



2012-2013 Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

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

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



U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: ☐ Charter ☐ Title I ☐ Magnet ☐ Choice

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

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

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

Rye NY 10580
City State Zip

County Westchester State School Code Number* N/A

Telephone (914) 925-4501 Fax (914)

Web site/URL www.ryecountryday.org E-mail scott_nelson@ryecountryday.org

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

Scott A. Nelson Date 2/7/13
(Principal's Signature) Headmaster

Name of Superintendent* Mr. Scott A. Nelson
Headmaster (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* N/A Tel. 914-921-4250

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.

Scott A. Nelson Date 2/7/13
(Superintendent's Signature) Headmaster

*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.

Rye Country Day School

Since 2005, Rye Country Day has pursued an expanding sustainability initiative by steadily garnering support from faculty and staff, students, parents, and trustees for a multi-faceted program that focuses on the areas of campus gardening, energy and other resource reductions, recycling, food service, environmental activities, curriculum, parent involvement, and community education and awareness. In addition to the two campus gardens that allow Lower and Middle School students to plant and harvest vegetables used in the dining rooms, Middle School students, with the collaboration of an alumna, developed a community garden at a corporate site. Leading the way in composting, Lower School students are transforming leaf clippings, fruit, and vegetable scraps into a nutrient rich soil for their garden beds. In addition, the on campus houses are certified by the National Wildlife Federation, and the school's landscaping has shifted to native plantings that attract a variety of birds and butterflies.

Rye Country Day School's carbon footprint has dramatically declined with 500 new, low energy light fixtures, a 23kW solar energy system, and the installation of two dual-fuel energy efficient boilers. RCDS has participated in a month-long energy reduction competition, the National Green Cup Challenge, and placed fourth last year among similar schools. Each year, Upper School students compete to create a video that promotes responsible energy consumption, and recommendations from an outside auditor identify further opportunities for energy savings within the School. Finally, RCDS is currently participating in a grant proposal that will bring two electric car charging stations to its campus.

Rye Country Day School's food service provider participates in our initiative by incorporating locally sourced food items, reducing the use of plastic products, especially bottled water, recycling vegetable oil, and using the produce from the school garden in the school lunches. In 2010, RCDS and the food service provider were presented with the Green Restaurant Award with two stars.

Digital communication of report cards, weekly eNotes and campus news, and online admissions applications cut down on the use of paper; automated faucet and toilets and an irrigation system with rain gauge shutoffs have significantly reduced the water usage. Used textbooks are reused or donated, and a task force explores the growing availability and use of digital textbooks. Upper School students lead catalog cancellation drives together with cell phone and battery collections. Light bulbs, print cartridges, and electronic waste are regularly recycled through Wecycle.

Throughout this initiative, efforts have successfully incorporated sustainability in the educational programs for students, faculty, and parents. Faculty in all three divisions and across disciplines have developed curricular units focusing on sustainability, including first graders who write persuasive letters to toy manufacturers urging more sustainable packaging practices, third graders who test the waters of Blind Brook streams and share their data with the Mayor of Rye, seventh graders who raise native trout in the classroom for release, and Upper School students who study a wide range of environmental topics

and share this knowledge with other classes. Science students have access to outdoor classrooms at local nature centers and sanctuaries to study ecology, biodiversity and the effect of the invasive Asian Shore Crab, as well as at local organic farms to examine sustainable farming techniques. Student clubs produce a green newsletter, help with campus recycling, and participate in coastal cleanup days. For the past four years, RCDS students have been selected to participate in the Green Schools Alliance Student Climate and Conservation Congress.

The Going Green Newsletter includes articles about environmental programs in the Lower, Middle, and Upper School, sustainable community service activities, various on-campus workshops and speakers, including conservation biologists, ecologists, and eco-entrepreneur Majora Carter. Alumni connections bring speakers on campus to address topics from obesity to alternative energy sources and organic gardening. Pilates and yoga classes for faculty and students highlight the importance of the mind-body connection.

