



2013-2014 School 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 to the best of their knowledge. *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 Pre-K-12. (Schools on the same campus with one principal, even a Pre-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 2013-2014

Charter Title I Magnet Private Independent Public

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

Official School Name Anne Hutchinson Elementary School
(As it should appear on an award)

School Mailing Address 60 Mill Road
(If address is P.O. Box, also include street address.)
Eastchester New York 10709
City State Zip

County Westchester State School Code Number* 66-03-01-03-0-001

Telephone (914) 793-6130 ext. 5102 Fax (914) 961-7367

Web site/URL http://ah.eastchesterschools.org/m2/ E-mail tcherry@eastchester.k12.ny.us

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

Theresa Cherry Date 1-28-14
(Principal's Signature)

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

District Name* Eastchester Union Free School District Tel. (914) 973-6130 ext. 4201

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.

Walter R. Moran Jr. Date 1-28-14
(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 to the best of the Authority's knowledge.

1. The school has some configuration that includes one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-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

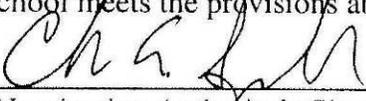
Name of Nominating
Authority

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

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



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 1/28/14

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.

students learn how to construct and maintain a compost bin as well as harvest the benefits. The students are taught how to monitor and track growth over time using graphs, charts, and observation sheets.

The students are able to quantify the differences they make by weighing the food scraps before taking them out to the garden. This process lends itself to scientific inquiry and developing math skills such as graphing and calculating cost savings over time. Other schools around the country often prefer



a giant rocket composter. While this method may offer efficiency, the science is “lost” because students are not actively part of the process. At Anne Hutchinson School, the composting is done in regular sized bins as opposed to the giant rocket composter. In the bin system that we have created, the students are in charge of turning the compost, feeding the bin, monitoring the temperature, and observing the microorganisms and insects. In other words, it brings science to life.

Besides our Composting, Gardening, and Recycling Program, we demonstrate our commitment to the three ED-GRS Pillars in other ways too. In an effort to reduce environmental impact and costs, we engaged in an energy performance contract with Johnson Controls, which resulted in a 64% reduction in electric kWh consumption in one year, and saving 215,000 gallons of water per year. We also have irrigation systems with rain sensors.

We support the health and wellness of our students through our Physical Education Program, which features the use of fitness journals used to help manage obesity and develop students’ understanding of fitness. All students are asked to take an exercise pledge, in which they commit to exercising on a daily basis. Gym routines

involve a cardiovascular workout through the use of various exercises and Dance Revolution. Every June, students and staff members participate in Field Day. Our school



nurse monitors B.M.I for all students. We also have a Health and Safety Committee which meets regularly. To support students’ mental health, we engage in character education initiatives which highlight anti-

bullying and accepting differences in others. We also offer counseling and psychological services to improve students’ mental, emotional, and social health. We participate in Chartwell’s Food Service Program, “Simply Good: You Are Sustainable,” an initiative that serves produce from local farms in our cafeteria.

We provide effective environmental and sustainability education in a multitude of ways. One activity starts with our students collecting Monarch Butterfly eggs from milkweed, hatching them in classrooms, raising the caterpillars, observing them molt and turn into butterflies, and then finally releasing them back into our butterfly garden. Another student-centered activity involves them collecting praying mantis egg sacks from our perennial garden and hatching them in class during spring. Upon hatching them they get released back into our garden. One more educational activity includes having students find the area, perimeter and volume of our various outdoor gardens. Outdoor learning for our students primarily takes place in our vegetable garden and composting piles. Students who are members of Student Council

Community Service club volunteer their time as Green Monitors to maintain garden tools and organize materials needed for Green projects. They make daily rounds collecting



our school’s recyclable materials and ensuring that the materials are separated and organized appropriately. These Green Monitors serve as a tremendous help in the lunchroom too because they form an assembly line to facilitate our recycling and composting efforts. These students cultivate their civic duty by participating in community service and environmental projects throughout the school year.

E.F. Schumacher (1911-1977) once said, “The educator is like a good gardener, whose function is to make available healthy, fertile soil in which a young plant can grow strong roots; through these it will extract the nutrients it requires. The young plant will develop in accordance with its own laws of being, which are far more subtle than any human can fathom, and will develop best when it has the greatest possible freedom to choose exactly the nutrients it needs.” As educators, we are providing students with the knowledge, tools, and experience they need to live a healthy lifestyle and remain environmentally conscious. Our goal is that our efforts will encourage and support our students’ sustainable commitment to living a greener way of life.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Office of Facilities Planning, 89 Washington Avenue, Room 1060 Education Building Annex, Albany, NY 12234
Tel. (518) 474-3906
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Website: <http://www.p12.nysed.gov/facplan/>

January 24, 2014

NYS Nominee Highlights: NY_1_Anne Hutchinson Elementary School

The Eastchester Union Free School District (UFSD) is located 22 miles north of Manhattan in the Town of Eastchester, Westchester County. Anne Hutchinson Elementary School houses 503 students in grades 2-5. Instructional programs reflect the Common Core Standards in all curriculum areas. Critical thinking, communication, problem solving, and the development of strong basic skills are emphasized.

Pillar I – Reduced Environmental Impact & Costs (Score 49.63 out of 90):

Anne Hutchinson Elementary School instituted an energy performance contract that included lighting sensors in all classrooms; lighting replacement; added pipe insulation; installation of energy efficient motors; installation of a computer management system that monitors and shuts down computers when not in use; installation of water saving devices; and other initiatives resulting in a 64% reduction in electric kwh consumption in one year, and 215,000 gallons savings per year in water consumption. The school developed a composting/recycling program in 2012 using 5th grade students as Green Monitors, resulting in a 60% recycling rate for the school, and the reduction of daily lunchroom trash to ½ of a black garbage bag that weighs less than 5 pounds. The school uses water irrigation systems with rain sensors; rain barrels; water-efficient regionally-appropriate plantings; and sweeping instead of hosing patios/sidewalks to help reduce water consumption.

