



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 Mrs. Sandra Harrell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hubert H. Humphrey PS 057
(As it should appear in the official records)

School
Mailing Address 140 Palma Drive
(If address is P.O. Box, also include street address.)

Staten Island NY 10304
City State Zip

County Richmond State School Code Number* 35-31-00-01-0-057

Telephone (718) 447-1191 Fax (718) 720-0747

Web site/URL <http://schools.nyc.gov/SchoolPortals/31/R057/default.htm>
E-mail SHarrell4@schools.nyc.gov

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

Sandra Harrell Date 2/5/13
(Principal's Signature)

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

District Name* NYC DOE Dist. 31 Tel. (718) 420-5667

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.

Arminia Claudio Date 2/5/13
(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

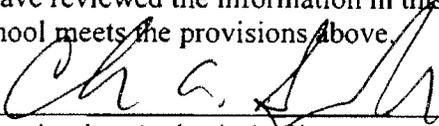
Name of Nominating Authority

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.



HUBERT H. HUMPHREY ELEMENTARY SCHOOL

Public School 57, 140 Palma Drive. Staten Island, NY 10304. 718 447-1191

“Every student achieves Excellence, Everyday!”

Sandra Harrell, Principal

Rhonda Calcagno Asst. Principal

Karyn Lind, Asst. Principal

PS 57 – a Title 1 elementary school in Staten Island, NY – is a shining example of sustainability that has been recognized locally, regionally, and nationally for innovative practices and partnerships in Environmental Education. Project-based learning – around energy conservation, climate change, ecological restoration, composting, recycling and gardening – is at the core of PS57 students’ experience. PS 57’s teachers, through their collaborations with a host of public and private partners, have provided students with an impressive array of exciting STEM-focused programs where students do everything from growing gardens and sampling pond water, to designing and building solar-powered vehicles.

As participants in *GrowNYC*, *Grow to Learn*, and *Green Thumb*, PS 57 students spend six months out of the year planting and growing fruits and vegetables in a 7,350 square foot outdoor garden; fresh garden greens are served in the school cafeteria. In 2011, using a Home Depot grant and in collaboration with the Eltingville Lutheran School and Eagle Scouts, students built a greenhouse in PS57’s garden from 1,500 recycled two-liter plastic bottles. Gardening and composting lessons are regularly integrated into science, math, ELA, nutrition and health classes. Several classes participate in the *Cook Shop Healthy Food Program*. Additionally, the *Farms for City Kids* program provides one week at a Vermont farm for PS57 students to learn about sustainable agriculture, healthy eating and cooking nutritious meals.

Composting and recycling are important parts of student life at PS 57 that have diverted approximately 30% of the school’s solid waste from landfill. The school has six classroom and two outdoor vermi-compost bins. Student Recycling Teams collect and weigh recyclables daily. Teachers use real data collected by students in computer, math and literacy lessons.

PS57 students participate in a number of national programs, including Eco-Schools USA, Cool the Earth and the GSA Green Cup Challenge, through the NYC DOE Sustainability Initiative, that focus on educating students about climate change and energy conservation. Since 2008, thanks to student-led initiatives, as well as green building upgrades that included a white roof and the installation of LED light bulbs, the school has reduced its environmental impacts, cut its GHG emissions, and saved up to 28% on energy usage. These achievements - documented through utility bills - have been enhanced by the *Solar 1 Program* – a school-wide energy conservation curriculum that is integrated into science, math and ELA units.

PS57 students apply what they learn in school in the real world. In 2009, the 5th grade robotics team created plans to build a sea wall around Staten Island's low-lying coastal areas to protect the borough from heavy storm surges and floods, predicted to increase as a result of global warming. Their compelling research won them an invitation to Washington, D.C. to present their proposal to state legislators who followed up by investing \$500,000 into a study to address beach erosion caused by rising sea levels. PS 57 students also recently assisted in developing an Energy Monitoring Dashboard for NYC's first Net Zero School, slated to open in Staten Island in 2015.

