



2012-2013 Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.



U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: [] Charter [] Title I [] Magnet [] Choice

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

Official School Name Crompond School
(As it should appear in the official records)

School
Mailing Address 2901 Manor Street
(If address is P.O. Box, also include street address.)

Yorktown NY 10598
City State Zip

County Westchester State School Code Number* 66-24-02-06-0-004

Telephone (914) 243-8140 Fax (914) 243-0018

Web site/URL http://crompond.yorktown.org E-mail klevy@yorktown.org

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Kenneth H. Levy Date 2-6-13
(Principal's Signature)

Name of Superintendent* Dr. Ralph Napolitano
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Yorktown Central School District Tel. (914) 243-8000

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Ralph Napolitano Date 2.6.13
(Superintendent's Signature)

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



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating
Agency

NEW YORK STATE EDUCATION DEPARTMENT

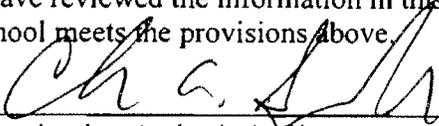
Name of Nominating
Authority

Mr. Charles A. Szuberla, AIA
Assistant Commissioner for School Operations

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

GreenRibbon

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.


(Nominating Authority's Signature)

Date

2/8/13

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

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.

Green Ribbon School SNAPSHOT
Crompond Elementary School



Crompond Intermediate School lives up to its motto, “Always Responsible, Never Excuses.” The emphasis on individual responsibility leads to environmental stewardship. For more than a decade Crompond School has been on the cutting edge of environmental consciousness. The checkpoints along our journey have included testing for environmental concerns, remediating any issues that were discovered, being a district recycling leader, and most importantly, paving the way for sustainability education. Throughout this period, we have developed thriving partnerships and created innovative environmentally friendly practices.

CIS staff and community have worked together to fund and create, with no cost to tax payers, an edible garden known as *Lettuce Bloom*. *Lettuce Bloom* is our organic garden which supplies fresh vegetables while providing a venue for educating the students about the importance of healthy nutrition and environmental sustainability. Students have also played an integral part in our garden. Students competed in a contest to name the garden, built grow labs to

start seeds, planted, maintained & harvested the garden. While encouraging healthy nutrition as a lifelong practiced, student learned to use crops they harvested in seasonal celebrations. Garden maintenance and harvesting continued over the summer involving students, staff and community members.

Through the Cornell Cooperative Extension Center and local BOCES programs, teachers were trained in a sustainability curriculum. After taking these courses, teachers then developed our school wide "Green" program. This curriculum includes a wide range of health, wellness, and environmental study units. The lessons focus on teaching thematic units through our school garden *Lettuce Bloom* These lessons maximize learning about the environment and sustainability through multi-sensory activities, making observations, inferring and problem solving. A typical area of study might include lessons on composting, gathering rain water from the rain barrel, examining the uses for colonial herbs and the creation of a blue bird habitat. All students take a "Green Pledge" during our *Think Green, Play Green, Eat Green* celebration and participate in ACES Day, and Wednesday wake-up stretches. Teaching 'Green' is an integral part of our school curriculum which fosters greater understanding of how nature sustains life and how ecological concepts relate to sustainable human communities.

We use Green Seal Certified cleaning products which are environmentally friendly (i.e. biodegradable) and contain no toxins. We have a building recycling program inclusive of: bottles, cardboard, paper, old computers, monitors, and televisions. With the leadership of our Student Government, bottles are redeemed for use in altruistic endeavors such as Relay for Life. Our student government assumes a global responsibility in creating and implementing service projects such as school-wide recycling, Hurricane Sandy Relief, and annual town clean up.

Crompond School has been at the forefront in preparing its students for the future, whether it applies to college and career readiness or pointing them on a path as responsible environmental stewards. One of the ways we accomplish this task is the Ford Challenge. CIS was the only elementary school in the country that designed cars that were reviewed by the nation's top designers. The emphasis was on creating a future car model that would reduce the carbon footprint on our planet. These new designs include, eco- friendly materials, such as ethanol, hydrogen fuel cells and electrical/solar engines.

CIS is the recipient of the Bronze level award of the Healthier US School Challenge, The Apogee Fit Kids Challenge Award, Muriel C. Furlong Award and the Green Star. Throughout the year CIS partners with local hospitals, businesses & community members alike to provide classroom workshops addressing hand-washing, nutrition, helmet safety, physical activity, fire safety, hygiene & healthy lifestyle choices. CIS participates in the "Fit Kids Program," "Think Breakfast Program" "Healthy Yorktown 5K Run/Walk", Northern Westchester Local Food Project and The Pastures to School Project.

Our building technology policies have been reviewed to reflect our concern for a green environment; automatic computer shut down, motion sensors that control the lights, and temperature controls in district buildings to minimize the use of fuel. We also reduce the frequency of paper copies by making school letters/memos available via websites, emails, or Connect ED voice messaging.

Crompond provides daily meals which exceed the USDA recommendations and we are in the process of installing the Quench water cooler system. Crompond is committed to supplying fresh fruit and vegetables daily, whole grain offerings, milk, water or 100% fruit juice, and follows strict nutritional guidelines. The kitchen staff no longer utilizes a dishwasher or large sink for the washing/cleaning of student serving trays. The serving trays that are provided now are bi-degradable and can be discarded after use. Additionally, a Health and Wellness website is available to the students and staff where pertinent nutritional information, school meal offerings, garden activities, and community opportunities to enhance a healthy lifestyle, can be found.

Crompond continues to strive to provide students, staff and community with opportunities that reflect an appreciation and reverence for the environment. By immersing students in "Green" learning experiences we encourage and support a lifelong concept of environmental stewardship. We are proud of our accomplishments but continue to research and experiment with innovative technological advancements that continue to make CIS an admirable example of a "Green" school.

Browse Responses

[Download Responses](#)[View Summary »](#)

Displaying 6 of 10 respondents

[« Prev](#)[Next »](#)Jump To: [Go »](#)**Respondent Type:** Normal Response**Collector:** Web Link (Web Link)**Custom Value:** *empty***IP Address:** 65.223.226.122**Response Started:** Wednesday, December 19, 2012 1:54:10 PM**Response Modified:** Friday, December 21, 2012 1:33:04 PM**1. School District Name**Yorktown Central School District

2. School Building NameCrompond School

3. Street Address2901 Manor Street

4. City, State, Zip & County

City - Yorktown

State - New York

Zip - 10598

County - Westchester

5. School Websitewww.yorktown.org schools Crompond

6. School Superintendent or Chief School Officer

First Name - Ralph

Last Name - Napolitano

7. School Principal

First Name - Kenneth

Last Name - Levy

Email Address - klevy@yorktown.org

Phone Number - 914-243-8140

8. Lead Applicant (if different from principal)**No Response**

9. Level (check one)Other (please specify) - 4 & 5

10. School TypePublic

11. How Would you Describe Your School?Suburban

12. School Building BEDS Code

662402060004

13.

If the New York State Education Department nominates more than one public school to the US ED, at least one must be a school with at least 40% of their students from a disadvantaged background. For purposes of the NYS Green Ribbon program, disadvantaged background will be defined as those students eligible for the federal school free and reduced price lunch program. Does your school have 40% or greater of its students eligible for the federal school free and reduced price lunch program?