To spread the information throughout the community, the RCDS Parent Environmental Committee has sponsored an “Eco-Conversations” speaker series, “Eco-Excursions,” and weekly Eco-Tips in eNotes. The parents, with the support of the School, recently presented the movie, “No Impact Man,” and discussion with its author, Colin Beavan. After an on-campus screening of the movie, “Bag It,” students handed out recyclable bags to the local downtown shoppers, and together with their parents, were instrumental in supporting the plastic bag ban ordinance that went into effect in Rye last spring. “No Idling,” safety vests worn by staff directing arrival and dismissal traffic and faculty programs regarding energy conservation in neighboring public schools reflect the School’s ability to extend its message beyond the campus.

While Westchester County awarded Rye Country Day School for its comprehensive sustainability plan, the School community remains steadfast in its commitment to its Sustainability Mission in educating students to be responsible stewards of this earth.

Browse Responses

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Displaying 2 of 10 respondents

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[Go »](#)**Respondent Type:** Normal Response**Collector:** Web Link (Web Link)**Custom Value:** *empty***IP Address:** 65.51.210.25**Response Started:** Tuesday, December 11, 2012 3:07:57 PM**Response Modified:** Friday, December 21, 2012 11:03:09 AM**1. School District Name**Rye

2. School Building NameRye Country Day School

3. Street AddressCedar Street

4. City, State, Zip & County

City - Rye

State - New York

Zip - 10580

County - Westchester

5. School Websiteryecountryday.org

6. School Superintendent or Chief School Officer

First Name - Scott

Last Name - Nelson

7. School Principal

First Name - Scott

Last Name - Nelson

Email Address - scott_nelson@ryecountryday.org

Phone Number - 914-925-4501

8. Lead Applicant (if different from principal)

First Name - Barbara

Last Name - Shea

Email Address - barbara_shea@ryecountryday.org

Phone Number - 914-925-4565

9. Level (check one)K - 12

10. School TypePrivate/Independent

11. How Would you Describe Your School?

Suburban

12. School Building BEDS Code

00000

13.

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

No

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

% - 00000

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)

In the last seven years, Rye Country Day has created a Sustainability Mission Statement and a Statement of Purpose to implement sustainable institutional practices across the School. The first steps were the elimination of all pesticides, the installation of composting bins, and the introduction of native plants that has allowed RCDS to gain wildlife habitat certification. NYSEDA rebates have helped to support the campus-wide conversion to low energy light fixtures and the installation of a 23kW solar energy system. For the past four years, the RCDS community has participated in a month-long energy reduction competition and is participating in a grant proposal that would bring two electric car charging stations to its campus. Conscious paper reduction and recycling practices, as well as digital textbook pilots, electronic newsletters and mailings to families, and digitally submitted homework assignments have shown significant decrease in paper use. Curricular units include: sustainable farming and design, the persuasive letter writing for recycling practices, raising trout in the classroom for release, and studying the health of Long Island Sound and the Blind Brook stream with letters to city officials that highlight the students' findings. Student clubs help produce a green newsletter and campus recycling, and participate in local coastal cleanup days. The RCDS Parent Environmental Committee works in tandem with the RCDS faculty and students to sponsor "Eco-Conversations" speaker series, "Eco-Excursions" for parents, weekly Eco-Tips in E-Notes, screening of the movie "Bag It," and the creation of "No Idling" safety vests for staff directing traffic. The Green Restaurant Association recognized RCDS for its green practices, and vegetables, cultivated by students, are grown and used in the School's dining halls. In addition to professional development opportunities throughout the year, faculty summer readings focus on topics of sustainability and lead to discussions on both faculty and student levels.