As part of their exploration into renewable energy - with funding from NYPA and assistance from a Local 3 electrician - PS 57's robotics team built an adult-sized solar-powered trike which has been used to deliver wood chips, tools, flowers and plants to the school garden.

With *MillionTreesNYC*, PS 57 students enjoy science activities and stewardship programs at Eibs Pond Park – a 17-acre wetland across the street from the school, where students care for trees, conduct summer pond clean-ups, and collect water quality data for the U.S. EPA.

To further students' understanding of ecology and the importance of protecting NYC's unfiltered watershed, a unique partnership was forged between PS57, Margaretville Central upstate and Eltingville Lutheran locally through science-based Catskill Watershed programs. PS57 "water stewards" share curriculum and letters with their upstate peers about the importance of protecting our shared watershed. PS57 students also release trout raised in their classroom during a Spring weekend camping trip to the Frost Valley YMCA.

Time outdoors is valued at PS 57 as is physical education and students spend about 50% of their gym time in an outdoor PlaNYC playyard that includes basketball, soccer, tennis, and track. An impressive 90% of PS57 students walk to school, and there is a well-publicized no-idling policy for buses and other vehicles.

PS 57's success stems from the dedication and passion of its teachers, who have attended numerous Professional Development seminars in sustainability education and provided students with stimulating, hands-on educational experiences and innovative curricula - aligned with common core standards - that have increased student engagement, and yielded consistently high science test scores. PS57's efforts have been recognized through the prestigious 2011-12 EPA Presidential Innovation Award for Environmental Educators given to science teacher Patricia Lockhart. PS57 would be honored to receive a 2013 US Green Ribbon Schools award.

Browse Responses

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

Displaying 5 of 10 respondents

[« Prev](#)[Next »](#)Jump To: [Go »](#)**Respondent Type:** Normal Response**Collector:** Web Link (Web Link)**Custom Value:** *empty***IP Address:** 108.29.105.119**Response Started:** Sunday, December 16, 2012 8:49:47 PM**Response Modified:** Thursday, December 20, 2012 10:59:56 PM**1. School District Name**31

2. School Building NameHubert Humphrey PS 57

3. Street Address140 Palma Dr

4. City, State, Zip & County

City - Staten Island

State - NY

Zip - 10304

County - USA

5. School Website<http://schools.nyc.gov/SchoolPortals/31/R057/default.htm>

6. School Superintendent or Chief School Officer**No Response**

7. School Principal

First Name - Sandra

Last Name - Harrell

Email Address - SHarrell4@schools.nyc.gov

Phone Number - 718 447-1191

8. Lead Applicant (if different from principal)

First Name - Patricia

Last Name - Lockhart

Email Address - patriciapolitics@aol.com

Phone Number - 917 445-7095

9. Level (check one)Elementary (PK - 5 or 6)

10. School TypePublic

11. How Would you Describe Your School?

Urban

12. School Building BEDS Code

353100010057

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?

Yes

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

% - 100

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)