Pillar II – Improved Health & Wellness (Score 74.85 out of 90):

Anne Hutchinson Elementary School has a comprehensive indoor air quality management program; building materials that limit off-gassing of VOC's; and a computer-controlled energy/heat recovery ventilation system that provides filtered fresh air and exhausts indoor contaminants. The school participates in the Farm-to-School program and has an on-site organic food garden which supplies food for its cafeteria. The school's food program offers healthy and well-balanced food options, low-fat/fat-free milk, non-salt seasonings, and herbs grown in the school's garden. The compost pile created as part of the school's composting and recycling program keeps waste out of landfills and provides a safer source of nutrients for the school's garden. Students receive at least 120 minutes per week of physical education with at least 50% taking place outdoors; and students use fitness journals to help with obesity issues and increase understanding of fitness.

Pillar III – Effective Environmental & Sustainability Education (Score 62.54 out of 105):

To reduce environmental impact and costs, and improve student and staff health while providing effective environmental and sustainability education, the school implemented the Anne Hutchinson Composting and Recycling Program in 2012. This innovative program depends on the involvement of the entire school community in its effort to be a "green" school, including students, faculty/staff, parents, vendors, the town, and the county. Increasing environmental and sustainability literacy, reducing the school's environmental footprint, and educating the school community on the importance of recycling and composting are at the core of the program. Students have learned the art and science behind composting and the positive impact they are making to the community as a whole, and are active participants in every element of the program. They have learned how to construct and maintain compost bins; how to monitor and track growth over time using graphs, charts, and observation sheets; and graph and calculate cost savings over time. By using smaller composting bins, students are in charge of turning the compost, feeding the bin, monitoring the temperature, observing the microorganisms and insects, etc. As a direct result of this program, the Anne Hutchinson Elementary School won the Green Medallion Award in 2011 from the Eastchester Environmental Committee and received a Citation from New York State Assembly Member, Amy Paulin. Teacher Dave O'Neil was also designated as a Master Composter by the New York City Botanical Gardens. In 2013, Westchester County Executive Robert Astorino presented the school with a Certificate of Achievement for the design and maintenance of a model cafeteria recycling and food waste composting program to benefit a school garden.

**Eastchester Union Free School District
Anne Hutchinson Elementary School
60 Mill Road
Eastchester, NY 10709**

County: Westchester

School Website: <http://ah.eastchesterschools.org/m2/>

School Superintendent or Chief School Officer: Dr. Walter Moran

School Principal: Theresa Cherry
Email Address: tcherry@eastchester.k12.ny.us
Phone Number: 914-793-6130 ext. 5102

Lead Applicant (if different from principal): Vidya Bhat
Email Address: vbhat@eastchester.k12.ny.us
Phone Number: 914-793-6130 ext. 4588

Level (check one): 2nd-5th grades

School Type: Public

How Would You Describe Your School? Suburban

Total Enrollment: 503

School Building BEDS Code: 66-03-01-03-0-001

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

Percent of students eligible for the federal school free and reduced price lunch program: % = 1

CROSS-CUTTING QUESTIONS:

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. (1,000 characters maximum)

To reduce environmental impact and costs, improve student/staff health while providing effective environmental and sustainability education, we implemented the Anne Hutchinson Composting and Recycling Program. Our program's goals are: Increasing environmental and sustainability literacy; Reducing our school's environmental footprint; Creating a healthy community for students and staff members; Educating the school community on the importance of recycling and composting; Involving the community in the effort to be a 'Green' school. The program was developed and initiated in January of 2012 and has been effectively running since then and is anticipated to run forever. Our program features a systematic change that completely alters the existing way we operate in the cafeteria and classrooms. There was a small startup cost to purchase compost bins. In our case we already had most of the bins on the premises. We also transformed garbage cans into recycling containers and food scrap holders which also saved us money. The program we have in place saves money in the following areas: Less heavy black garbage bags used (10 per day), and an estimated 500-1,000 pounds per week of food scraps and non-recyclable items are diverted from the trash and eventually will be reflected in lower tipping fees. The County and/or Town will also benefit from a huge increase in a commingled recyclable credit received. The school is also benefiting from receiving 2 cents per chip bag, juice pouch, sauce pouch, glue stick, tape dispenser, etc. that we collect and up-cycle from the lunch room. An account has been established with the company Terracycle who up-cycles the materials to make new products. Terracycle pays for all shipping as well. Our outcomes thus far are; 100% of our graduates are environmentally and sustainability literate, our school will have a net zero environmental impact, and our school has a positive influence on the health and performance of our students and staff. We are also proud to report that the unintended outcomes are; the overwhelming enthusiasm of the student body has been incredible, families sending in non-recyclable material from home that is then sent to Terracycle (builds home-school partnership), and the sustainability of the composting over time is demonstrated through our daily collective efforts. In terms of criteria used to determine the success of our new program, we are closely monitoring the output of lunchroom waste. We weigh the food scraps and closely monitor how much garbage is actually being thrown away. To date we have diverted over 50,000 drink pouches, 50,000 chip bags, thousands of pounds of soft plastic, and have reduced the lunchroom garbage to « of a black garbage bag that weighs less than 5 pounds. All liquid waste is disposed of before it goes into the garbage to reduce weight. We think this program

is innovative because it goes well beyond the expectations of the Westchester County recycling laws. The student population has learned that recycling isn't just about bottles and cans. They have also learned the art and science behind composting and the positive impact they are making in the community. Through compost science, the students learned how to construct and maintain a compost bin, as well as harvest the benefits. The students have learned how to monitor and track growth over time using graphs, charts, and observation sheets. The students are able to quantify the differences they make by weighing the food scraps before taking them out to the garden. This process lends itself well to mathematical skills, such as graphing and then calculating cost savings over time. Another reason why this is innovative is because the composting is being done in regular sized bins as opposed to a giant rocket composter that other schools have implemented around the country. In those cases some of the science is lost because the kids are not actively a part of the process. In the bin system that we have created, the students are in charge of turning the compost, feeding the bin, monitoring the temperature, observing the microorganisms and insects, etc. We can send you a video of our system in action, so please let us know if you would like to see it.