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

During the period of January 16 to February 13, 2013, Rye Country Day will again participate in The Green School Alliance's (GSA), national energy challenge, "The Green Cup Challenge." The School monitors its energy usage for each week, and the results are submitted. The school uses a baseline which consists of an average of three years of energy usage during that same time frame and calculates the percentage of change over that period. Within the Green Cup Challenge, the students create a three minute video to promote awareness of green initiatives and energy reduction. Last year, our video came in third, and the School came in fourth in energy reduction within our division of fourteen schools. For the past four years, environmental leaders from the student body were selected to participate in the Student Climate and Conservation Congress hosted by the GSA. These students have returned with many innovative ideas that have been incorporated into school practices.

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

Yes

Rye Country Day's food service provider, Flik Independent Schools, has supported the School's sustainability initiative, and as a result of their efforts, Rye Country Day School was presented with the Green Restaurant Award with 2 Stars in 2010. An RCDS student, Caroline Breinen, won an Earth Day Award in recognition for her work in sustainability both at school and in the surrounding area. In the Spring of 2011, Rye Country Day School received the Westchester County Earth Day Award from the Westchester County Legislature. Administrators, teachers, and students from RCDS were honored for the development of a comprehensive school sustainability program. The School was also asked to present our program at the Westchester County Earth Day Expo 2011. In 2012 the Science Department Chair and Headmaster were chosen to present our sustainability program at the National Association of Independent Schools (NAIS.)

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):

3.09 MT eCO₂/person

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

2.59 MT eCO₂/person

4. Percentage reduction:

% - 16

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

12/2008 - 12/2011

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)

This reduction reflects the data that Ecova has gathered of combined gas and electric greenhouse gas emissions for the calendar year 2008 versus the calendar year in 2011.

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):

75 kBTU/880/1=.085

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

75 kBTU/264,891/1=.00028

10. Percentage reduction:

% - 8

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

04/2010-05/2012

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

Rye Country Day School's facilities management company employs a third party to keep a database of the School's energy use. The data reflects a decrease in energy use from April 2010's 82,284 BTU versus the past May 2012's 75,451 BTU numbers. Ecova's monitoring helps to identify trends in school energy use and make recommendations for additional energy reduction.

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

No

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

On-site renewable energy generation - 1

15. Type of Energy:

On-site renewable energy generation (for example: solar panels, wind energy, etc.): - solar panels

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

Yes

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):

% - 0

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):

% - 0

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

No Response

23. What year was the addition completed?

Year - 2010

24. What year were alterations/renovations completed?

Year - 2010

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)?:

% - 0

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.

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.

Other (please describe) (Maximum 300 characters) - RCDS has dual fuel (natural gas and oil) boilers and Intelladyne controllers on water heaters. Practices also include: 500 energy saving compact fluorescent lights and motion sensors in all classrooms, Energy Star windows in 65% of the School, automated faucets and toilets, and a 23kW solar panel system.

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

Yes

The School increased by 30% the amount of timed irrigation and rain sensors needed to water the campus landscape. The increased number of native plantings has reduced the need for irrigation. Dishwasher sprayers in the cafeteria's kitchen are energy efficient, and the School's hands-free automatic sinks and toilets in all academic buildings have reduced the amount of water that is used. The reduction may also reflect weather patterns in 2011 and 2012.

2. Percentage reduction domestic:

% - 32

3. Percentage reduction irrigation:

No Response

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

8/1-10/26/11-7/25-10/26/12

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

This reduction was determined by looking at two comparable bills from the water company over a similar time period (86 and 93 days of service) 8/10/11-10/26/11 and 7/25/12 -10/26/12. The totals were 1,288,804 gallons in 2011 vs. 876,656 gallons in 2012, which reflected a 32% gallon reduction.

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

The School identifies leaks by working with the landscaping crew on a regular basis and monitoring the water bills on a monthly basis. The School engages Ecova, an energy and sustainability management company, and uses their "Strategic Utility Management and Sustainability Quarterly" report to identify opportunities for water conservation.