PS 57 has been recognized locally, citywide, statewide and nationally for innovative practices and partnerships for Environmental Education and sustainability. We have and continue to receive media attention, accolades, awards and grants year after year. Reduction of environmental impact and costs: PS 57 has managed to save between 16% to 28.3% on energy costs consistently over the past 5 years as a result of student initiated programs. These energy conservation projects were further enhanced by the use of integrated science curriculum provided by our Solar 1 educator. Students not only save energy but our robotics team worked on a STEM project to build an actual adult solar powered electric tricycle (Local 3 and the NYS Power Authority), attend solar car races in Texas, and pilot a dashboard system for the new upcoming net zero school in our area (NYC sustainability). PS 57 also runs Recycling Green teams to collect paper, milk cartons, organic food, plastic and metal each day (Reduce, Reuse, Recycle) NYC Sanitation. We have 6 vermi compost classroom bins and 2 outdoor bins for school and community use. Improvement of student and staff health; PS 57 provides a strong physical education program both in and outdoors to promote health, We have a gym, physical fitness room, Wii fitness room and million dollar schoolyard to playard park which includes basketball, soccer, tennis, track, and fitness equipment (Plan NYC). Our school also grows vegetables and fruit. Science, math, ELA, nutrition and health are all integrated into this program (NYC Grows, Green Thumb). PS 57 also runs science programs and stewardship projects across the street at Eibs Pond Park (17 acre wetland) with NYC Parks and Million Trees Program. We are presently collating water quality data for the EPA. This data will be compared with other natural sites locally, upstate and Vermont. Our Catskills Watershed and Trout in the Classroom projects provide during and after school programs which utilize set curriculum with field trips upstate with partner schools (Margaretville Central School and Eltingville Lutheran School). We have managed to form and maintain a unique upstate, downstate, public .private partnership within these programs. Our new upcoming program will include a weeklong trip to a Vermont farm (Farms for City Kids). Students will not only care for animals and crops but cook nutritious meals. Effective environmental and sustainability education: PS 57 faculty devotes an enormous amount of personal time to attend professional development related to Environmental Educational and sustainability. Our diversified eclectic project based curriculum is integrated into our required science units and spreads across common core standards in ELA, math, technology, engineering, nutrition and health. Our science scores remain high as a direct result of these exciting hands-on impressionable experiences of a lifetime!

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

All New York City Schools are members of the Green Schools Alliance at the Climate Steward Level. Pending Eco-schools USA Green Flag Pending Cool Schools USA Project Learning Tree Teacher Training

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

Yes

2011-12 EPA Presidential Innovative Environmental Educator and EPA EE Awards, 2011-12 UFT Queen of Green Award, 2011-12 NYS 4th place NYS Green Ribbon Schools, 2009-2012 Sanitation Golden Apple Awards Super Recyclers, 2011-12 Golden Shovel Award (composting), 2011-12 (4) Master Composter Awards, 2010-11 Rose Award, 2009-12 NYC Green Cup Challenge Awards, 2011-12 Solar One Energy Contest 4th place, 2006-12 Green Robotics / Jr Robotics Awards, Partnership for Parks Volunteer and DEC Water Steward Awards, 2006-12 Catskills Watershed Awards, 2008-12 Ecology Day Awards, 2009-12 Garden Cabbage Contest Winners, 2011-12 Green Thumb and NYC Grows Awards.

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):

No Response

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

No Response

4. Percentage reduction:

% - 28

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

11/12-12/12

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)

Portfolio Manager, Con Ed, Green Cup Challenge Total KWH 47,156 Baseline 65,744 Change 28.27

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):

No Response

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

No Response

10. Percentage reduction:

% - 28

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

11/12-12/12

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

Portfolio Manager, Con Ed, Green Cup Challenge Total KWH 47,156 Baseline 65,744 Change 28.27

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

Yes

We are eligible for Energy Star based on scoring (pending fee payment from DOE)

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

No Response

15. Type of Energy:

No Response

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):

No Response

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

No Response

23. What year was the addition completed?

No Response

24. What year were alterations/renovations completed?

Year - 2009

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

No

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

No Response

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

No Response

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

School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.

Our 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.

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

Other (please describe) (Maximum 300 characters) - School wide energy conservation program, LED lighting (Solar 1 Program), building upgrades from DOE, white roof

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

No

No data available

2. Percentage reduction domestic:

No Response

3. Percentage reduction irrigation:

No Response

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

No Response

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

No Response

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)

All systems are checked on an ongoing basis throughout the year

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

NA

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)

Our school's landscaping is 100% water-efficient and/or regionally appropriate. A majority of the landscape is asphalt and graded for drainage and therefore does not require watering. All small sections of grassed areas have trees planted by students with the Parks Million Trees program. These areas do not require frequent watering as they are maintained by natural weather conditions unless the trees are newly planted. Parks street trees are also placed around the school. Newly planted trees require periodic care by students. We have a prize winning student healthy garden area (fruits and vegetables) surrounded by shrubs. We also have an outdoor compost bin and Green House built using 1,500 recycled soda bottles. This green building maintains a butterfly habitat with flowers. Students maintain our small garden area by watering once a day during growing seasons.