No

14. Percent of students eligible for the federal school free and reduced price lunch program:

% - 7

1. Q CC1: Summary Narrative: Provide a narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (2,000 characters maximum)

For better than a decade Crompond School has been on the cutting edge of environmental consciousness. Our journey has taken us from testing for any environmental concerns, to remediating any issues that were discovered, to being a district recycling leader, to paving the way for sustainability education. Our trip has included numerous innovative practices and partnerships. We have completed energy audits through NYSERDA (Energy Conservation Study ARRA Grant in 2010) and NY Power Authority (Energy Services Program & Feasibility Study in 2008). As a result, we have identified and completed a number of capital construction projects (see Q 1D4). We use Green Seal Certified cleaning products which are environmentally friendly (i.e. biodegradable) and contain no toxins. We have adopted a building recycling program inclusive of: bottles, cardboard, paper, old computers, monitors, and televisions. Recycling containers are located throughout the building in classrooms and cafeteria for students to collect any and all paper products, plastic bottles, plus aluminum cans. With the leadership of our Student Government, bottles are redeemed for use in altruistic endeavors such as Relay for Life. We have automated building technology policies that shut down computers when not in use and forces shut down at the end of the day to conserve electricity. We also reduce the frequency of paper copies by making school letters/memos available via websites, emails, or Connect ED voice messaging; we don't send home hard copies. We use hand sanitizing dispensers to eliminate paper towel products and facilitate water conservation. Through grants and with no cost to tax payers, we have created a school garden to foster environmental and healthy food choices and educate students on the importance of local organic gardening. Teaching 'Green' is an integral part of our school curriculum which fosters greater understanding of how nature sustains life and how ecological concepts relate to sustainable human communities.

2. Q CC2: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

Since 2009, the Yorktown Central School District has been an active member of the Green Schools Coalition of Westchester (Westchester County, New York). Members of the Crompond community are not only active members of this committee, but serve as the informal leadership that any committee needs to be successful. Through a network of superintendents, administrators, teachers, parents and students, the Yorktown "Green" Team strives to advance education and best practices for sustainability in its schools and community. Our school and district have been noted for progress (see Q CC3).

3. Q CC3: Has your school, staff or student body received any awards for facilities, health or environment?

Yes

Crompond staff makes up the majority of the YCSD Green Committee whose mission is to reduce our collective carbon footprint and protect the health, safety, and welfare of our community. This is done in concert with educating our students about sustainability and conservation. Students are educated on positive, research based and environmentally sound practices such as: recycling, energy efficiency, and pollution reduction. The district was awarded the Green Star on March 24, 2010, by Grassroots Environmental Education in Port Washington, New York for outstanding efforts in addressing issues of climate change, sustainability and environmental health. Selection was based on a county-wide environmental assessment program, How Green is My Town, using a combined score/evaluation of the Town of Yorktown and the Yorktown Central School District. We have been recommended to receive The USDA's Healthier US School Challenge Bronze level award by the USDA's Child Nutrition Healthier US School Challenge Review Committee. We have received The Apogee Fit Kids Challenge Award and The Food Allergy & Anaphylaxis Network's Muriel C. Furlong Award for Making a Difference.

1. Q 1A1: Can your school demonstrate a reduction in its facility-related Greenhouse Gas emissions?

Yes

2. Initial GHG emissions rate (MT eCO2/person):

1.18

3. Final GHG emissions rate (MT eCO₂/person):

1.12

4. Percentage reduction:

% - 5

5. Time period measured (mm/yyyy - mm/yyyy):

09/2010-06/2012

6. How did you document this reduction (for example: the inventory module from Clean Air Cool Planet's Campus Carbon Calculator, ENERGY STAR Portfolio Manager)? (Maximum 500 characters)

EPA's Pollution Prevention (P2) Program developed this GHG calculator tool to help the program, its grantees, and its partners quantify the GHG emission reductions from the P2 activities undertaken by P2 Program participants. This tool converts standard metrics for electricity, green energy, fuel use, chemical use, water use, and materials management into metric tons of carbon dioxide equivalent, MTCO₂e, using standard national conversion factors.

7. Q 1A2: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

8. Current energy usage (kBTU/student/year):

13,679

9. Current energy usage (kBTU/sq. ft/year):

109.9

10. Percentage reduction:

% - 8

11. Time period measured (mm/yyyy - mm/yyyy):

01/2010-06/2012

12. How did you document this reduction? (Maximum 500 characters)

We computed an annual aggregate of actual #2 home heating fuel oil and natural gas (propane) deliveries. In addition, we utilized the actual metered electrical energy usage (kWh) as provided New York State Electric and Gas (NYSEG) over a two year span of time.

13. Q 1A3: Has your school received the EPA ENERGY STAR Building Label within the last 5 years?

No

14. Q 1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation - 0

Purchased Renewable Energy Certificates - 20

15. Type of Energy:

Purchased Renewable Energy Certificates: - NYSEG

16. School participates in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

No

17. Q 1A5: Was your school constructed as a new building in the past ten years?

No

18. Percentage of area of the new building that meets green build standards (for example: LEED, NY-CHPS, or Green Globes):

No Response

19. Which certification did you receive and at what level?
(Maximum 300 characters)

No Response

20. Q 1A6: Has your school constructed an addition or completed alterations/renovations in the past ten years?

Yes

21. Percentage of the addition or altered/renovated building area that meets green build standards (for example: LEED, NY-CHPS, Green Globes):

% - 20

22. Which certification did you receive and at what level?
(Maximum 300 characters)

While no certification was achieved all materials met or exceeded the NYSED building code standards of 2002. Insulating glass, energy efficient lighting and controls, low VOC paints, recycled and sustainable carpeting, new HVAC system, and a solar reflective roof were all employed. This addition added 6% to the building's overall square footage.

23. What year was the addition completed?

Year - 2002

24. What year were alterations/renovations completed?

Year - 2002

25. Q 1A7: Do any parts of your existing building meet green build standards (for example: LEED-EB, NY-CHPS, or Green Globes)?

Yes

26. What percentage of the existing building area has achieved green build standards for existing buildings (LEED-EB, NY-CHPS, Green Globes)?:

% - 5

27. Which certificate did the school receive and at what level?
(Maximum 300 characters)

Additional bond upgrades were performed from 2003 - 2010. While no certification was achieved all materials and equipment met or exceeded the NYSED building code standards. This included: new energy efficient boilers, heating systems, air handling units, insulating glass windows, lighting, controls, and foam board roofing insulation.

28. Q 1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.

School has an energy and water efficient product purchasing and procurement policy in place.

1. Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

Potable water consumption has been reduced. Classroom sinks and single-occupant toilet rooms were eliminated. Boy's and girl's community toilet rooms were built with water saving toilets and metered faucets. Installation of hand sanitizing dispensers reduced water use. Our garden was outfitted with a new rain barrel collection system where formerly garden hoses were used. The kitchen staff no longer utilizes a dishwasher or large sink for the washing of student serving trays. The serving trays that are provided now are bi-degradable and can be discarded after use.

2. Percentage reduction domestic:

% - 20

3. Percentage reduction irrigation:

% - 10

4. Time period measured (mm/yyyy - mm/yyyy):

01/2008 - 11/2012

5. How did you document this reduction (ex: ENERGY STAR Portfolio Manager, school district reports)? (Maximum 500 characters)

The Town of Yorktown Water District provides tri-annual water meter readings and billings to our Central Administrative Offices. With this information, our Facilities Department logs these water meter readings and invoices, by building location, in an electronic spreadsheet for analysis. From 2008 to present date, in a span of 4 years, we have shown a reduction of potable water in the neighborhood of 30 percent, coinciding with the various capital bond improvement projects.

6. Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings. Please describe audit procedures. (Maximum 500 characters)

The Town of Yorktown Water District performs tri-annual meter readings at our school. These readings are logged and recorded for analysis by our Facilities Department. This department provides the necessary oversight to guard against water leaks and losses. Additionally, our building custodial staff will report plumbing issues that cannot be corrected at the building level. Work requests to replace a faulty flushometer or failing metered sink faucet are repaired in a timely fashion.

7. Our school has a smart irrigation system that adjusts watering time based on weather conditions. Please describe system. (Maximum 500 characters)

During a dry period, the school's garden is on a timed irrigation system which is adjusted daily, according to need.