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

80% of the School's irrigation systems on campus have rain sensors. When the rain sensor detects collected water, it prevents the sprinkler from turning on and will remain shut off until the following day. When the rain sensor is dry, it will trigger the sprinkler system.

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)

About 45% of the total landscaping includes native plants, grasses, perennials, and shrubs that are water efficient. Perennials include asters, ferns, and viburnums that are grouped in gardens and interior courtyards; shrubs and trees include: American Holly, Inkberry, Red Maple, and Oak trees. The winged euonymous hedges, which are considered invasive, will be replaced on a rotating basis. The School has received wildlife habitat certification and looks to reduce lawn areas and increase native plants.

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)

No Response

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)

The School conducts an annual audit on water quality by a third party testing company. Every Monday morning for 10 minutes the School's main water line is flushed and backflow preventers are in place to ensure that the water is free of lead deposits.

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

The School no longer provides any bottled water in offices or at the various school events, but instead provides large containers of iced water.

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

Retention tanks under the School's athletic fields, as well as the faculty, junior, and senior parking lots, collect the stormwater and disperse it to appropriate areas, thus reducing any accumulation of water/flooding either on campus or in the surrounding neighborhood.

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

Permeable pavement was included in the junior and senior parking lots in 2010-2011 to absorb the stormwater and disperse it appropriately below ground.

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

The Athletic Center's roof has a stormwater detention system that is linked to the athletic field retention tank system.

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

Municipal water source

The School's municipal water source is New York State regulated and monitored for contaminants.

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)

The School maintains a stock of spring water bottles to be used for a limited time span.

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

School vegetable garden: - 5%

Wildlife or native plant habitats: - 45%

Other (describe): - Zen Garden - .5%

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

The School employs Sodexo to manage its facility. Ecova, an energy audit company and subsidiary, assesses our water consumption and makes recommendations for efficiency as well as conservation.

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

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): - $20 \times 2 \times .75\% = 30$

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): - $8 \times 16 \times 100\% = 128$

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): - 1

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: - 81

Monthly waste generated per person = $(A/\text{number of students and staff})$: - .029 per person

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

% - 0

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

% - 0

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

Flammable liquids - polar and non-polar solvents - 2 liters

Corrosive liquids - acids - 1 liter

Toxics - paint thinner - 1 liter

Mercury - 0

Biohazards - 0

Other - 0

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

The liquids are collected by the Science, and Buildings and Grounds Departments in approved containers. No known quantities of mercury or mercury compounds are stored or used on campus.

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

Solvents are kept in a locked, ventilated, and fire-proof cabinet in non-academic storage areas. The School hires a chemical waste disposal company and following New York State laws, the items are removed or disposed of according to the Flinn method for chemical disposal.

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 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 Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer.

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

Our school completes an annual Chemical Inventory.

Our school manages fluorescent light bulbs as universal waste.

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

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

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

Yes

9. Please answer the following:

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

Which green cleaning standard is used? - Green Seal Certification

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)

Cleaning product refills are concentrated and come in smaller packages. Dispensers are then used to control the ratio of water to product. The School recycles cleaning spray bottles to reduce waste. The empty refill packages are 100% clear of hazardous wastes when they are recycled.

1. Please fill in the following percentages:

Walk - 0

Bike - 0

Ride school bus - 9

Carpool (2+ students in car) - 63

Use public transportation - 5

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.

Our school provides a sufficient number of bicycle racks.

The School employs a police officer to direct traffic on Cedar Street and staff to monitor and direct cars at the School entrances, as well as six faculty members who act as greeters to help students exit their cars and buses in an efficient and safe manner. Administrators supervise student arrivals and dismissals.

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

The Lower, Upper, and Middle School divisions begin and end their day at staggered times. To reduce traffic concerns, faculty supervise waiting rooms that allow families one drop off in the morning and one pick up in the afternoon for all their children.

