

2012-2013 NEW YORK STATE GREEN RIBBON SCHOOLS

Thank you for your interest in completing the 2012-2013 New York State Green Ribbon Schools application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit an online application to the New York State Education Department Office of Facilities Planning to be selected as a state finalist. If your school is selected as a state finalist, you will be asked to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education (ED).

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection will be based on documentation of the applicant's high achievement in the three ED-GRS Pillars:

PILLAR I: Reduced Environmental Impact and Costs

PILLAR II: Improve the Health and Wellness of Students and Staff

PILLAR III: Provide Effective Environmental and Sustainability Education, Incorporating STEM, Civic Skills, and Green Career Pathways

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers and students. You should consult the ED-GRS [resources page](#) for standards, programs and grants related to each Pillar, Element and question. This is an excellent clearinghouse of resources for all schools, not just those who apply.

The questions in this application will help you demonstrate your high achievement in these Pillars as well as provide space for you to include pertinent documentation. You will receive points when you provide documentation for your answers.

Please note in the application form below, the New York State Education Department has broken down each Pillar into "Elements" in order to provide a more detailed explanation for what is meant by each Pillar. Each Element then has a series of questions which will demonstrate the progress made in achieving these goals. Some questions have been grouped together into categories for the sake of clarity and organization.

NOTE: Once you begin your application, you may return to it at any time by accessing the link **from the same computer** you used to begin the application. To save your responses, you must click the 'NEXT' button at the bottom of each page. If you click the 'PREV' button, the survey will move back to the previous page, and will not save your current responses. You may print pages of your application as they are completed by using your web browser's print

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feature.

YOU MUST SUBMIT YOUR APPLICATION ONLINE NO LATER THAN 3:00 PM EST ON FRIDAY, DECEMBER 21, 2012.

CERTIFICATION

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, 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 as 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. 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.

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SCHOOL CONTACT INFORMATION

NOTE: an asterisk (*) indicates required information

*** School District Name**

*** School Building Name**

*** Street Address**

*** City, State, Zip & County**

City

State

Zip

County

School Website

School Superintendent or Chief School Officer

First Name

Last Name

*** School Principal**

First Name

Last Name

Email Address

Phone Number

Lead Applicant (if different from principal)

First Name

Last Name

Email Address

Phone Number

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* Level (check one)

- Elementary (PK - 5 or 6)
- K - 8
- K - 12
- Middle (6-8 or 9)
- High (9 or 10-12)
- Other (please specify)

* School Type

- Public
- Private/Independent
- Charter
- Other (please specify)

How Would you Describe Your School?

- Urban
- Suburban
- Rural

* School Building BEDS Code

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

- Yes
- No

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

%

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APPLICATION OUTLINE - ED-GRS PILLARS AND ELEMENTS

CROSS-CUTTING QUESTIONS 5%:

Participation in Green and/or Healthy School Programs - 15 points

PILLAR I: REDUCED ENVIRONMENTAL IMPACT and COSTS: 30%

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions - 25 points

- Energy
- Buildings

Element 1B: Improved water quality, efficiency, and conservation - 25 points

- Water
- Grounds

Element 1C: Reduced waste production - 21 points

- Waste
- Hazardous waste

Element 1D: Use of alternative transportation - 19 points

PILLAR II: IMPROVED HEALTH and WELLNESS: 30%

Element 2A: Integrated school environmental health program - 63 points

- Integrated Pest Management
- Contaminant controls and Ventilation
- Asthma control
- Indoor air quality
- Moisture control
- Chemical management

Element 2B: Nutrition and fitness - 27 points

- Fitness and outdoor time
- Food and Nutrition
- Ultra Violet (UV) safety

PILLAR III: EFFECTIVE ENVIRONMENTAL and SUSTAINABILITY EDUCATION: 35%

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems - 40 points

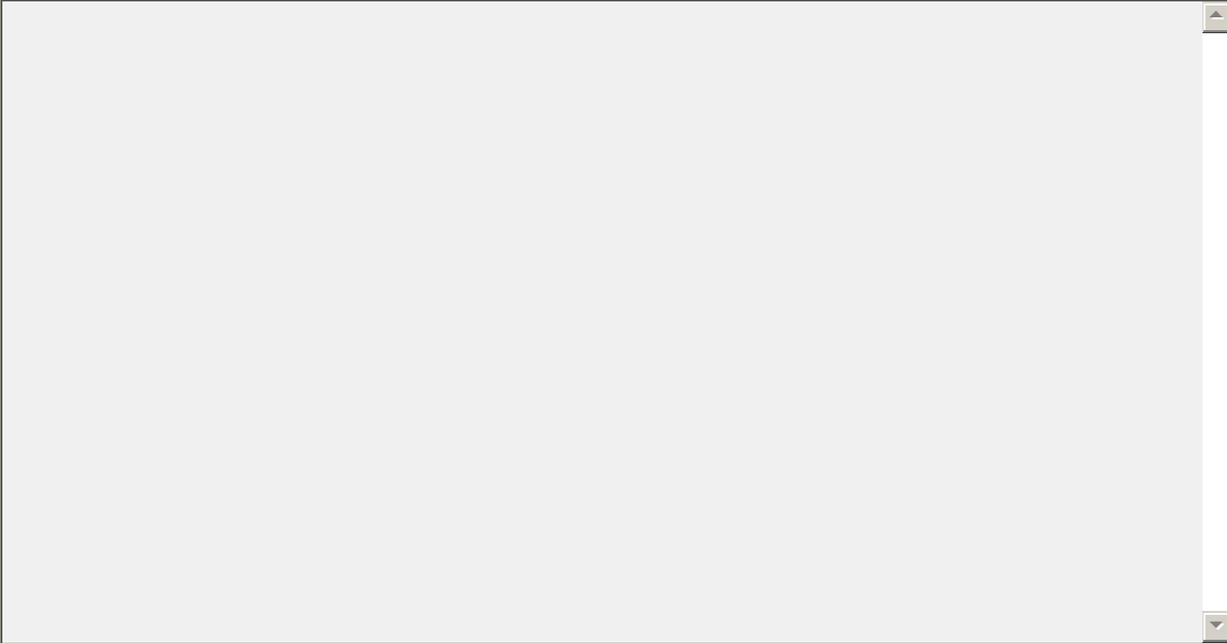
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills - 24 points

