school assessments; >50% of teachers participate in occasional E/S professional development opportunities; enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career.	School focuses E/S literacy efforts on understanding the key relationships between dynamic environmental, social, and economic systems; incorporates E/S themes and topics in many grades, subjects, classroom and school assessments; >75% of teachers participate in one or more E/S professional development opportunities annually.	School has an E/S graduation/matriculation requirement which is focused on understanding the key relationships between dynamic environmental, social, and economic systems; fully integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i> grades; enrolls >5% of the school's eligible graduates in AP environmental science during their high school career.	
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills				5 points
1-3 pts	4-5 pts			5
School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers; and provides <i>some</i> additional evidence about links to STEM.	School <i>frequently</i> integrates E/S concepts into STEM courses; curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs; offers E/S related CTE courses; and provides a substantial amount of additional evidence about links to STEM education.			
Element IIIC: Development and application of civic engagement knowledge and skills				10 points
1-3 pts	4-7 pts	8-10 pts		10
School has civic projects related to environment and sustainability in <i>some</i> grades; occasional meaningful outdoor learning experiences in a <i>few</i> grades; and a <i>few</i> community partnerships, perhaps only involving donations of funds/supplies.	In addition, school employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences; projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework.	School receives full credit when <i>all</i> grades have civic projects; when <i>all</i> grades have meaningful outdoor learning experiences; and when the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community</i> . Higher points for inspiring and creative projects and partnerships.		

Total = 62

30

U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal Mrs. Gayle Putnal
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Savannah Country Day School
(As it should appear in the official records)

School Mailing Address 824 Stillwood
(If address is P.O. Box, also include street address.)

Savannah GA 3119-2643
City State Zip

County Chatham State School Code Number* N/A

Telephone (912) 925-8800 Fax (912) 920-7800

Web site/URL www.savcds.org E-mail stubbsvetrovsky@savcds.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Gayle O. Putnal Date 3-9-12
(Principal's Signature)

Name of Superintendent* MRS. MARCIA M. HULL
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* N/A Tel. (912) 961-8801

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Marcia M. Hull Date 3-13-12
(Superintendent's Signature)
HEAD OF SCHOOL

*Private Schools: If the information requested is not applicable, write N/A in the space.

toward the three Green School Pillars and Elements.

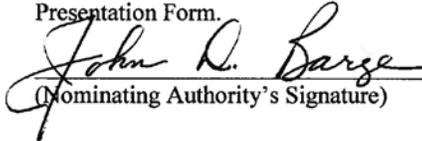
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency **Georgia Department of Education**

Name of Nominating Authority **Dr. John D. Barge, State School Superintendent**

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.


(Nominating Authority's Signature)

Date 3/21/12

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.







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