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)

The Parent Environmental Committee raised money and bought reflective vests for the traffic men to wear that say, "No Idling " as a constant reminder of our policy. In conjunction with parents from the Rye Public Schools, Rye Country Day showed the movie, "Bag It" to raise awareness to the harm of plastic bags in the environment. Inspired RCDS students then bought and distributed reuseable bags in Rye and educated passers-by on the environmental issues surrounding plastic bag use. Students and faculty promote energy conservation by focusing on key tips that are emailed and discussed in classes and faculty meetings. Power strips were distributed to faculty to reduce phantom load of electronic equipment. A "Blackout Day" in January is scheduled to raise awareness and reduce the use of electricity during the day. Several faculty members shared energy conservation tips at the local public school in both English and Spanish, and students created, "No Idling" public service announcements for the parent body.

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

Yes

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

The health and safety committee meets on a monthly basis to address issues relating to safety and health of our students, faculty, and staff. The agenda is circulated prior to the meeting to elicit topics. Responsibilities for follow-up are delegated, and feedback given to the Headmaster within a time frame.

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

1. 100% organic products are used for all the campus landscaping. 2. Organic pesticides reduce the need for glue and snap traps. 3. An organic paste is used to reduce pests 4. Artificial turf fields discourage pests and do not require any pesticides.

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)

50% of the buildings have an air quality management system, which monitors/controls the CO levels. Classrooms windows open. Lower grades have sinks; alcohol-free hand sanitizers are available throughout the campus and in the lunchrooms. Hands-free antibacterial soap dispensers are in all bathrooms.

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)

On a monthly and quarterly basis the maintenance department, each of whom has the responsibility of one particular building, enacts a preventive maintenance program to check and ensure that the system is operating properly.

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)

Windows in every classroom are functional and two HVAC mechanics are on staff.

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)

A computer based building management system monitors humidity and moisture. Each maintenance staff member is responsible for a specific building and conducts daily inspections. Depending on the need, the area is cleaned in-house or a preferred contractor is called in.

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.

Chemicals are stored following the Flinn Method in a locked prep room designed for chemical storage that is actively and passively ventilated. All chemicals are also locked in secure cabinets designed for specific uses (ie. acids, flammables, and active metals) within the storage area.

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

No Response

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.

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)

The School uses green products for cleaning, and classrooms are cleaned and vacuumed daily for dust mites. Organic pesticides are used for landscaping care. Lastly, the School monitors for any dampness and potential mold concerns, and will use outside resources, if necessary.

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

The School offers hepatitis B vaccines for all maintenance workers. They are given an OSHA kit that includes gloves, masks, and bags for body fluids clean-up. The faculty and staff are given first aid kits with gloves, wipes, band-aids, and extra bags for disposal of waste.

1. Wellness

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

In the Upper and Lower School Dining Halls, portion sizes are limited, and tray sizes are smaller to allow students to take only what they can eat. Desserts are served only twice a week. There are no vending machines for junk food or soda. The school does not offer energy drinks or high fructose drinks. The School offers a wide variety of healthy food choices and provides students with information regarding new foods that are introduced. Parents have access to the menus every month on their parent portal.

2. 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 food garden.

Our school's garden supplies food for our cafeteria.

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

The School gardens allow students to learn about the various vegetables and fruits, and students eat their harvested items in the dining halls. During lunch, Lower School parents pass trays of cut-up vegetables and fruits. A large salad bar with a constantly changing assortment of salad greens and vegetables are located in both dining halls. Whole wheat bread and a variety of grains are available, and only low fat milk is provided. Frozen yogurt is provided twice a week as an alternative to ice cream.

3. Physical Activity

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.

RCDS students from K-8 participate in physical education every day. In addition, every day students K-5 have a period of outdoor recess that ranges from half an hour in grades K-4 to 15 minutes in grade 5. In the Upper School, about 75-80% of students are on teams and have 5-6 days of physical activity. The other students must participate in a physical fitness activity several times a week.

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.)?