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

Which program(s) are you participating in and what level(s) have you achieved (Maximum 500 characters)

We participate in the Earth Day's Network Green Schools Program. We log our goals/progress on their website. We are also active on their Educator's Network, which gives our staff members access to interdisciplinary lessons on environmental and sustainability education. Our students routinely access the Footprint Calculator to take the Ecological Footprint Quizzes in order to gain greater awareness on how to reduce their carbon footprints. In terms of taking action, numerous staff members and students have made pledges towards the "Billion Acts of Green" as well.

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

Yes

Please list the awards you have received and the years you received them. (Maximum 500 characters)

Anne Hutchinson Elementary School won the Green Medallion Award in 2011 from the Eastchester Environmental Committee and received a Citation from the NYS Assembly Member, Amy Paulin. One of our teachers, Dave O'Neil was also designated as a Master Composter by the NYC Botanical Gardens. On March 22, 2012, our school's recycling and composting program was featured in an article in LoHud.com, written by Randi Weiner. In 2013, a Certificate of Achievement was presented to our school (students, teachers, faculty and staff) from the Office of the County Executive, Robert Astorino, for the design and maintenance of a model cafeteria recycling and food waste composting program to benefit a school garden. In the summer of 2013, Dave O'Neil was awarded one of the Top 5 Collectors of Terracycle's Solo Summer Celebration Recycling Contest.

PILLAR I: REDUCED ENVIRONMENTAL IMPACT AND COSTS

ELEMENT 1A: ENERGY and BUILDINGS

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

Yes

Percentage reduction: % = 64

Time period measured (mm/yyyy - mm/yyyy): 11/2012-11/2013

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 300 characters)

With the introduction of an energy performance contract with Johnson Controls we have reduced our kwh Electrical by 64%. This was due to the introduction of Compact Florescent lights, led lights and new energy efficient ballasts. We also had automatic sensors installed in all classrooms. New lighting throughout annual saving \$9512. We had 3,809 feet of additional insulation added to all pipes for annual saving of 1,510.60. We had all steam traps replaced or repaired for an annual savings of \$615.90. Replacement of all mechanical motors for energy efficient for annual savings of \$197.00. New Boiler controls added with an annual saving of \$2523.00. Computer control management annual saving \$487.00. Oil Burner Catalyzer, annual saving \$1,285.00. 5% Savings Optimal start controls on motors, annual saving \$91.00 Exhaust fan shut down, annual savings \$70.00. Night set back controls, annual saving \$247.00 Weatherization of building, annual savings \$35.00 Total Electrical saving per year 193,477 kwh/yr Total BTU saving per year: 2,991

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

No

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

No

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

On-site renewable energy generation: 0

Purchased Renewable Energy Certificates: 0

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

No

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

Yes

Percentage of the addition or altered/renovated building area that meets green build standards (for example: LEED, NY-CHPS, Green Globes): % = 1

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

New roof, gutters, insulation and pointing, of which the roof and insulation meets/exceeds energy standards

What year were alterations/renovations completed? 2008

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

No

What percentage of the existing building area has achieved green build standards for existing buildings (LEED-EB, NY-CHPS, Green Globes)? % = 0

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

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

Other (please describe) (Maximum 300 characters)

We have put a strong emphasis on recycling at this school. We recycle all food waste, juice foil packs, Styrofoam etc. Almost nothing goes in regular garbage. All food waste is composted and used in community garden located on the property and used for instruction. We have added water bottle filling water fountains to encourage the use of refillable bottles. These have been a big hit District wide. We have an energy management system for heating controls that is computer controlled that monitors occupancy and ventilation needs and controls based on use.

ELEMENT 1B: WATER and GROUNDS

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

Yes

Through our Energy Performance Project (EPC) we added water saving devices on all faucets. We added pedal facets to kitchens and nurse's stations. The annual saving 215 kGals per year.

Time period measured (mm/yyyy - mm/yyyy): 11/2012-11/2013

How did you document this reduction (ex: ENERGY STAR Portfolio Manager, utility bills, school district reports)? (Maximum 300 characters)

Utility bills

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 300 characters)

We constantly monitor any and all water sources for leaks and repairs are made immediacy, once they identified.

Our school has a smart irrigation system that adjusts watering time based on weather conditions. Please describe system. (Maximum 300 characters)

We use Rainbird water irrigation systems with rain sensors. Additional we do not leave on automatic but water as needed by conditions.

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 300 characters)

Our entire planting done district wide fits this build, not only to save water but labor and other resources.

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 300 characters)

We have several rain barrels.

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 300 characters)

Taps, faucets, and fountains are cleaned several times annually by custodial staff to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits. We have a copper main, and have placed filters on all water fountains.