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)

pending rain barrel system

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)

Taps and water fountains are cleaned frequently throughout the school year. Screens and aerators are cleaned several times a year. DEP conducts frequent water tests and flushes the system as needed.

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

Schoolwide DEP water conservation program with students

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

Series of roof top gutters, grading and drainage sewers outdoors surrounding school and play areas.

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

rocks are used in areas with drainage and or ground gutter pipe systems

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

white rocks

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

Municipal water source

DEP regulates all water for NYC.

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)

NYC Department of Education handles emergency response at the agency level and has an agency wide contract to deliver potable water and coolers in case of an emergency.

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

School vegetable garden: - 25%

Wildlife or native plant habitats: - natural wetland park accross the street

Outdoor classroom: - park accross the street

Environmental restoration projects: - park accross the street

Other (describe): - Playgrounds 30% Athletic or recreational areas 40% Walking or running trails 5%

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

New York City Department of Education and NYC Department of Environmental Protection are working together on a district wide program to install water efficient fixtures in combined sewer areas. Two schools are selected to do a pilot to inform the change out plan. Schools will be selected in FY13 for this program. Student Education: - Catskills Watershed Program upstate/downstate partnership - Water Stewards of local pond across the street (Eibs Pond Park) - EPA, DEC, DEP Water Conservation Programs. Local public/private partnership annual camping trip to the Catskills Watershed.

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.

Recycling Rate = (B + C) ÷ (A + B + C) x 100: - 30%

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)

% - 30

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

% - 50

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

Other - fluorescent light bulbs, electronic products

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

Custodians mantain records

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

stored in a designated area and removed to recovery facility

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.

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 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? - 100%

Which green cleaning standard is used? - GS 42

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)

Student Programs Reduce, Reuse, Recycle - Green Team Recycles (milk containers, paper, plastic and metal). We also run a small composting program with 2 outdoor garden units and 6 classroom worm bins.

1. Please fill in the following percentages:

Walk - 90

Ride school bus - 5

Carpool (2+ students in car) - 3

Use public transportation - 2

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

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.

Students reside in housing developments right across the street.

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

A majority of students reside close to our school and either walk or take a school bus to school. Our student Robotics Team built an adult solar powered electric trike with baskets to transport goods to our gardens and local park.

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)

Citywide Trayless Tuesdays Program at lunch (recycle paper boats). Won NYC Green Cup Challenge (2009-12) and Solar full year energy contest (2011-12) Overall our school reduced electricity by 25% (year 1), 18% (year 2) 16% (year 3) and 28.3 (year 4). Use of websites and internet for teacher lessons, parent notifications, student assessment and student work to reduce the use of paper. Student Going Green online Newspaper. Use energy LED efficient light bulbs when possible. 2011-12 on site Solar 1 Educator - school wide energy conservation curriculum. 2011-12 Recycling Champions on site educator (RRR curriculum). Small program to compost a limited amount of approved lunch scraps (vermi worm and outdoor school and community composting).