8. Our school's landscaping is water-efficient and/or regionally appropriate. Please provide what percentage of your total landscaping is considered water-efficient or regionally appropriate, what types of plants are used and where they are located, and if any plants are listed as an invasive plant species. (Maximum 500 characters)

62% of the landscape is water-efficient and regionally appropriate. On the West side there is a mixed deciduous forest consisting mainly of sugar maple, beech, black locust, red oak, ash, tulip, and black birch. There are also a few hemlock and wild cherry mixed in. On the North side are a number of large white pine that provide cover for our deer population. Mixed in among the deciduous trees there are a variety of climbing vines including poison ivy, wild grape, and bittersweet. There are many briar bushes, golden rod, sumac, and wild blackberry and raspberry bushes on the perimeter.

9. Our school uses alternative water sources (ex: grey water, rainwater) for irrigation before potable water. Please describe the alternate water sources used for irrigation. (Maximum 500 characters)

The school garden utilizes a rain barrel collection and release system. The system minimizes the use of potable water used in the garden.

10. Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure). Taps, faucets, and fountains are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits. Please describe the program you have in place to control lead in drinking water. (Maximum 500 characters)

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure). Taps, faucets, and fountains are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits. Please describe the program you have in place to control lead in drinking water.

11. Please describe any other measures employed to increase water efficiency and ensure water quality. (Maximum 500 characters)

The Town of Yorktown Water District purchases its water from the County owned Amawalk Treatment Plant, located at the base of the Amawalk Reservoir, and is operated by the Northern Westchester Joint Water Works (NWJWW). Working in consolidation with neighboring towns and villages, for which Yorktown is a part of, the NWJWW provides strict quality control measures, inclusive of bi-annual testing and recording procedures that are in accordance with NYS Health Regulations and the Westchester County Department of Health.

12. Please describe the stormwater management program at your school. (Maximum 500 characters)

The school employs Westchester County Best Practices for its stormwater management controls. As a federally regulated and permitted MS4 (Municipal Separate Storm Sewer System) facility (SPDES ID #NYR20A404), the Yorktown School District abides by a stormwater management plan consisting of education, public discussion, elicit discharge, building/grounds, post-construction maintenance and good housekeeping practices.

13. Our school uses permeable pavement to control stormwater. Please describe. (Maximum 200 characters)

We maintain a vegetated buffer area that helps eliminate pollutants and thermal impacts caused by rainwater. Roofs and asphalt parking areas are equipped with collection systems; water runoff is treated before reaching the wetland.

14. Our school has a green roof that helps to control stormwater. Please describe. (Maximum 200 characters)

Our roof was replaced with new foam-board insulation that is tapered and pitched to roof drains. The roof was renovated with a new addition, including a white colored rubber EPDM membrane that reduces thermal water infiltration.

15. Q 1B4: Our school's drinking water comes from:

Municipal water source

Our school has double-check valves installed on the incoming municipal water service to the building. This device prevents against backpressure backflow and back-siphonage and is tested annually. Additionally, heating system components (i.e. domestic hot water storage tank and boilers) have pressure relief valves that are piped to drainage outlets and are equipped with 'air gap' or a physical separation to prevent back-siphonage. These devices help protect the municipal water service from cross-contamination.

16. Q 1B5: Our school has a reduced pressure zone (RPZ) backflow prevention device on the incoming water supply line to the facility.

Yes

17. Q 1B6: Please describe the emergency plan your school employs should potable water become unavailable. (Maximum 500 characters)

Bottled water is stocked in classrooms and multiple, secure locations throughout the school for use as drinking water in an emergency. The water is regularly monitored for expiration dates and rotated out accordingly.

18. Q 1B7: What percentage of the school grounds are devoted to ecologically beneficial uses?

School vegetable garden: - 1

Wildlife or native plant habitats: - 62

Outdoor classroom: - 5

Other (describe): - 2 (bluebird sanctuary)

19. Q 1B8: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 1,000 characters)

Our School has a stormwater management plan to improve water quality. Through the district's webpage, brochures, and BOE meetings, stormwater practices and controls are discussed. The district annually displays the MS4 report on its webpage and encourages community involvement. Through periodic inspections and maintenance of catch basins and stormwater outfalls, the district strives to eliminate spills into adjacent water ways. Buildings and all construction work conform with county best practices for stormwater management and controls. Inspection of all catch basins, roof drains, and outfalls ensure clean, clear and steady stormwater flow to adjacent wetlands. Leaves are composted on site, mowed areas incorporate grass cycling, ice melt (calcium chloride) spreaders are calibrated and used by trained operators only, catch basins are inspected and cleared of debris 2X annually, buses and cars are monitored for petroleum spills and absorbent is used as needed, septic systems are maintained and emptied 2X annually, no phosphorus or herbicides are used on the premises, and there is a 'no mow' area along a woodline leading to surrounding wetlands.

1. Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): - 93.6

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): - 19.2

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): - 1.9

Recycling Rate = (B + C) ÷ (A + B + C) x 100: - 18.4

Monthly waste generated per person = (A/number of students and staff): - 0.16

2. Q 1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard. (If a product is only 30% recycled, only 30% of the cost should be counted)

% - 0

3. Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF):

% - 100

4. Q 1C4: List the types and amounts of hazardous waste generated at your school:

Flammable liquids - 0

Corrosive liquids - 0

Toxics - 0

Mercury - 0

Biohazards - 0

Other - 0

5. How are the amounts calculated? (Maximum 300 characters)

No Response

6. How is the hazardous waste disposal tracked? (Maximum 300 characters)

No Response

7. Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage solid and hazardous waste and reduce health risks? (Please check all that apply)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.

Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

Our school has a Hazard Communication Plan.

Our school has a Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer.

Our school has a written policy regarding purchase, use and storage of chemicals.

Our school has a written policy for the proper disposal of chemicals.

Our school completes an annual Chemical Inventory.

Our school manages fluorescent light bulbs as universal waste.

Our school disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements.

Our school maintains current material safety data sheets (MSDS) for all applicable products used in the building.

8. Q 1C6: Does your school use "third party certified" green cleaning products as listed on the New York State Office of General Services approved product list?

Yes

9. Please answer the following:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? - 90

Which green cleaning standard is used? - Green Seal/Certified

10. Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 500 characters)

Our school does not generate any hazardous waste. We have implemented a composting program that reduces solid waste from the cafeteria to be used in our edible garden. Additionally, we recycle returnable plastic bottles and altruistically donate the proceeds to causes such as Relay for Life. Each class educates their students on recyclable materials and separates them accordingly into classroom recycling bins which reduces the amount of solid waste entering landfills.

1. Please fill in the following percentages:

Walk - 1

Ride school bus - 98

Carpool (2+ students in car) - 1

2. Q 1D2: Which of the following policies or programs has your school implemented:

Our school has designated carpool parking stalls.

Our school has a well-publicized no idling policy for buses in accordance with New York State Education Law.

Our school has a well-publicized no idling policy that applies to all other vehicles.

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Our school has established Safe Pedestrian Routes to school which are distributed to parents/guardians and posted in the main office.

Our school participates in the NYS Clean Air School Bus Program to retrofit our school buses.

Our school participates in a "Safe Routes to School" program.

Safe routes are identified by administration and local police for appropriate pickup and drop-off points.

3. Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts. (Maximum 300 characters)

Our formal idling policy enforces the state no idling policy. The tailpipes of our school buses are modified to ensure that exhaust is discharged away from the school buildings. We use a transponder routing system to reduce the number of miles traveled by buses. Fuel use of the buses is monitored to identify problems and increase efficiency.