Please describe efforts to reduce storm water runoff at your school. (Maximum 300 characters)

We have tried to stabilize our soil. We make sure that bare dirt is not exposed during the wet season. We use plants for long-term stabilization, and straw, mulch, or plastic sheeting at times to temporarily protect exposed areas. We sweep patios and sidewalks rather than hosing them down. Hosing wastes water. We have tried to landscape with native plants instead of grass. This reduces our grounds' water needs. This also attracts wildlife such as birds and butterflies. We have made a drastic attempt to reduce pesticide use. We started a compost pile. Composting yard and food scraps keeps waste out of landfills, and provides a safer source of nutrients for our garden. Our school gutters and leads are tied into the Main Stormwater Town of Eastchester Water Line.

Q 1B4: Our school's drinking water comes from: Municipal water source

Q 1B5: Our school has a reduced pressure zone (RPZ) backflow prevention device on the incoming water supply line to the facility.
No

Q 1B6: Please describe the emergency plan your school employs should potable water become unavailable. (Maximum 300 characters)

We keep a supply of bottled, purified water in our cafeteria and storage areas, and if that becomes depleted we would have to close school.

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

School vegetable garden:	7%
Wildlife or native plant habitats:	15%
Outdoor classroom:	8%
Environmental restoration projects:	2%
Rain garden:	1%
Other (describe):	We are still working on a rain garden, but have several rain barrels

Q 1B8: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 500 characters)

We adhere to EPC measures, monitoring irrigation and leaks and making necessary repairs. We considered the installation of filtered bottle filling water fountains to be a huge help in ensuring water quality for our students and staff members.

ELEMENT 1C: WASTE and HAZARDOUS WASTE

Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to reduction, 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): 30

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 35

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): 10

Recycling Rate = (B + C) ÷ (A + B + C) x 100: 60

Monthly waste generated per person = (A/number of students and staff): .05

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)

% = 25

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

% = 100

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

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.

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

Please answer the following:

What percentage by volume of all cleaning products in use are "third party certified" green cleaning products? % = 100

Which specific third party certified green cleaning standard does your school use? Green Seal's Institutional Cleaning Services Standard

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 300 characters)

We have reduced garbage pickup by volume. We also have no hazardous waste at this elementary school.

ELEMENT 1D: ALTERNATIVE TRANSPORTATION

Q 1D1: What percentage of your students walk, bike, ride a school bus, carpool (2 + student in the car), or use public transportation to/from school?

Please fill in the following percentages:

Walk / Bike: 45

Ride school bus / Use public transportation: 50

Carpool (2+ students in car): 5

How is this data calculated? (Maximum 200 characters)

Conducted an inventory through weekly spot checks at arrival and dismissal. Building and district level administrators along with school custodial staff compiled their data to determine the percentages.

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 and "no-idling" signs are posted.
- Our school has a well-publicized no idling policy that applies to all other vehicles and "no-idling" signs are posted.
- 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 provides a sufficient number of bicycle racks.
- ARRIVAL AND DISMISSAL PROCEDURES
A. Arrival School begins promptly at 8:33 am. As a courtesy to parents, student supervision begins at 8:15 am.
• Before School Activities (Chorus and Band) Only those children participating in a co-curricular activity may be dropped off to attend that activity. There is no supervision available other than for those participating in that activity. Please do not drop off other children who are not participating.
• Drop off procedure Busers – students arriving by bus will be dropped off in the front of the traffic circle and monitored upon entry. Walkers – students arriving by car must be dropped off in the rear of the building near the playground. Drivers must enter the driveway via Mill Road, and proceed straight down the driveway to the back of the school. Follow the traffic cones. At no time may a child arriving by car be dropped at the front of the building until after the designated bus departure time of 9:30am.
B. Dismissal Students are dismissed at 3:00 pm.
• Pick up procedure Walkers - children will be dismissed in the rear of the building. Busers - children taking the bus in the afternoon will remain in their classrooms until their bus letter is called over the loud speaker. Children will be monitored upon leaving the school and entering their buses.
• Alternate Pick up Parents wishing to have another adult pick up their child for any reason must send a note to the child's teacher. NO child will be released to anyone without written permission from the parent or guardian. It is prohibited for a child to board a

bus that is not their assigned bus. • Early Dismissal If you need to pick up your child before the end of the school day, please adhere to the following procedure: 1. Send a note to your child's teacher on the day of requested early dismissal. Please include the time and reason for the early dismissal. Indicate the name of the person who will pick up your child. 2. Meet your child in the office at the requested dismissal time and sign your child out in the logbook. Note: If you have been called to the school to pick up your child due to illness or injury, go directly to the nurse's office and sign your child out there.

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

NO IDLING POLICY The bus companies that are contracted by the Eastchester Union Free School District follow New York State Education Department Law, which precludes idling of school buses on school grounds. The district also requires that all bus contractors that are on school premises, to transport out of district children, obey the state law as well. We constantly monitor bus stops for consolidation opportunities. Any reduction in stops increased efficiency. Our bus service is vended out. We require all the buses to be from the year 2006 or newer, which makes them more fuel efficient.

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)

In 2006, we received a grant from the Eastchester School Foundation to develop our composting program. We purchased composting bins and began to educate our students and staff members about how/why we compost. We also implemented a recycling and composting program in our school cafeteria. We have trained 5th grade students to serve as Green Monitors, and they form an assembly line to ensure that lunch materials are sorted in recycling/composting bins on a daily basis. We have dramatically reduced the amount of garbage and garbage bags needed and the students love to work on building our composting section of our garden. We invite you to come see it for yourself! These students (along with our staff members) are learning valuable eco-friendly life lessons everyday by participating in our school wide recycling/composting program. Jakob Gorecki, a district employee, designed a computer program that works through Novell Groupwise, which automatically shuts down every single computer by 4:30pm each day, unless a manual over-ride at a specific computer is entered by someone who is choosing to work late (on that specific computer). Prior to this, countless amounts of energy were wasted by computers accidentally left on overnight. Now we are saving money and energy too! We are also proud to report that we have 11 facility improvement measures as per our Johnson Controls Contract. They are: Lighting-Fixture Retrofit, Lighting-Fixture Controls, Building Envelope Improvements-Weatherization, Energy Management System, Heating Distribution System- Steam Trap Retrofit, Heating Distribution System-Pipe and Valve Insulation, Heating System Upgrade-Boiler Controllers, Motors-Energy Efficient Motor Replacement, Computer Management System, Water Conservation, and #2 Oil Burner Catalyzer.