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)

PS 57 Health and Safety Committee: Our committee is comprised of administration, staff (nurse, lunch service rep, teachers union, dean, counselor, school safety) and parent rep. The committee keeps written minutes of meetings that are maintained in a convenient location for members of the public to access and review. The committee addresses all school safety and health issues and concerns. Approximate number of annual meetings: 10

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

Our school has an Integrated Pest Management (IPM) program. Our school IPM plan has identified likely pests which might be of concern at our location. Our school IPM plan has established tolerance and action threshold levels for pests. Our school performs routine cleaning, maintenance, and structural repairs to control pests. Dining, food storage, and waste disposal areas are clearly delineated and enforced. Our school IPM plan requires routine monitoring and documentation of areas of pest concern, evidence of pests, and actions taken to control pests. Our school complies with the Pesticide Neighbor Notification Law, Section 409-h of the Education Law. Any pesticide application is performed by a NYS DEC certified pesticide applicator. (Note: The State Pesticide Reporting Law) (PRL) (Chapter 279 of the Laws of 1996) mandates pesticide applicators and technicians, including school

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)

Our school has an appropriately designed ventilation system to provide adequately filtered fresh air and exhaust indoor contaminants. There are no wood structures on school grounds with wood that has been treated with chromate copper arsenate (CCA). Our school enforces a personal hygiene policy that includes hand washing after playing on playgrounds. Our school has inspected for asbestos, reinspects every three years, conducts semi-annual surveillance, and complies with all AHERA regulations. Our school has a notification and complaint procedure for teachers, students, staff and/or parents/guardians to report complaints or concerns directly to the School Health and Safety Committee.

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)

Our school conducts ongoing inspections of the ventilation system and cleans the system regularly

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)

Our school has windows and vents that can be opened and closed by the occupants.

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)

Our school visually inspects all structures on a regular basis to ensure they are free of mold, moisture, and water leakage. In the event of an occurrence, mold is removed immediately. Renovation of the affected area is conducted as needed. The ground around the building perimeter is graded to allow water run-off to flow away from the school building.

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.

Green products are being used

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)

All school construction must be conducted after school hrs. Clean up procedures by contractors are required, checked and strictly enforced. Students with asthma remain indoors during high pollen count advisory days.

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

Our school provides annual Bloodborne Pathogen professional development and provides hepatitis vaccinations. Staff receives protective equipment to use as needed.

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.

At least 50% of our students have participated in the EPA's Sunwise Program (or other equivalent UV protection and skin health education program).

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.

Health and nutrition curriculum is integrated into our gym and science program based on NYC, NYS and common core standards for all students. The Breakfast Club Program and Dole 5 A Day Program are also utilized to encourage healthy eating habits and exercise.

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 participates in a Farm to School program or other program to utilize local food in our cafeteria.

Our school has an on-site food garden.

Our school's garden supplies food for our cafeteria.

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.

Students maintain vegetable/fruit gardens and enjoy salads weekly. Many classes benefit from the Cook Shop Healthy Food Program. Our school applied and attended PD to become an edible schoolyard showcase school. We also built a greenhouse from lumber and 1,500 two liter recycled bottles

3. Physical Activity

Our 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.

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.

Gym is conducted outdoors as much as possible in our new million dollar schoolyard to play-yard fitness playground (fitness equipment, basketball courts, track course, tennis courts, soccer field etc). In addition to traditional gym we also have an exercise room and Wii fitness set up. Nature based recreation (education) includes school gardening with tools, wood chip path formations, nature hikes, fish and release, turtle trap and release, using waders and nets for pond studies. Students conduct water and soil testing, use butterfly nets, bug boxes and even built garden beds etc.

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.)?

No Response

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)