4. Q 1D4: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency, focusing on innovative or unique practices and partnerships. (Maximum 1,000 characters)

Crompond is exploring installing the Quench system. This will help free the environment of plastic bottles and water waste in our building. Teachers in our school eliminate paper waste by having students Blog their homework instead of consuming paper. Many printers were eliminated in classrooms; students and teachers print to a universal printer. Paper is usage is monitored to eliminate waste. All notices are posted on our school website to reduce the use of paper flyers. Report cards viewed through an electronic portal eliminating the paper report card. PTA communicates by email as their main method of communication. We strongly encourage carpooling for community and school events. Student government conducted a fundraiser where ecofriendly water bottles were sold to the student body to eliminate the carbon footprint of plastic water bottles. Students participate in TV Turnoff Week where they save energy at home and at school by reducing their use of technology-computers, television, lights. Our school has a partnership with Con Edison and Scholastic which provides an educational magazine and instructional activities for teachers and parents.

1. Q 2A1: Does your school have a Health and Safety Committee that is comprised of district officials, staff (including health staff), bargaining units, and parents?

Yes

2. Please describe procedures employed by your health and safety committee. (Maximum 300 characters)

The committee of administrators, teachers, nurse & parents meets to address health & safety concerns. During renovations it includes engineers, electricians & contractors. A formal complaint process has been established to receive written complaints & subsequent investigations; they can be directed to the district committee for further review.

3. Q 2A2: Please list 3 - 5 practices your school employs to reduce pests and pesticide use. (Maximum 300 characters)

We implement an integrated pest management program inclusive of routine monitoring and documentation. Potential entry points are sealed (i.e. foundation cracks, pipe chases). We use glue and mechanical traps. We practice good housekeeping habits by keeping rooms cleaned and use of sealed containers for storage of food/snacks.

4. Q 2A3: Please describe the practices your school employs to improve contaminant control and ventilation. (ex: school has comprehensive indoor air quality management program consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools; school has windows/vents that can be opened; school enforces a personal hygiene policy that includes handwashing after playing on playgrounds) (Maximum 300 characters)

Northern Westchester Hospital provides classroom workshops for ALL students, built a hand-washing station in the fourth grade corridor, posted SED Hand washing posters throughout the building and installed Purell dispensers in the classrooms, gym, cafeteria and corridors. Windows have vents, classrooms new ventilators and air changers.

5. Q 2A4: Describe your school's practices for inspecting and maintaining the building's ventilation systems, including all unit ventilators, to ensure they are clean and operating properly. (Maximum 300 characters)

All unit ventilators and air handlers are routinely inspected and maintained for optimum performance. Belts are changed, adjusted, and lubricated by district HVAC mechanic regularly during the year. All air handlers and unit ventilators have HEPA filters that are replaced 3 times per year. Rooms are swept and cleaned daily.

6. Q 2A5: Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air. (Maximum 300 characters)

Classrooms have mechanical equipment that brings in a minimum of 15 CFM/occupant of fresh air. Additionally, windows can be opened to allow additional air into the space. Corridor doors are equipped with transfer grills that allow cross ventilation. The 4 principles of Tools for Schools for IAQ, pollutants, people, pressure, and pathways are observed.

7. Q 2A6: Is your school located in a radon prone area?

No

8. If yes, please answer the following: (check all that apply)

No Response

9. Q 2A7: Please list 3 - 5 practices your school employs to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when they are found. (Maximum 300 characters)

Mechanical ventilation systems are maintained regularly for optimum performance. An exhaust system was recently incorporated in the building's steam utility crawlspace to circulate outside air into this confined space. Partially below-grade rooms are inspected routinely at foundation wall for presence of moisture.

10. Q 2A8: Which of the following chemical control strategies does your school practice?

Our school has a chemical management program.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury from instructional and non-instructional spaces.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

Our school has a Chemical Hygiene Plan that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting OGS approved green products, equipment, and services.

Our Chemical Management/Hygiene Plan includes: a purchasing policy selecting OGS approved green-sealed products with low or no-VOCs, locked storage and labeling, training and handling, hazard communication (MSDS), spill prevention and proper clean up and disposal. All mercury containing instruments have been removed from the building.

11. Q 2A9: Asthma prevention and control strategies.

Our school nurse has received training via the School Nurse Asthma Management Program, a collaboration of the NYS Department of Health, National Association of School Nurses, and the NYS Regional Asthma Coalitions to provide comprehensive asthma education and resources to school nurses.

Our school supports students with asthma to keep their asthma under control and keep the students fully active by following the National Asthma Education and Prevention Program Asthma Friendly Schools Checklist.

12. Please indicate which policies your school follows:

Students may carry and use their own asthma medicines or have quick and easy access to the school nurse to have them administered.

Each student has a written emergency management plan for teachers and staff to follow that identifies the student's asthma triggers and steps needed to take care of a student who has an asthma attack.

Our school asthma management program provides professional development for all school personnel on school medication policies, emergency procedures, and procedures for communicating health concerns about students.

Our school nurse is in our school building during all school hours or is regularly available to write plans and give guidance on asthma.

Our school nurse or other asthma education expert teaches school staff about asthma, asthma action plans, and asthma medicines.

Students with asthma are accommodated to maximize their participation in physical education, sports, recess, and field trips.

13. Please describe actions your school takes to prevent exposure to asthma triggers in and around the school. (Maximum 300 characters)

We practice the Pediatric Asthma Management Program for Schools. It provides training and tools for effected students. Mechanical building equipment provides for ventilation, humidity control, and HEPA filtration. AC is provided for students with acute asthmatic conditions. Staff may not bring in cleaning supplies; carpets are discouraged.

14. Q 2A10: Our school is in compliance with the OSHA/PESH Bloodborne Pathogen Standard 29 CFR 1910.145(f) that protects workers against health hazards and addresses the following in the Exposure Control Plan: universal precautions, engineering and work practice controls (sharp containers), personal protective equipment, and housekeeping procedures (labeling, storage, transportation and disposal of biological waste).

Yes

We have an Infection Control Policy which provides staff training, universal precautions, personal protective equipment, housekeeping procedures, management of regulated infectious waste, hazard warnings, Hepatitis B vaccinations, post-exposure investigation and record keeping. We provide hand- washing seminars and stations.

1. Wellness

Our school has a local Wellness Policy with an active committee to evaluate and update policies annually.

Our school's Wellness Policy addresses the 8 critical inter-related components of coordinated school health (Healthy and Safe School Environment; Nutrition Services; Physical Education; Health Education; Health Services; Staff Health Promotion; Family/Community Involvement; Counseling/Psychological and Social Services), and practices a coordinated school health model encompassing these 8 components.

Our school develops, implements, and enforces policies to create schools that are advertising-free to the greatest possible extent.

Our school has conducted a school health assessment utilizing a reliable and valid tool (for example: CDC's School Health Index, Mariner, etc.).

Our school collects accurate height and weight measurements (required by New York State Education Department at school entrance and in grades 1, 3, 7 and 10), calculates BMI, and communicates pupils' weight status (based on BMI percentile) to the Department of Health.

Annual height/weight screening to identify the students with an "at risk" or "obese" BMI. The Wellness Policy incorporates the CDC's SHI's 8 critical inter-related components of school health. We aim to teach, encourage, and support healthy eating by offering a sequential, comprehensive, standards and skills based program to provide students with healthy living skills. This includes activities, such as contests, farm visits, the creation of two school gardens, school-wide assemblies addressing healthy lifestyle choices, theme weeks & a 4th grade Science 21 unit on nutrition.

2. Nutrition

Our school has established a Child Nutrition Advisory Committee which meets at least quarterly and reports each June to the board of the local school district the status of the implementation of the district's programs to improve students' nutritional awareness and healthy diet.

Our school has an on-site food garden.

Our school has a nutrition education curriculum at all grade levels.

Our school breakfast and/or lunch menus meet the USDA meal pattern requirements, provide fresh fruits and vegetables, and at least 50% whole grains.

Our school participates in the USDA's HealthierUS School Challenge or another nutrition program.