% - 10

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)

In the first US health lesson of the semester, students are introduced to the five components of health. One of the components is spiritual health. The discussion revolves around the role of religion in one's spiritual health. Spiritual health is defined as one's relationship to the environment and other living things. In keeping with this theme, Upper School students created a Zen garden to provide an outdoor space for quiet reflection. In the sixth grade the students do a unit entitled, "How Green is your Green" - an examination of advertising, the purchasing power that middle schoolers have, and how their choices affect the environment. The students watch, "The Story of Stuff," and talk about the psychological impact of having so much stuff and how advertising makes us feel, etc. In addition, they look at the website "Better World Shopper" (betterworldshopper.com).

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)

Every third year there is a Sustainability Day, which, at times, has been converted into a lecture series required by all Upper School students. The Environmental Club makes students aware of various sustainability issues on campus at all-school meetings, and the yearly Green Cup Challenge has produced and shown movies to the entire student body. In addition to these co-curricular (but required) activities, the required biology class harks the mantra of "Reduce, Reuse, Recycle." In the creation of the DNA spiral, students were encouraged to use recycled products in the construction of their model. Although physics is not a required course at RCDS, two of our four physics levels are working on sustainability projects as they examine and develop products that they hope to donate to schools and communities in the developing world. The School offers classes in environmental science and environmental chemistry and 40-50% of students graduate RCDS having taken one of these classes.

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

Seventh graders started their year attempting to understand everything they need for their survival and well-being that comes directly or indirectly from the natural environment. Through games and activities, they constructed a framework of understanding sustainability issues through a systems lens point of view. Students began to analyze the inputs, flows, and outputs of various

human made systems such as food systems and how society, the economy, and environment must be taken into consideration when solving problems. The essential idea that there is "no away" when it comes to waste is a new concept to many. In addition, seventh graders have begun a year long project raising brook trout in the classroom. Students gain hands on experience in understanding the interdependent relationships between and among living and non-living things. Composting and experimenting with the garden are also long term projects that give students opportunities to find out more about how sustainable systems work.

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)

The school provides funds for teachers who are interested in participating in environmental and sustainability workshops, has co-sponsored two energy workshops with NYSEERDA, and three composting workshops that included parents, faculty, and staff. Over the last two years, 21% of faculty have attended workshops and conferences with a focus on environmental and sustainability topics. This past April, all faculty and staff participated in a professional day that focused on issues of food with follow-up summer readings and fall discussions devoted to expanding opportunities for curricular and programmatic ties to address sustainable solutions for real world problems. This fall, Majora Carter presented to students, faculty, and parents in three separate presentations to build on our public purpose/service learning initiatives with the inherent challenges and opportunities in changing the local environmental landscape.

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

In sixth grade science, students learn about the USDA's 2011 My Plate guidelines. Students complete team activities to learn about major nutrients, food labels, and My Plate specifics. They would cover those topics in italics whether they do the old nutrition curriculum or the new one. Students keep food logs to determine how closely their eating habits come to USDA guidelines in the five food groups. They look at their logs to see if there are changes in their eating habits after learning about nutrition. The main simulation in the unit has student teams planning meals within a limited budget, "shopping" at a classroom store, reacting to fate cards (allergies, food shortages, etc.) and keeping daily records. Throughout, the students maintain exercise logs, an essential part of the new USDA guidelines.

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

Science and math students are expected to design and conduct experiments and analyze data, and many experiments focus on topics in sustainability at all grade levels. Students learn to generate electricity using water, solar, and wind by creating models using the scientific method, collecting data, and designing experiments. In biology, students learn many topics in ecology using models as guides to test real world environmental problems. Physics students research low tech environmental devices such as portable solar lights, learn the physics principals of how they work, and then help provide these devices for communities in need. Students also explore the science behind global warming by modeling the interaction of light with atmospheric gases and investigating long term variations in incident solar radiation as the Earth's orbit changes. Environmental Science and Environmental Chemistry students focus exclusively on environmental issues when they are developing experiments and asking questions.