Our school runs several Health Fairs throughout the year for the community with local agencies. Our school also provides a bike safety workshop with the DOT each year for students and their families. We have a partnership with Home Depot, community groups and local colleges to assist with our school and park gardening projects. Corporate sponsors conduct a "sports" carnival each year as a reward for our community service projects at Eibs Pond Park (17 acre wetland) across the street from the school. We work with Partnership for Parks at their quarterly community Park Days events and Million Trees Programs. The school worked with the community to obtain a (half million dollar) grant from HUD to provide security cameras, child safety gates and 2 technology centers. Our school partners with the YMCA and Catskills Watershed to run after school programs on site. Our robotics team is working with Plan NYC to create a seawall /wave pool plan to prevent damage from surge wave flooding as a result of rising sea levels and increased hurricane activity (climate change). Our science teacher and students participated in a net zero school study to prepare for a new alternative energy school being built on Staten Island. Pending visits from the recycle mobile and eco house are set this year. Recycled Bottle Green House Project partners: Eltingville Lutheran School, Eagle Scouts, Home Depot, Sanitation, Parks Dept Composting, Recycling, Energy Conservation: Sanitation, Solar 1, Recycling Champions, DOE Sustainability. Street Tree Program: Parks Million Trees Stewardship: Eibs Pond Education Program, NYC Parks Dept, community Play Yard to Playground Program (Mayors Office Plan NYC) School safety assemblies: Anti bullying and related issues (police), fire safety (fire department). bike Safety (Traffic City) School Videos: escape school, gun safety, dog safety, escalator safety, fire safety Catskills Watershed upstate downstate, public private partnership (curriculum, field trips) Farms for City Kids - Field trip to a Vermont farm Staff Safety Committee - Professional Development (Blood Borne Pathogens), First Aid/CPR/Defibrillator Drills: fire, shelter, lock down

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)

Sustainability is integrated into existing DOE science curriculum assessments.

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

Environmental and sustainability concepts are integrated into our science curriculum grades PreK to 5. We even run a special a STEM Program for our upper grades 3-5. The robotics team building an actual solar powered electric adult trike from scratch is a prime example of an exemplary integrated instructional unit. First students learned about renewable energy through grade level science unit lessons. Then students were directed to research these topics online and create their own power point presentation of their findings. As an enrichment experience the group went on a class trip to the Solar I Museum and even built small solar cars. Upon returning from the trip students were instructed how to build their own Lego E-Lab solar scooters, windmills and watermills in preparation for their competition. By the time they finished with these activities the students decided to build their own solar bike to help the disabled and deliver goods. A combination of science, technology, engineering and math were integrated into this project as a real world application. NYS Power Authority experts were even called in to fund and assist with the process. Not only did the team win the robotics competition but they were invited to Texas with a local High School to see the solar car races. Their bike has been highlighted in the media and Going Green expos to this day...Students are interested in building a solar powered hovercraft to use at the local pond across the street to help remove debris this upcoming year.

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)

Annual Sustainability Coordinator Training (1 Science Teacher), Science PD (All classroom Teachers), STEM Training (Teachers and support staff grades 3-5), Composting (4 Teachers), Technology (All faculty), Million Trees, Eibs Pond and Park (All Faculty) Solar 1 Energy (All faculty), Trout in the Classroom and Catskills Watershed (Teachers, Support Staff grades 4,5), Edible school yard (8 teachers), EPA EE (all grade 3-5 teachers), Cook Shop (10 Teachers), Recycling Champions (All staff), Vermi composting 6 classroom teachers, Farms for City Kids 3 teachers.

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)

Our school is on the board to assist with the design of the very first NYC Net Zero Solar School. Our school was selected to participate on this special project because of our ongoing outstanding sustainability programs. Our faculty and students have been actively involved with all aspects of this project. By researching, discussing, viewing presentations and making decisions with experts in the field; our sustainability curriculum has truly taken on a life of its own! Our gardening program is a prime example of how the environment connects with personal health. We not only raise vegetables and fruits but enjoy our harvest by having healthy salads weekly. Health and science curriculum is enmeshed into this program. We even have classes cooking our vegetables in their Cook Shop Program. We applied to become an Edible Schoolyard Show Case School. We attend their workshops to this day. Wish us luck!