We are a candidate for the Bronze level award of the Healthier US School Challenge by the USDA's Child Nutrition HUSSC review committee. We are currently waiting for official notice of receipt. Crompond is committed to providing structured and unstructured opportunities for physical activity, as well as supplying fresh fruit and vegetables daily, whole grain offerings, milk, water or 100% fruit juice, and follows strict nutritional guidelines that meet and exceed the USDA's criteria for school lunch and competitive foods and beverages as well.

3. Physical Activity

Our school participates in "National TV Turn-off Week" campaigns.

Our K-6 students spent an average of at least 120 minutes per week and our 7-12 students spent an average of at least 90 minutes per week over the past year in school-supervised physical education.

At least 50% of our students' annual physical education takes place outdoors.

Many run/walk opportunities are offered such as: Apple Fun Run and Healthy Yorktown 5k. Training time is offered during outdoor recess. In-school exercise programs are: 4 Laps 4 Fitness, 4Quarters 4 Juvenile Diabetes Research Foundation, and ACES Day, which is a world-wide event. A healthy environmentally friendly, healthy eating and fitness program is Think Green, Eat Green, Play Green. March Madness consists of class walks that are organized outside, Wednesday wake-up stretches during announcements, and a school-wide hula-hoop contest.

4. Q 2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

% - 0

5. Q 2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's indoor and outdoor environmental quality (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 1,000 characters)

Throughout the year Crompond partners with local hospitals, businesses & community members alike to provide classroom workshops addressing hand-washing, nutrition, helmet safety, physical activity, fire safety, hygiene & healthy lifestyle choices. We have partnered with the WCDOH to provide yearlong the "Fit Kids Program," "Think Breakfast Program" & annually with the Yorktown Chamber of Commerce for the "Healthy Yorktown 5K Run/Walk". School meals which exceed the USDA recommendations are served daily. The consumption of water is always encouraged, & students have played an integral part in our edible garden, Lettuce Bloom. Students competed in a contest to name the garden, built grow labs to start seeds, planted, maintained & harvested the garden. A summer garden club was created this past summer for a family/staff experience. Programs are in place for composting, recycling & recess walking clubs. Opportunities to promote health & safety for the staff include OSHA updates, health screenings/clinics, walking clubs/after-work employees wellness programs, nutrition workshops, & AED/CPR trainings to name a few.

1. Q 3A1: Which practices does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)

Environmental and sustainability concepts are integrated into classroom-based and school-wide assessments.

Professional development opportunities in environmental and sustainability education are provided for all teachers.

Environmental and sustainability concepts are integrated throughout the curriculum emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health.

2. Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 1,000 characters)

Due to the age of our students, 4th and 5th graders, we do not have a graduation requirement that applies to environmental sustainability. All 4th grade students take the NYS Assessment in Science with a yearly passing rate of better than 95%.

3. Please describe an exemplary integrated instructional unit that your school implements addressing environmental and sustainability concepts. (Maximum 1,000 characters)

All Crompond's students study New York State. They participate in a study on the Native Americans in the Eastern Woodlands. They engage in hands on learning involving the planting of the "three sisters", (corn, beans, and squash), in Lettuce Bloom, our edible garden. Students learn how the first ecologists, the Native Americans, relied on their natural resources and did not waste anything in the environment. The planting activity involves scientific and mathematic principles, as the children are aware of planting practices, productivity of the soil, and the amount of moisture necessary to nurture crops. When discussing the practices of the Native Americans, sustainability, carbon footprints and personal responsibility, are a focus of student activities. Student engagement is high, as students realize their actions are responsible for the production of a food source that they will be able to consume. Language arts activities include writing about the planting, harvesting and consumption processes. Traditional Native American stories regarding the value of the natural environment are shared and celebrated.

4. Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 1,000 characters)

100% of our teachers have participated in staff development workshops through BOCES and Science 21. Courses included: Gardening, Environmental Studies, Sustainability and How to Reduce our Carbon Footprint. In some of these courses teachers spent the day at BOCES Outdoor Center at Madden where they participated in programs like: Trees as Habitats, and Ponds and Forest Ecology. The teachers discovered how to integrate outdoor experiences into their lessons. 6 teachers have also completed 2 Cornell Cooperative Courses. One course attended was on integrating science and math into the garden. The other course was integrating the arts into the garden. After taking these courses these teachers then created environmental and sustainability lesson

plans. The lessons focus on teaching thematic units through our school garden, "Lettuce Bloom." These lessons maximize learning about the environment and sustainability through multi-sensory activities, making observations, inferring and problem solving. The rest of the staff was then trained on all the lessons that were developed.

5. Please describe an integrated instructional unit that your school implements emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. (Maximum 1,000 characters)

In the fifth grade at Crompond we integrate the Education for Sustainability standards and essential questions from BOCES to create integrated instructional units. Our main focus is on how humans impact the environment and how we can reduce that impact. Through our study of the western hemisphere we examine the impact of climate change on the lives of the native people of the province of Nunavut in Canada. In science, we look at the environmental impact of humans on eco-systems, both locally and globally. We write letters to local government with ideas on how we can reduce our carbon footprint as a community to teach persuasive writing. In math, we compare statistics on waste production, recycling and a wide array of environmental factors using bar graphs, histograms, and line graphs to demonstrate progress or regression. In art, students reuse and repurpose materials to create "garbage art" and "garbage fashion" rather than using new material, reducing our waste and carbon footprint. In physical education, our teachers educate the students on how to find alternate means of travel to reduce our dependency on fossil fuels as well as to promote a healthier lifestyle.

1. Q 3B1: Does your school frequently use sustainability and the environment as a context for learning science (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 when exploring environmental and sustainability issues)?

Yes

Our garden Lettuce Bloom is used as an outdoor classroom that drives our essential questions. For example, "Where do living things get their energy to survive?" In our scientific studies, students analyze and debate the effects of the environment on the food chains, debate global warming and its effects, research climate, biomes, animals, and adopt an endangered species. Students research the effect of spraying crops and design alternatives in order to grow sustainable crops. For example, students researched and planted corn and found the many uses for it as a sustainable vegetable for the future. In another activity participants debate oil issues and form opinions and solutions for the oil crisis. They examine the amount of barrels of oil we can drill for and compare it to the number of barrels of oil we import to figure out the cost effectiveness. Models used to study environmental issues include, but are not limited to, bird boxes, grow labs, nature walks, garden journals, rain barrels, composting, and taking a Green Pledge.

2. Q 3B2: Does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example: CTE Green Sustainable Design and Technology course, Green Chemistry, etc.)?

Yes

Crompond School has been at the forefront in preparing its students for the future, whether it is for college or career readiness in our constantly changing world. One of the ways we accomplish this task is the Ford Challenge. This is an acclaimed partnership with the Ford Motor Company where students work to design cars for the future that would reduce the carbon footprint on our planet. These new designs include, eco- friendly materials, such as ethanol, hydrogen fuel cells and electrical/solar engines. Crompond also helps guide students by organizing Self Awareness Seminars. We collaborate with the Yorktown Community to provide students with the opportunity to learn about different occupations that reflect sustainable living. This allows the students an avenue in which to explore how they could become active participants in the protection of our global society. As a result, Crompond School continues to challenge and prepare its students for a greener, friendlier and safer tomorrow.

1. Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

2. What percentage of last year's graduates scored proficient or better as assessed by a community or civic engagement project?

% - 95

3. Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? - 30

What percentage of students completed such a project last year? - 95

4. Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

5. Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 1,000 characters)

All teachers have a garden curriculum that has multidisciplinary activities such as instructing students about the concepts of Fibonacci Numbers in a math/ science lesson or creating a Climate Change Superhero in language arts. In music we sing the Photosynthesis song and the Matter song. As an extension activity of our edible garden Lettuce Bloom, a volunteer gardening club was established. Parents, grandparents, students and staff volunteer their time to maintain and harvest the garden. Many of the vegetables that are harvested over the summer are donated to local food banks. A recent Girl Scout project created a rain barrel for the garden so it would be naturally irrigated. Students are able to observe the life cycle of our state bird, the Blue Bird. Students sail on the Clearwater Sloop on the Hudson River to learn about our local river estuary. This trip promotes hands on outdoor learning, an appreciation for the environment and careers for the new green economy.