PILLAR 2: IMPROVED HEALTH AND WELLNESS

ELEMENT 2A: ENVIRONMENTAL HEALTH

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

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

School Safety Plans: The Board of Education shall adopt and annually update in compliance with Section 155.17 of the Regulations of the Commissioner of Education a district-wide school safety plan and building level school safety plan regarding crisis information and emergency response and management. The plans shall be developed by a district-wide school safety team and a building level school safety team. Facilities Development Goals: A quality educational program can best function in an environment that is conducive to learning, supports and encourages excellence in teaching, and provides a safe and comfortable place for students and staff. Accordingly, the Board of Education establishes the following goals for facilities development: 1. Developing a long-range planning and evaluation program; 2. Providing the necessary facilities needed to serve all students in the district; 3. Providing appropriate facilities and equipment that will best support and accommodate the needs of a quality educational program; 4. Designing and constructing all facilities with particular attention to health, safety, security, and appropriate lighting, heating, ventilation, acoustics, spatial factors and aesthetic appearance; 5. Considering the adaptability of school facilities to community use.

Q 2A2: Please describe your school's Integrated Pest Management (IPM) program, including IPM/green certifications earned, routine housekeeping and maintenance protocols, routine monitoring and inspections, pest identification protocols, and record-keeping. (Maximum 300 characters)

Our IPM is monitored by an outside vendor, Parkway Exterminating. They visit this school semi-monthly. We constantly monitor for insect infiltration and make corrections as necessary. We have had this program in place for many years and have very few in any issues. Our school IPM plan has identified likely pests that might be a potential concern and we have established tolerance and action threshold levels for pests. We always perform routine cleaning, maintenance, and structural repairs to control pests. Our dining, food storage, and waste disposal areas are clearly delineated and enforced. Our school maintains a building-specific log book, including a floor plan indicating the locations of pests, traps, monitoring devices, and follow up actions and activities. 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.

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 a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools. Our school meets the 2013 Mechanical Code of NYS. We have installed energy/heat recovery ventilation systems to bring fresh air in while recovering the heating/cooling from the conditioned air. Our building has windows and vents that can be opened and closed. We also have an appropriately designed ventilation system to provide adequately filtered fresh air and exhaust indoor contaminants. There are no wood structures on our school grounds that have been treated with chromate copper arsenate (CCA). Our school also enforces a strict hygiene policy that includes hand washing/sanitizing after playing on playgrounds and prior to eating snack/lunch. Our school has building materials that limit the off-gassing of VOC's and other chemical contaminants to the indoor air. Our school has been inspected for asbestos, re-inspects at least every 3 years, conducts semi-annual surveillance, and complies with all AHERA regulations. Our school has a notification and complaint procedure for teachers, students, staff, parents/guardians to report complaints or concerns directly to the School Health and Safety Committee.

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)

Ventilation systems are computer monitored for operation. All filters are changed 2x per year.

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

We have computer control monitoring of ventilation system. This is done at the building level, supervisor level and monitored by an outside company for errors.

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

No

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 clean, free of mold, moisture, and water leakage. Our indoor relative humidity (RH) is monitored and there are procedures to respond to elevated RH in classrooms. We inspect and maintain moisture resistant materials/protective systems installed (flooring, backing, piping, etc). The ground around our building perimeter is graded to allow water run-off to flow away from the school building. This is all monitored by the Head Custodian on his daily rounds. Any anomalies are corrected immediately.

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 school only uses art supplies approved by the Art & Creative Materials Institute, Inc (ACMI).
- Material Safety Data Sheets (MSDS) are maintained for chemicals used in art classes (ex: inks, paints, pottery glazes, photo processing chemicals).
- All Chemicals (cleaning) are disbursed through the use of chemical dilution stations located in locked slop sinks. We use only about 5 different chemicals which keeps things simple for the employee. The fact that the full strength chemicals are not used around students/teachers also makes it much safer for all concerned.

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.

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 registered nurse (RN) 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.

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

Our school prohibits smoking and tobacco use on campus, at school events, and in public school buses, as required by NY Clean Indoor Air Act. On very cold days, children are kept inside for recess and gym. Thorough dusting/cleaning performed daily by our custodial staff also reduces our indoor environmental allergens.

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 head custodians meet with their staff to reiterate safe work practices and to make sure they are using personal protection provided by the district, which include mandatory use of gloves, goggles, safety glasses etc.

ELEMENT 2B: NUTRITION and FITNESS

Q 2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

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 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.
- We are addressing the obesity issue with our students by trying to increase the amount of physical activity outside of school using fitness journals. More, specifically this is a new program that we have implemented which places an emphasis on health related fitness. We decided to implement the fitness journals based on the obesity issue that our country currently faces with the understanding that our students and community are not an exception. Much of the obesity issue comes from our nation's lack of physical activity therefore it is critical to encourage our students to participate in as much activity as they can. Our goal is to expose our students to a variety of activities which include the health related fitness components of strength, flexibility and endurance. With this increased exposure we hope that the students find an activity (or activities) that they enjoy leading to good experiences at a young age which is proven to increase lifelong physical activity, health and wellness. In order to increase activity time we have made a mandatory fitness journal required for each 4th & 5th grade student in which they will log their activity time outside of physical education. This can include any type of outside activities that they participate in including organized sports, time spent with friends, or even time doing the exercises that they learn in Physical Education class. Students are required to bring their fitness journals to each physical education class with the amount of activity logged in. Parents are involved because they are asked to sign off at the end of the month in order to be a part of their child's fitness experience. Involving parents not only makes the student more accountable but involves the family in this which not only increases awareness, but increases participation in physical activity with students and parents. Overall the program has been a success and we will continue to use it and refine it over the years.