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

The school offers AP Environmental Science, Environmental Science, and Environmental Chemistry. All three of these classes make connections directly between the environmental issues that are explored in class and careers in the environmental field. The school hosts school-wide or class specific speakers from different environmental fields. We hosted research scientists who are studying Dengue Fever, zoonotic disease transmission, conservation biology of birds, rattlesnake population dynamics, environmental law, environmental chemistry and Eco-Entrepreneur. In addition, the following speakers have come to talk with students about specific topics: directors of non-profits who promote community gardens with the goal of reducing childhood obesity, an engineer from GM to talk about fuel cell technology, and several doctors who work with populations in Africa and Haiti. Lastly, several Upper School students worked with local college professors on environmental research projects

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?

% - 90

3. Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? - 55-65%

What percentage of students completed such a project last year? - 90%

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)

Two vegetable gardens on campus, and one in a corporate park provide opportunities for lessons that include writing, mathematical and scientific thinking skills, as well as civic responsibilities for our students. These experiences are shared with the broader community through videos, articles in online newsletters and formal and informal presentations in school. Many science classes are taken out into the fields of the campus and to local streams, rivers, nature centers to investigate environmental quality and other science topics. The Upper School students study an invasive species of shore crab at a local nature sanctuary and the Upper School and kindergarten classes travel to Stone Barns Farm to learn about sustainable farming practices. Middle and Lower School students are learning the process of composting debris from gardens and food scraps from the kitchen.

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)

SET, a literacy-based skill building program provides enrichment for local Spanish speaking children and adults on Saturdays on our campus. SCOPE provides a vibrant after-school learning environment that supports academic goals and objectives set by neighboring school programs. In both of these programs RCDS, Upper School students coordinate, instruct, and lead activities. In addition, a team of students regularly goes to the Port Chester Carver Center After-School program to help its younger students. Second graders are creating a calendar to fundraise for Sound Shore by sharing information about the need for clean water in the Long Island Sound. With the City of Rye Sustainability Committee, RCDS co-hosted the viewing of the movie, "Bag It," and our students took the lead in passing out reusable shopping bags and information in Rye regarding the importance of reusing materials and supporting the city's plastic bag ban. This fall, RCDS Spanish teachers spoke at Port Chester elementary schools about winterizing and energy savings. For the past two years, RCDS has hosted NYSEDA workshops for area schools. In August of 2012, RCDS hosted an organic lawn care seminar. At the end of each academic year, all seniors embark on individual or group community service projects of their own design, which include local parks, nature centers, and community centers for young children. In an annual partnership with Highbridge Voices in the Bronx, the US Chorus rehearses and performs together.

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)

Upper School students help third graders evaluate the health of the Blind Brook Stream by observing the biotic index of macro-invertebrates and water chemistry. When the stream water quality was low, students wrote letters to the mayor explaining their findings and making recommendations. The School participates in the Green Cup Challenge, and the School has reduced its energy per capita use yearly. The students create and produce a video to raise awareness of energy efficiency and reduction. Older students share with younger students different ways to reduce energy use at home and school. To reduce waste, the Middle School's "green" team worked to remove teacher's names from catalogue lists. The sustainability committee meets regularly with faculty, students, and parents and ensures that the School is moving forward on its sustainability initiatives.