6. Q 3C3: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 1,500 characters)

Hilltop Hanover Farm and Environmental center is a working crop farm that we have a local partnership with to support our garden and science curriculum. By using their facilities for educational extension activities our funds support the day to day operations of the local farm. Students participate in a 6 week exploratory science program at the IBM facility nearest our school, where they are exposed to the latest scientific technology that can impact future sustainability discoveries. A particularly significant partnership is with the Ford Motor Company. Each year, teams of students work with two Ford designers to create environmentally friendly cars for the year 2020, when these student designers would reach driving age. The students engage in research into alternative propulsion methods including hydrogen fuel cells, hybrid technology and solar power. The intent is to encourage students to explore safety and sustainability with regard to economic efficiency in the future. To scale prototypes made from clay were on exhibit for Ford executives to review. Teams were heterogeneously composed of learners of all abilities.

7. Q 3C4: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 1,000 characters)

During the month of April, many activities center around sustainability and the environment to build awareness of Earth Day. Every year students participate in the global happening Earth Hour, which is the largest environmental event in history. Student participation in Earth Hour grew into our Energy Throwdown. This is a district wide challenge where participants vie to be the school with the least power usage. Data is used to improve on our energy usage. We also participate in Agriculture Day that promotes Agricultural literacy. This includes an understanding of agriculture's history and current economic, social and environmental significance to all Americans. All teachers used the Junior Master Gardener curriculum and teacher-created curriculum to ensure students are environmentally and sustainability literate. Our students' degree of scientific literacy is assessed by NYS through the annual NYS Science Assessment.



NEW YORK STATE GREEN RIBBON SCHOOLS

2012-2013 APPLICATION SCORING



Green Ribbon Schools Pillars and Elements	Max. Points	2 - Rye Country Day School	3 -Chappaqua Horace Greeley HS	5 - Hubert Humphrey - PS57	6 - Yorktown - Crompond School
		N	N	Y	N
40% students eligible for federal free and reduced price lunch program (disadvantaged)		N	N	Y	N
Public (P) or Private (Pv)		Pv	P	P	P
Grade Levels		K - 12	9 - 12	PK - 6	4 - 5
Cross-Cutting Questions					
CC1. Narrative describing school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships: max = 5	5	4.33	4.33	4.89	4.78
CC2. Participation in a local, state, or nationally recognized green school program which asks to benchmark progress: No = 0, 1 award = 1, 2 awards = 3, >2 = 5	5	2.56	1.78	2.56	2.00
CC3. School, staff or student body received any awards for facilities, health or environment: No = 0, 1 award = 1, 2 awards = 3, >2 = 5	5	4.78	4.44	5.00	5.00
Total - CROSS-CUTTING QUESTIONS (5%of total)	15	11.67	10.56	12.44	11.78
PILLAR ONE: Reduced Environmental Impact and Costs					
Element 1A: Energy and Buildings					
1A1. School demonstrates a reduction in its facility-related Greenhouse Gas emissions: >5% = 2, 0-5% = 1, none or n/a = 0	2	2.00	2.00	1.78	1.22
Describe documentation that justifies the reduction in facility-related Greenhouse Gas emissions: max = 1	1	0.89	0.78	0.78	1.00
1A2. School reduced its total non-transportation energy use from an initial baseline: >5% = 2, 0-5% = 1, none or n/a = 0	2	2.00	1.89	1.22	2.00
1A3. School received the EPA ENERGY STAR Building Label within the last 5 years: yes = 2, no = 0	2	0.00	0.78	0.89	0.00
School received the EPA ENERGY STAR Building Label within the last 5 years: >1 time = 1	1	0.11	0.22	0.00	0.00
1A4. Percentage of renewable energy (total on-site and purchased): >5% = 2, 0-5% = 1, none = 0	2	0.89	1.44	0.00	0.00
Participates in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program. yes = 1, no = 0	1	1.00	0.78	0.00	0.22
1A5. If school is new building in last 10 years, percentage of area of the new building that meets green build standards: 75-100% = 3, 25-74% = 2, 11-24% = 1, 0-10% = 0	3	0.00	0.33	0.00	0.00
1A6. If school is existing, percentage of the addition or altered/renovated building area that meets green build standards: 75-100% = 3, 25-74% = 2, 11-24% = 1, 0-10% = 0	3	0.00	2.67	0.00	0.78
1A7. Parts of existing building meeting green build standards: 75-100% = 3, 25-74% = 2, 11-24% = 1, 0-10% = 0	3	0.00	1.67	0.00	0.00
1A8. School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management: yes = 1, no = 0	1	0.00	0.33	0.56	0.89
School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager: yes = 1, no = 0	1	0.00	1.00	0.89	0.33
School has installed one or more energy/heat recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air. yes = 1, no = 0	1	1.00	1.00	0.89	0.00
School has an energy and water efficient product purchasing and procurement policy in place: yes = 1, no = 0	1	0.11	1.00	0.89	1.00
Other: max = 1	1	0.94	1.00	0.89	0.22
Element 1B: Water and Grounds					
1B1. Demonstrated reduction in school's total water consumption: >15% = 2, 5-14% = 1, <5% = 0	2	2.00	1.22	0.00	2.00
1B2. School conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings: Description of audit program reasonable = 1, no = 0	1	1.00	0.56	0.61	1.00
School has a smart irrigation system that adjusts watering time based on weather conditions. Description reasonable = 1, no = 0	1	1.00	0.11	0.06	0.61
School's landscaping is water-efficient and/or regionally appropriate and description reasonable: >25% = 1, <25% = 0	1	1.00	0.89	0.89	0.89
School uses alternative water sources (ie. grey water, rainwater) for irrigation before potable water and description reasonable = 1, no = 0	1	0.00	0.00	0.17	0.89
School has a program to control lead in drinking water; taps, faucets, and fountains at school are cleaned at least twice annually to reduce contamination; and screens and aerators are cleaned at least annually to remove particulate lead deposits. Description reasonable. Max = 3	3	2.11	2.11	2.11	1.44
Other measures employed to increase water efficiency and ensure water quality & description is reasonable. Max = 2	2	1.17	0.56	0.83	0.89
1B3. Description of stormwater management program is reasonable. Max = 2	2	2.00	0.56	1.11	1.67
School has permeable pavement & description is reasonable. Max = 1	1	1.00	1.89	0.44	0.22
School has a "green" roof & description is reasonable. Max = 1	1	0.28	0.00	0.28	0.00
1B4. School's water source is protected from potential contaminants & description is reasonable. Max = 2	2	1.89	0.00	1.67	1.89
1B5. School has a reduced pressure zone (RPZ) backflow prevention device on the incoming water supply line to the facility: yes = 1, no = 0	1	1.00	1.89	1.00	0.89
1B6. School has an emergency plan should potable water become unavailable & description is reasonable. Max = 3	3	1.67	0.00	1.89	2.44
1B7. Percentage of school grounds devoted to ecologically beneficial uses: >50% = 1, <50% = 0	1	1.00	0.11	0.67	1.00
1B8. Describe any additional progress school has made towards improving water quality, efficiency, and conservation. Max = 3	3	1.33	1.00	1.11	2.56