Nutrition:

- 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 organic 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.
- Our nutrition program Chartwells offers students milk, colorful fruits & vegetables, proteins, and whole grains. We are part of Chartwell's "Simply Good-You Are Sustainable" Program, an initiative that serves produce from local farms. Our menus feature whole-wheat versions of favorite foods, such as brown rice, whole-wheat pasta, and whole-wheat macaroni and cheese. They only offer protein and meat that is lean or low fat, such as ground beef that is at least 90% lean, and dishes made with beans, peas, legumes, nuts, soy and seafood. The meals meet strict limits on saturated fats and portion size. Our food service program offers healthy and well-balanced food options. Low fat & fat free milks are offered too. In an effort to use less sodium, they use non-salt seasonings and herbs grown in our own school's garden!

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.
- Outdoor exercise recreation: Kickball, playground safety, flag football, soccer. We also hold field day every year which includes an entire day outside in which students participate in a variety of activities for the entire school day. Our Phys. Ed teachers incorporate health related components (flexibility, strength & endurance) as well as skill related components (agility, power, speed, & balance) into every fitness unit/lesson. Nature based recreation: Tending to flower & vegetable gardens, composting, looking for eggs in butterfly garden, catching/releasing butterflies, walking on trails, bird watching.

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.)?**

% = 46

Q 2B3: **Please describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (Maximum 500 characters)**

Our fitness journals are used not only to help with the obesity issue, but also to increase understanding of fitness. We begin teaching the students about how to use their fitness journals during our fitness unit in the beginning of the year. During our fitness unit we teach the students about all the different health related (strength, flexibility, endurance) and skill related fitness components (agility, balance, power, speed, coordination, reaction time). During our two week fitness unit which includes four, forty five minute classes for each student we teach students about each component and its importance in both health and performance. The students are then given the opportunity to participate in practicing each component at different stations set up around the gym. The following stations are used: Strength- Exercise bands, power bars, push up blocks, sit up spots Flexibility- Yoga, Sit and reach boxes Endurance- jump ropes and hula hoops Power- standing long jump Speed- Line drill Agility- agility ladders Coordination/reaction time - juggling using hands and feet Balance- balance boards Once students have gone through the different stations and the explanation of each skill and health related fitness component they have a better understanding of why they are doing the fitness journals and how to do the fitness journals.

Q 2B4: **Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues?**

Yes

Our health education program provides students with opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. Comprehensive school health education address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, tobacco use, and violence prevention. Physical Education is an opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity. Our goal is to cultivate a physically educated person who has the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. We use "Health Advocate" as part of our health services. It is designed to ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health. Regarding our nutrition services, we ensure access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. Counseling & Psychological services are provided to improve students' mental, emotional, and social health and include individual and group assessments, interventions, and referrals by our certified school counselor and psychologist. We have a healthy and safe school environment that includes positive physical and aesthetic surroundings and the warm psychosocial climate and culture of the school. We promote our staff members health by providing opportunities to improve their health status through activities such as health assessments, health education, and health-related fitness activities. We value family/community involvement because we maintain an integrated school, parent, and community approach. This approach can enhance the health and well-being of students and their families.

Q 2B5: **Does your school partner with any post-secondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety?**

Yes

We maintain a partnership with our local police department to facilitate the D.A.R.E program. Officer Paul visits 5th grade classrooms to discuss the following with students: Current information on the relationship between drugs and crime, identification of high risk students and their "hidden" youth language, strategies to develop citizen participation and citizen-oriented public safety programs and working with young people to reduce crime and anti-social behavior. We also maintain a partnership with TerraCycle by inviting students/their families and staff members to bring in items from home to be sent to TerraCycle for recycling.

Q 2B6: Does your school have a school nurse (RN) and/or school-based health center?
Yes

Q 2B7: Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): (Maximum 500 characters)

Anne Hutchinson School has made a commitment to educate not only the "whole child," but every child. Our school is comprised of students from various ethnic backgrounds and abilities. We implement the Collaborative Teaching (CT) model on each grade to ensure our classified students with learning, language, or behavioral impediments can thrive in the least restrictive environment along with their general education peers. We also have Communication Development (CD) classes, in which students on the Autism spectrum are exposed to a paralleled curriculum in all subject areas to their grade-level general education peers, but receive the instruction in small groups or one-to-one, according to their Individualized Education Plans (I.E.P.'s). These students are mainstreamed for lunch, recess, class trips, buddy activities, and all specials (art, gym, music, library, and technology). Finally, we offer Intensive Needs (IN) classes via a self-contained model to ensure that students with severe cognitive and/or behavioral disabilities can develop independence and self-efficacy in a safe and nurturing environment. These classes feature an Applied Behavioral Analysis (A.B.A.) approach, which is a science that uses modern behavioral learning theory to modify behaviors. All students in CT, CD and IN classes participate in our renowned Social Skills program, which is facilitated by our guidance counselor. General education students who demonstrate patience, kindness, and caring are nominated by their classroom teacher to serve as mentors. Students in the CD/IN classes serve as mentees. Mentors attend regular meetings hosted by the guidance counselor and a specialized Social Skills monitor to discuss how to model great listening and speaking skills, demonstrate empathy, and develop tolerance for everyone's differences. IN/CD teachers often help mentors understand how to best communicate and interact with their mentees during special lessons. Mentors and mentees are paired up to ensure that mentees have "a buddy or two" to play a game with them at recess or someone to chat with at lunch. Every June, our school has a very special Social Skills Ceremony, in which parents of all mentors and mentees are invited to attend. A poignant picture slide show demonstrates memories of the mentor-mentee relationships that have naturally developed throughout the year, and rarely is there a dry eye in the auditorium. Several mentor and mentee students along with a few faculty members and parents make speeches on how this program has made a difference in their lives. The goal of our Social Skills program is for students on the Autism spectrum or who have severe speech/language impairments to form meaningful relationships with their general education peers in an effort to express themselves and understand others better. Besides our social skills program, we also participate in anti-bullying initiatives such as Rachel's Challenge and No-Name-Calling Week.