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

Local Eibs Pond studies which include: water and soil testing, plant and tree identification, macro-invertebrate and animal habitat research all lead the way to exciting hands-on investigations to analyze and interpret data, They also engage students in argument from evidence to solve environmental issues. Students also have the opportunity to visit other sites (upstate Catskills watershed, Vermont farm) to compare data. This year as part of an EPA EE grant students are working on a 14 month project collecting water quality data. Upon completion they are set to conduct a town hall meeting to request improvements at their local pond. Some of our former students, now teens, even reported an illegal dumping issue and received a reward from the city. One teen even won a Youth Hero contest and donated \$25,000 to care for the pond!

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

Our students meet experts in the "Green" field through our sustainability programs and projects. Students are encouraged by these experts to attend college to prepare for upcoming innovative Green jobs of the future. Blue green Alliance Conferences, Green Expos, Parks Dept, Million Trees, Solar 1, Net Zero School experts, Power Authority, Sanitation recycling, Texas Solar Car Races, Plan NYC speakers, EPA speakers, Recycling Mobile, Eco-House, farmers, Watershed educators and USDA Forestry partnership with NYC research field office

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?

% - 75

3. Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? - 100

What percentage of students completed such a project last year? - 100

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)

Our projects have extended past academic and stewardship activities at local natural sites to venturing upstate NY and Vermont. We even raise trout in our classroom all school year and then release them with our upstate pen pal partners. This amazing program called "Green Connections" shares an upstate/downstate Catskills Watershed curriculum and sets up partner science based field trips. The trips include environmental education and civic activities both in NYC and upstate. As a culminating experience our students have the opportunity to experience the watershed for an entire weekend camping trip! Students also have the opportunity to spend a week in Vermont at a farm to care for crops and animals. These field trips truly provide an experience of a lifetime... Because of these exciting programs, students naturally recruit their families to participate in our local volunteer events such as NYC Park Day. The entire community participates at our quarterly local Eibs Pond Park and Million Trees weekend stewardship events year after year! All these programs provide integrated curriculum which includes science, technology, engineering, math ELA, social studies, health and nutrition.

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)

Non profits YMCA, Catskills Watershed, Farms for City Kids, Eibs Pond Ed Program (after school programs, trips) Academic- NYC DOE Sustainability, Green Alliance, Solar 1 Green Lab Design, Recycling Champions, Net Zero Schools, local colleges, UFT, AFT (PD, grants, contests and assistance) Governmental- EPA, USDA Forestry (NYC), Sanitation RRR Program, NYC Parks, Million Trees Program, local elected officials, NYS Power Authority, Green Thumb, NYC Grows (PD, materials, grants, contests) Business- Home Depot, Goldman Sachs (grants, materials and volunteers) In order to have a comprehensive sustainability/environmental program it is essential to seek out extensive professional development training, have supportive administration and faculty, funding , materials, volunteers and excited students.

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)

Science unit assessments, research portfolios and power point presentations of project work.



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
Public (P) or Private (Pv)		Pv	P	P	P
Grade Levels		K - 12	9 - 12	PK - 6	4 - 5
40% students eligible for federal free and reduced price lunch program (disadvantaged)					
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 - PSS7	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
			N	N	Y	N
40% students eligible for federal free and reduced price lunch program (disadvantaged)						
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
Description of procedures is reasonable. Max = 2		2	0.78	1.00	1.11	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
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
School has an onsite food garden: yes = 1, no = 0		1	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
School has a nutrition education curriculum at all grade levels: yes = 1, no = 0		1	0.00	1.00	0.89	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
School participates in the USDA's HealthierUS School Challenge or another nutrition program: max = 1		1	0.00	1.00	1.00	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
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
School participates in "National TV Turn-off Week" campaigns: yes = 1, no = 0		1	0.00	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
At least 50% of students' annual physical education takes place outdoors: yes = 1, no = 0		1	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
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

Green Ribbon Schools Pillars and Elements		Max. Points	2 - Rye Country Day School	3 - Chappaqua Horace Greeley HS	5 - Hubert Humphrey - PSS7	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
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