Green Ribbon Schools Pillars and Elements		Max. Points	2 - Rye Country Day School	3 - Chappaqua Horace Greeley HS	5 - Hubert Humphrey - P557	6 - Yorktown - Crompond School
			N	N	Y	N
40% students eligible for federal free and reduced price lunch program (disadvantaged)			N	N	Y	N
Public (P) or Private (Pv)			Pv	P	P	P
Grade Levels			K - 12	9 - 12	PK - 6	4 - 5
Element 1C: Waste and Hazardous Waste						
1C1. Recycling rate (%) of solid waste diverted from landfilling or incinerating due to recycling and/or composting: >30% = 2, 10-29% = 1, <10% = 0	2	2.00	2.00	2.00	1.11	
1C2. Percentage of school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified: >25% = 1, <25% = 0	1	0.00	0.00	1.00	0.00	
1C3. Percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF): >25% = 1, <25% = 0	1	0.00	1.00	1.00	1.00	
1C4. Hazardous waste generated / person / year & description reasonable. Max = 1	1	1.00	0.61	0.39	0.33	
Hazardous waste removal is tracked & description is reasonable. Max = 1	1	1.00	0.67	0.72	0.00	
1C5. Hazardous waste policy in place and actively enforced: yes = 1, no = 0	1	0.44	1.00	0.89	0.89	
Disposes of unwanted computer and electronic products through an approved recycling facility or program: yes = 1, no = 0	1	0.89	1.00	1.67	2.22	
Computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products: yes = 1, no = 0	1	1.11	0.89	0.11	0.89	
Custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard: yes = 1, no = 0	1	0.78	1.78	0.78	0.89	
OGS Green Procurement Web Site is referenced as standard used: yes = 1	1	0.11	0.11	0.11	0.11	
Hazard Communication Plan: yes = 1, no = 0	1	0.22	0.89	0.89	0.89	
Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer: yes = 1, no = 0	1	0.00	0.89	0.00	0.89	
School has written policy regarding purchase, use and storage of chemicals: yes = 1, no = 0	1	0.44	0.89	0.00	0.89	
School has written policy for the proper disposal of chemicals: yes = 1, no = 0	1	0.89	0.89	0.00	0.89	
School completes an annual Chemical Inventory: yes = 1, no = 0	1	0.89	0.89	0.00	0.89	
School manages fluorescent light bulbs as universal waste: yes = 1, no = 0	1	0.89	0.89	0.89	0.89	
School disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements: yes = 1, no = 0	1	0.89	0.89	0.89	0.89	
School maintains current material safety data sheets (MSDS) for all applicable products used in the building: yes = 1, no = 0	1	0.89	0.89	0.89	0.89	
1C6. School uses "third party certified" green cleaning products as listed on the New York State Office of General Services approved product list: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	
1C7. Other indicators of school's reduction of solid waste and elimination of hazardous waste. Max = 1	1	0.83	1.00	1.00	0.78	
Element 1D: Alternative Transportation						
1D1. Percentage of students who walk, bike, ride a school bus, carpool (2 + student in the car), or use public transportation to/from school: >75% = 3, 50-74% = 2, 25-49% = 1, <25% = 0	3	2.89	1.89	3.00	3.00	
1D2. Designated carpool parking: yes = 1, no = 0	1	0.67	1.67	0.00	0.89	
No-idling policy for buses per NYS Law on file and "no-idling" signs posted: yes = 2, no = 0	2	1.78	1.78	2.00	2.00	
No-idling policy for other vehicles on file and "no-idling" signs posted: yes = 2, no = 0	1	1.33	1.22	1.44	1.44	
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows: yes = 1, no = 0	1	0.89	0.89	1.00	1.00	
School has established Safe Pedestrian Routes to school: yes = 1, no = 0	1	0.00	0.89	0.00	1.00	
Provides a sufficient number of bicycle racks: yes = 1, no = 0	1	0.89	0.89	0.00	0.11	
School participates in NYS Clean Air School Bus Retrofit Program: yes = 1, no = 0	1	0.00	0.89	0.00	1.00	
School participates in "Safe Routes to School" program: yes = 1, no = 0	1	0.00	0.89	0.00	1.00	
Description of activities in safe routes program is reasonable. Max = 2	2	0.94	1.56	0.56	0.89	
1D3. Description of how school's transportation use is efficient and has reduced environmental impacts is reasonable. Max = 2	2	1.00	1.11	1.56	1.89	
1D4. Other accomplishments or progress school has made towards reducing/eliminating environmental impacts or improving energy efficiency. Max = 3	3	2.56	1.00	2.56	2.67	
Total - PILLAR ONE (30%of total)		90	54.61	60.61	47.94	59.28
PILLAR TWO: Improved Health and Wellness						
Element 2A: Environmental Health						
2A1. School has a Health and Safety Committee comprised of district officials, staff (including health staf), bargaining units, and parents: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	
Description of procedures employed by health and safety committee is reasonable. Max = 6	6	2.67	3.56	3.44	2.67	
2A2. List 3 - 5 practices your school employs to reduce pests and pesticide use. (max = 5)	5	2.33	1.67	5.33	2.67	
2A3. Description of the practices school employs to improve contaminant control and ventilation is reasonable. Max = 14(see examples below)	12	3.56	2.78	4.67	3.44	
2A4. Description of school's practices for inspecting and maintaining the building's ventilation systems, including all unit ventilators, to ensure they are clean and operating properly is reasonable. Max = 3	3	2.22	2.00	1.33	2.33	
2A5. Description of actions school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air is reasonable. Max = 3	3	1.44	1.22	1.00	2.56	
2A6. School is located in a radon prone area? yes = 0, no = 3	3	3.00	3.00	3.00	3.00	
All of the classrooms in contact with the ground at our school have been tested for radon. yes = 1, no = 0	1	0.00	0.00	0.00	0.00	
All frequently occupied rooms at or below ground level have been tested for radon gas, and all rooms with levels that tested at or above 4 pCi/L have been mitigated in conformance with ASTM E2121 and retested. yes = 1, no = 0	1	0.00	0.00	0.00	0.00	
School was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. yes = 1, no = 0	1	0.00	0.00	0.00	0.00	
2A7. List 3 - 5 practices school employs to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when they are found. Max = 4	4	2.56	2.33	2.67	2.67	