Q 2B8: 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)

We are proud of our partnership with Terracycle and wanted to provide more background about why TerraCycle is so unique. Founded in 2001 by Tom Szaky, then a 20-year-old Princeton University freshman, TerraCycle, Inc. began producing organic fertilizer by packaging liquified "worm poop" in used soda bottles. Since the inauspicious start, TerraCycle has become one of the fastest-growing green companies in the world. More than just a recycling company, TerraCycle strives to be a driving force behind increasing environmental awareness and action. Our goal is to be a trusted resource for families, schools, communities, and even corporations to find tips, stats, facts, tactics, and news to help them live a greener, cleaner lifestyle. Together, we are Eliminating the Idea of Waste®. Today, TerraCycle is a highly-awarded, international upcycling and recycling company that collects difficult-to-recycle packaging and products and repurposes the material into affordable, innovative products. TerraCycle is widely considered the world's leader in the collection and reuse of non-recyclable, post-consumer waste. TerraCycle works with more than 100 major brands in the U.S. and 22 countries overseas to collect used packaging and products that would otherwise be destined for landfills. It repurposes that waste into new, innovative materials and products that are available online and through major retailers.

PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

ELEMENT 3A: INTERDISCIPLINARY LEARNING

Q 3A1: Which practices does your school employ to help ensure effective environmental and sustainability education? (Please check all that apply)

- Our school has an environmental or sustainability literacy requirement.
- Professional development opportunities in environmental and sustainability education are provided for all teachers.
- Environmental and sustainability concepts are integrated and assessed throughout the curriculum emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health.

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

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 environment and personal health.

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

Regarding professional development, Staff members are able to schedule time to learn about composting, vegetable gardening, and perennial gardening. These times are scheduled as needed. 2011-2012: Composting 101—20% staff attended. 2012-2013: Lunchroom recycling: how to make it better—90% staff attended (during faculty meeting). 2013-2014: What Goes Where?—informational session on sorting recyclables vs. co-mingled—35% staff attended.

Please describe how your school implements curriculum and assesses student achievement emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. (Maximum 1,000 characters)

The curriculum is implemented in a hands on way beginning in the classroom, to the school cafeteria and then out to the garden and composting site. In the classroom teachers not only follow the general recycling guidelines, but also go beyond by recycling additional material that is not recycled in a conventional way. Many teachers also help reduce the use of these materials by requiring students to use reusable water bottles and offer a community snack to cut down the use of soft plastic. From the classroom the education continues in the school cafeteria. . Right now, when a child in our school walks to the Waste Station here is what happens. They place their bread, apple core, orange peels, leftover salad, napkins, etc in the compost buckets. They place drink pouches and chip bags in the Terracycle bins to be sent for recycling. They place soft plastic baggies in the soft plastic bin for recycling which we deliver ourselves to a municipality building. The students also place all plastics, glass and aluminum in the commingled bins. The students also pour leftover liquid in a liquid waste container so it doesn't weigh down the garbage. We are also one of very few schools that partners with a Styrofoam company to take our lunch trays and recycle them. Municipalities across NY do not recycle Styrofoam. We are currently working with our vendors to switch to compostable trays. We went from 8 large bags of garbage down to a ½ a bag of garbage. From the lunchroom the students bring the 2 five gallon buckets of organic waste out to the school garden where the compost site is. Often the kids weigh the buckets and graph the data on a daily or weekly basis. We are able to calculate and quantify the amount of waste we are diverting from the landfill. As of now the average is 35 pounds per day. This program extends the classroom outdoors and makes a huge impact in the community. Not only will there be a cost benefit to the town, but the impact that the kids will make when they go home is immeasurable. I already have parents telling me how their kids are correcting them when they throw certain things in the garbage. I also have parents bringing in all of their Terracycle waste from home to be sent in through school (www.terracycle.com). We have also been using the compost created in our school gardens. Over the past ten years we have created many different organic gardens including a 2,000 square foot butterfly garden, and 6 separate vegetable gardens. The compost we create is used to fertilize the new plants. So the kids are able to see how the food they throw out can be turned into a rich fertilizer to feed the new plants. A true life cycle that they can see hands on. The Students will be the backbone of the project. The students carry out the daily routines, monitor the progress, analyze and record results, trouble shoot issues, and reap the benefits of the final outcome. The impact is twofold, immediate and long-term. The immediate impact reduces the weight of the trash going into the waste stream. In turn this saves the entire community money over time. I also hope to implement compost giveback days where the community can fill up their own container with compost to use in their gardens at home. I also expect to see further attention surrounding the project in the media which will add to a positive reputation the community has with environmental issues. I also already see students going home and influencing their parents and neighbors to live a "Greener" life by composting and recycling more efficiently. The true long-term goal of this project is to influence the current students to live a "Green" life and apply the lessons in school to their own life. Hopefully as these kids grow up and start their own lives they bring with them the "Green Life" principles that we value in the Anne Hutchinson School. As far as leadership is concerned the 5th graders will take on the major tasks, but there will be opportunities each day for the other grades to lead. Every day in the cafeteria the student monitors will assist their peers when sorting their waste. They will also act as trainers helping other students learn the ins and outs so that they can become student monitors. The 5th graders will specifically oversee the entire program. This year the 5th grade students analyzed the issues in the lunchroom and created a video using iPads to develop, shoot, and edit a public service announcement shown in every classroom.