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

Green Ribbon Schools Pillars and Elements		Max. Points	2 - Rye Country Day School	3 - Chappaqua Horace Greeley HS	5 - Hubert Humphrey - PS57	6 - Yorktown - Crompond School
40% students eligible for federal free and reduced price lunch program (disadvantaged)			N	N	Y	N
Public (P) or Private (Pv)			Pv	P	P	P
Grade Levels			K - 12	9 - 12	PK - 6	4 - 5
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	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	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	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 staff), 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 - PSS7	6 - Yorktown - Crompond School
40% students eligible for federal free and reduced price lunch program (disadvantaged)			N	N	Y	N
Public (P) or Private (Pv)			Pv	P	P	P
Grade Levels			K - 12	9 - 12	PK - 6	4 - 5
2A8. School has a chemical management program: yes = 1, no = 0	School has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury from instructional and non-instructional spaces: yes = 2, no = 0	1	1.00	1.00	1.00	1.00
	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	2.00	2.00	2.00	2.00
	School has a Chemical Hygiene Plan that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting OGS approved green cleaning products: yes = 1, no = 0	2	1.78	2.00	2.00	2.00
	Describe how school controls and manages chemicals routinely used in the school to minimize student and staff exposure. Max = 6	1	0.33	1.00	1.00	1.00
		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	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:	1	0.00	1.00	1.00	1.00
	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 - PS57	6 - Yorktown - Crompond School
40% students eligible for federal free and reduced price lunch program (disadvantaged)			N	N	Y	N
Public (P) or Private (Pv)			Pv	P	P	P
Grade Levels			K - 12	9 - 12	PK - 6	4 - 5
2B3. Describe any additional progress school has made in terms of the school's indoor and outdoor environmental quality (including unique community and/or business partnerships) to promote overall student and staff health and safety. Max = 2	2	1.78	1.67	1.89	1.67	
Total - PILLAR TWO (30%of total)		90	44.22	58.50	62.56	62.22
PILLAR THREE: Effective Environmental and Sustainability Education						
Element 3A: Interdisciplinary Learning						
3A1. Practices school employs to help ensure the environmental and sustainability literacy of graduates:						
Description of school's environmental or sustainability literacy graduation requirement. Max = 10		10	5.33	5.56	1.78	4.56
Description of an exemplary integrated instructional unit that school implements addressing environmental and sustainability concepts. Max = 10		10	6.00	1.44	8.56	7.22
Description of professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past 2 years. Max = 10		10	5.78	0.00	6.78	8.00
Description of an integrated instructional unit that school implements emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. Max = 10		10	4.89	0.00	7.11	7.33
Element 3B: STEM Content, Knowledge, and Skills						
3B1. School frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues). Max = 12		12	7.78	5.44	8.56	9.00
3B2. School curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (for example: CTE Green Sustainable Design and Technology course, Green Chemistry, etc.). Max = 12		12	8.11	8.56	7.44	8.56
Element 3C: Civic Knowledge and Skills						
3C1. Students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level: yes = 2, not in all grades = 1, no = 0		2	1.89	1.78	1.89	1.89
Percentage of last year's graduates scored proficient or better as assessed by a community or civic engagement project: >50% = 4, 25-49% = 3, 10-24% = 2, <10% = 0		4	4.00	4.00	3.67	4.00
Percentage of projects that focus on environmental or sustainability topics: 50-100% = 1, 0-49% = 0		1	1.00	0.00	1.00	0.11
Percentage of students completing such a project last year: 50-100% = 1, 0-49% = 0		1	1.00	0.11	1.00	1.00
3C2. Students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level. yes = 3, not in all grades = 1, no = 0		3	2.78	2.56	2.78	2.78
Share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills: Max = 10		10	6.89	3.44	7.67	7.78
3C3. Describe partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships: Max = 10		10	7.78	4.67	7.67	8.56
3C4. Describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate: Max = 10		10	5.67	1.00	3.78	6.89
Total - PILLAR THREE (35%of total)		105	68.89	38.56	69.67	77.67
SUMMARY						
CROSS-CUTTING QUESTIONS (5%) -		15.00	11.67	10.56	12.44	11.78
PILLAR ONE (30%) -		90.00	54.61	60.61	47.94	59.28
PILLAR TWO (30%) -		90.00	44.22	58.50	62.56	62.22
PILLAR THREE (35%) -		105.00	68.89	38.56	69.67	77.67
TOTAL -		300.00	179.39	168.22	192.61	210.94