Green Ribbon Schools Pillars and Elements		Max. Points	2 - Rye Country Day School	3 - Chappaqua Horace Greeley HS	5 - Hubert Humphrey - P557	6 - Yorktown - Crompond School
40% students eligible for federal free and reduced price lunch program (disadvantaged)			N	N	Y	N
Public (P) or Private (Pv)			Pv	P	P	P
Grade Levels			K - 12	9 - 12	PK - 6	4 - 5
2A8. School has a chemical management program: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	1.00
School has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury from instructional and non-instructional spaces: yes = 2, no = 0	2	2.00	2.00	2.00	2.00	2.00
School disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations: yes = 2, no = 0	2	1.78	2.00	2.00	2.00	2.00
School has a Chemical Hygiene Plan that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting OGS approved green cleaning products: yes = 1, no = 0	1	0.33	1.00	1.00	1.00	1.00
Describe how school controls and manages chemicals routinely used in the school to minimize student and staff exposure. Max = 6	6	1.67	1.89	1.11	5.67	5.67
2A9. School nurse has received training via the School Nurse Asthma Management Program, a collaboration of the NYS Department of Health, National Association of School Nurses, and the NYS Regional Asthma Coalitions to provide comprehensive asthma education and resources to school nurses: yes = 1, no = 0	1	0.00	1.00	1.00	1.00	1.00
School supports students with asthma to keep their asthma under control and keep the students fully active by following the National Asthma Education and Prevention Program Asthma Friendly Schools Checklist:						
Students may carry and use their own asthma medicines or have quick and easy access to the school nurse to have them administered: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	1.00
Each student has a written emergency management plan for teachers and staff to follow that identifies the student's asthma triggers and steps needed to take care of a student who has an asthma attack: yes = 1, no = 0	1	0.00	1.00	1.00	1.00	1.00
Our school asthma management program provides professional development for all school personnel on school medication policies, emergency procedures, and procedures for communicating health concerns about students: yes = 1, no = 0	1	0.00	1.00	1.00	1.00	1.00
School nurse is in our school building during all school hours or is regularly available to write plans and give guidance on asthma: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	1.00
School nurse or other asthma education expert teaches school staff about asthma, asthma action plans, and asthma medicines: yes = 1, no = 0	1	0.89	1.00	1.00	1.00	1.00
Students with asthma are accommodated to maximize their participation in physical education, sports, recess, and field trips: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	1.00
Description of actions school takes to prevent exposure to asthma triggers in and around the school is reasonable. Max = 3	3	1.67	1.22	1.78	2.22	2.22
2A10. School is in compliance with the OSHA/PESH Bloodborne Pathogen Standard 29 CFR 1910.145(f) & description of procedures used to protect workers against health hazards is reasonable: yes = 1, no = 0	1	0.94	0.83	1.00	1.00	1.00
Element 2B: Nutrition and Fitness						
2B1. School employs practices to promote nutrition, physical activity and overall school health:						
School has a local Wellness Policy with an active committee to evaluate and update policies annually: yes = 1, no = 0	1	0.11	0.89	1.00	1.00	1.00
School's Wellness Policy addresses the 8 critical inter-related components of coordinated school health (Healthy and Safe School Environment; Nutrition Services; Physical Education; Health Education; Health Services; Staff Health Promotion; Family/Community Involvement; Counseling/Psychological and Social Services), and practices a coordinated school health model encompassing these 8 components: yes = 1, no = 0	1	0.00	1.00	1.56	1.56	1.56
School develops, implements, and enforces policies to create schools that are advertising-free to the greatest possible extent: yes = 1, no = 0	1	0.89	1.00	0.89	0.89	0.89
At least 50% of students have participated in the EPA's Sunwise Program (or other equivalent UV protection and skin health education program): yes = 1, no = 0	1	0.00	1.00	0.89	0.00	0.00
School has conducted a school health assessment utilizing a reliable and valid tool (for example: CDC's School Health Index, Mariner, etc.): yes = 1, no = 0	1	0.00	1.00	0.89	0.89	0.89
School collects accurate height and weight measurements (required by New York State Education Department at school entrance and in grades 1, 3, 7 and 10), calculates BMI, and communicates pupils' weight status (based on BMI percentile) to the Department of Health. Max = 1	1	0.00	1.00	0.89	0.89	0.89
Description of procedures is reasonable. Max = 2	2	0.78	1.00	1.11	1.67	1.67
School has established a Child Nutrition Advisory Committee which meets at least quarterly and reports each June to the board of the local school district the status of the implementation of the district's programs to improve students' nutritional awareness and healthy diet: yes = 1, no = 0	1	0.00	1.00	1.00	1.11	1.11
School participates in a Farm to School program or other program to utilize local food in cafeteria: yes = 1, no = 0	1	1.00	1.00	1.00	0.11	0.11
School has an onsite food garden: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	1.00
School's garden supplies food for cafeteria: yes = 1, no = 0	1	1.00	1.00	1.00	0.11	0.11
School has a nutrition education curriculum at all grade levels: yes = 1, no = 0	1	0.00	1.00	0.89	1.00	1.00
School breakfast and/or lunch menus meet the USDA meal pattern requirements, provide fresh fruits and vegetables, and at least 50% whole grains: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	1.00
School participates in the USDA's HealthierUS School Challenge or another nutrition program: max = 1	1	0.00	1.00	1.00	0.89	0.89
List school's USDA HealthierUS School Challenge award level or describe other nutrition program. Max = 2	2	0.33	1.56	1.44	1.67	1.67
School has implemented TV and media reduction curricula such as Student Media and Awareness for the Reduction of Television-viewing (SMART) and Fit by 5 to reduce use of television and other recreational screen time in schools: yes = 1, no = 0	1	0.00	1.00	1.00	0.11	0.11
School participates in "National TV Turn-off Week" campaigns: yes = 1, no = 0	1	0.00	1.00	1.00	1.00	1.00
Students spent an average of at least 120 minutes per week over the past year in school-supervised physical education: yes = 1, no = 0	1	0.89	0.89	1.00	1.00	1.00
At least 50% of students' annual physical education takes place outdoors: yes = 1, no = 0	1	1.00	1.00	1.00	1.00	1.00
Description of the type of outdoor exercise opportunities and nature-based recreation available to students is reasonable. Max = 2	2	1.28	1.00	1.78	1.44	1.44
2B2. Percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.): >25% = 2, 5-24% = 1, <5% = 0	2	1.11	2.00	0.00	0.00	0.00

Green Ribbon Schools Pillars and Elements		Max. Points	2 - Rye Country Day School	3 - Chappaqua Horace Greeley HS	5 - Hubert Humphrey - P557	6 - Yorktown - Crompond School
40% students eligible for federal free and reduced price lunch program (disadvantaged)			N	N	Y	N
Public (P) or Private (Pv)			Pv	P	P	P
Grade Levels			K - 12	9 - 12	PK - 6	4 - 5
2B3. Describe any additional progress school has made in terms of the school's indoor and outdoor environmental quality (including unique community and/or business partnerships) to promote overall student and staff health and safety. Max = 2	2	1.78	1.67	1.89	1.67	
Total - PILLAR TWO (30%of total)		90	44.22	58.50	62.56	62.22
PILLAR THREE: Effective Environmental and Sustainability Education						
Element 3A: Interdisciplinary Learning						
3A1. Practices school employs to help ensure the environmental and sustainability literacy of graduates:						
Description of school's environmental or sustainability literacy graduation requirement. Max = 10		10	5.33	5.56	1.78	4.56
Description of an exemplary integrated instructional unit that school implements addressing environmental and sustainability concepts. Max = 10		10	6.00	1.44	8.56	7.22
Description of professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. Max = 10		10	5.78	0.00	6.78	8.00
Description of an integrated instructional unit that school implements emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. Max = 10		10	4.89	0.00	7.11	7.33
Element 3B: STEM Content, Knowledge, and Skills						
3B1. School frequently use sustainability and the environment as a context for learning science (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 when exploring environmental and sustainability issues). Max = 12		12	7.78	5.44	8.56	9.00
3B2. School curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example: CTE Green Sustainable Design and Technology course, Green Chemistry, etc.). Max = 12		12	8.11	8.56	7.44	8.56
Element 3C: Civic Knowledge and Skills						
3C1. Students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level: yes = 2, not in all grades = 1, no = 0		2	1.89	1.78	1.89	1.89
Percentage of last year's graduates scored proficient or better as assessed by a community or civic engagement project: >50% = 4, 25-49% = 3, 10-24% = 2, <10% = 0		4	4.00	4.00	3.67	4.00
Percentage of projects that focus on environmental or sustainability topics: 50-100% = 1, 0-49% = 0		1	1.00	0.00	1.00	0.11
Percentage of students completing such a project last year: 50-100% = 1, 0-49% = 0		1	1.00	0.11	1.00	1.00
3C2. Students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level. yes = 3, not in all grades = 1, no = 0		3	2.78	2.56	2.78	2.78
Share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills: Max = 10		10	6.89	3.44	7.67	7.78
3C3. Describe partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships: Max = 10		10	7.78	4.67	7.67	8.56
3C4. Describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate: Max = 10		10	5.67	1.00	3.78	6.89
Total - PILLAR THREE (35%of total)		105	68.89	38.56	69.67	77.67
SUMMARY						
CROSS-CUTTING QUESTIONS (5%) -		15.00	11.67	10.56	12.44	11.78
PILLAR ONE (30%) -		90.00	54.61	60.61	47.94	59.28
PILLAR TWO (30%) -		90.00	44.22	58.50	62.56	62.22
PILLAR THREE (35%) -		105.00	68.89	38.56	69.67	77.67
TOTAL -		300.00	179.39	168.22	192.61	210.94