ELEMENT 3B: STEM CONTENT, KNOWLEDGE and SKILLS

Q 3B1: Does your school frequently use sustainability and the environment as a context for learning science, technology, engineering and mathematics (STEM) thinking skills and content knowledge (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

Students plan and design their own vegetable gardens using area and perimeter. They quarantine specific area based on vegetation's sunlight needs. They make predictions and inferences about the growth of their vegetables. Then they chart and graph the actual growth of the vegetables and display their data using a variety of graphs, charts and visual aids. After they harvest their vegetables, they apply their measuring skills while cooking the veggies in various recipes. We have made pesto, cucumber hummus, cherry tomato salad, bruschetta, vegetable soup, and many more dishes derived from our students' veggie gardens.

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.)?

No

Q 3B3: Please describe how your school uses sustainability and the environment as a context for learning green technologies and career pathways: (Maximum 1,000 characters)

As an elementary school, we are building the foundation of "Green" values, in hopes it will be continued when students transition to Middle School and beyond. We teach them that being "Green" is not a trend but instead of way of life, and that way of life starts with one person, taking the time to make a difference.

ELEMENT 3C: CIVIC KNOWLEDGE and SKILLS

Q 3C1: Please describe students' civic/community engagement projects integrating environment and sustainability topics: (Maximum 1,000 characters)

Anne Hutchinson TerraCycle Collection for last year: This year's collections are still in storage until we reach 400 pounds. Drink Pouch Brigade® Drink Pouch collected: 50,736 Total points earned: 93,521 Cash value: \$935.21 Snack Bag Brigade® Snack Bag collected: 50,403 Total points earned: 101,006 Cash value: \$1,010.06 Dairy Tub Brigade® Dairy Tub collected: 203 Total points earned: 406 Cash value: \$4.06 Diaper Packaging Brigade® Diaper Package collected: 223 Total points earned: 646 Cash value: \$6.46 Elmer's Glue Crew Brigade® Elmer's container collected: 723 Total points earned: 1,446 Cash value: \$14.46 GoGo squeeZ™ Brigade® GoGo squeeZ healthy snack pouch collected: 1,071 Total points earned: 2,342 Cash value: \$23.42 Miscellaneous E-Waste Brigade® Miscellaneous Ewaste collected: 1,500 Total points earned: 1,500 Cash value: \$15.00 Cell Phone Brigade® Cell Phone collected: 27,600 Total points earned: 27,600 Cash value: \$276.00 Laptop, Tablet, and E-Reader Brigade® Laptop collected: 1,500 Total points earned: 1,500 Cash value: \$15.00 Paired Shoe Brigade® pairs of shoes collected: 114 Total points earned: 526 Cash value: \$5.26 Inkjet and Toner Cartridge Brigade® Ink Cartridge collected: 1,976 Total points earned: 1,976 Cash value: \$19.76 Solo® Cup Brigade® Solo Cup collected: 16,822 Total points earned: 61,738 Cash value: \$617.38 Baby Food Pouch Brigade® Baby Food Pouches collected: 549 Total points earned: 1,098 Cash value: \$10.98 Plum Organics Brigade® food pouches collected: 95 Total points earned: 190 Cash value: \$1.90 Keyboard and Mouse Brigade® keyboards and computer mice collected: 109 Total points earned: 418 Cash value: \$4.18 Total Points Earned: 295,913

Q 3C2: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

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

% = 100

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

Q 3C3: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

Please describe students' meaningful outdoor learning experiences. (Maximum 500 characters)

One activity starts by collecting Monarch Butterfly eggs from milkweed, hatching them in classroom, raising the caterpillars, observing them molt and turn into butterflies, and then finally releasing them back into garden. Another activity involves collecting praying mantis egg sacks from perennial garden and hatching them in class during spring. Upon hatching them they get released back into garden. One more activity includes finding area, perimeter and volume of the various outdoor gardens.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 500 characters)

Outdoor learning for our students primarily takes place in our vegetable garden and composting piles. Students who are members of Student Council Community Service club volunteer their time as Green Monitors to maintain garden tools and organize materials needed for Green projects. They make daily rounds collecting our school's recyclable materials and ensuring that the materials are separated and organized appropriately. These Green Monitors serve as a tremendous help in the lunchroom too because they form an assembly line to facilitate our recycling and composting efforts. These students cultivate their civic duty by participating in community service and environmental projects throughout the school year.

Q 3C4: Please describe your partnerships to help your school and other schools achieve the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 1,000 characters)

We have a partnership with our Town Sanitation Department who supports our Green initiatives to enhance our recycling program. The impact of this partnership has been instrumental in facilitating our ability to recycle as much as we can in our school. We are strengthening our level of parental involvement and encouraging parents to come to our school, to view first hand all of the incredible things our students are doing (both academically and environmentally friendly). Our school's webpage features teachers' individual web pages. Mr. O'Neil, one of our 5th grade teachers and our master composter has a variety of websites under the science section of his webpage, which has many tips and ideas to develop students' and their parents' environmental literacy. We have a terrific partnership with our local Eastchester School Foundation, our Parent Teacher Association and our Special Education Parent Teacher Association. All three organizations have funded and continue to fund many grants in support of our environmental efforts and Green projects. We continue to make an effort to develop more partnerships with local businesses and store owners to further our school's eco-friendly goals and initiatives.