Element 3C: Development and application of civic knowledge and skills - 41 points

TOTAL: 300 POINTS

CROSS CUTTING QUESTIONS:

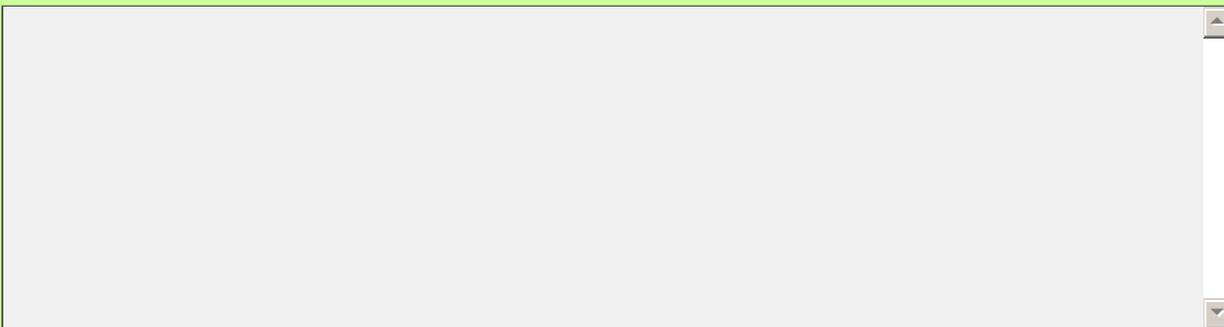
Q CC1: Summary Narrative: Provide a narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships. (2,000 characters maximum)



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
- No

Which program(s) are you participating in and what level(s) have you achieved (Maximum 1,000 characters)



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

- Yes
- No

Please list the awards you have received and the years you received them. (Maximum 1,000 characters)

PILLAR 1: REDUCED ENVIRONMENTAL IMPACT AND COSTS

Buildings, grounds and operations goal: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints).

Pillar 1 includes four main elements:

- 1) Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power;
- 2) Improved water quality, efficiency, and conservation;
- 3) Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and
- 4) Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

Each question in this section is designed to measure your school's progress towards Pillar 1 and its associated 4 elements.

ELEMENT 1A: ENERGY and BUILDINGS

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

- Yes
- No

Please provide the following information:

Initial GHG emissions rate (MT eCO₂/person):

Final GHG emissions rate (MT eCO₂/person):

Percentage reduction:

%

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

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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)

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

- Yes
- No

Please provide the following information:

Current energy usage (kBTU/student/year):

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

Percentage reduction:

%

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

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

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

- Yes
- No

If your school received the ENERGY STAR Building Label, please note the year(s) it was achieved and the score received. (Maximum 500 characters)

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

On-site renewable
energy generation

Purchased Renewable
Energy Certificates

Type of Energy:

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

Purchased
Renewable Energy
Certificates:

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

- Yes
 No

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

- Yes
 No

Please provide the following information:

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

%

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

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

- Yes
 No

Please provide the following information:

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

%

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

What year was the addition completed?

Year

What year were alterations/renovations completed?

Year

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

- Yes
- No

Please provide the following information:

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

%

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

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

- School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.
- School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.
- Our school has installed one or more energy/heat recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.
- School has an energy and water efficient product purchasing and procurement policy in place.
- Other (please describe) (Maximum 300 characters)

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
- No

Describe the measures used to achieve reduction. (Maximum 500 characters)

Please provide the following information:

Percentage reduction domestic:

%

Percentage reduction irrigation:

%

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

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

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality?

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)

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

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

Our school 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)

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)

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

Q 1B3: Stormwater Control (please complete the following)

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

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

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

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

- Municipal water source
- Well on school property

Please describe how the municipal water source or private well is protected from potential contaminants.
(Maximum 500 characters)

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

- Yes
- No

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

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

School vegetable garden:

Wildlife or native plant habitats:

Outdoor classroom:

Environmental restoration projects:

Rain garden:

Other (describe):

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

ELEMENT 1C: WASTE and HAZARDOUS WASTE

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):

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

**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):

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

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

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)

%

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

%

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

| | |
|-------------------|----------------------|
| Flammable liquids | <input type="text"/> |
| Corrosive liquids | <input type="text"/> |
| Toxics | <input type="text"/> |
| Mercury | <input type="text"/> |
| Biohazards | <input type="text"/> |
| Other | <input type="text"/> |

How are the amounts calculated? (Maximum 300 characters)

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

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.

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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
 No

Please answer the following:

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

Which green
cleaning standard is
used?

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

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

Ride school bus

Carpool (2+ students
in car)

Use public
transportation

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

- Our school has designated carpool parking stalls.
- Our school has a well-publicized no idling policy for buses in accordance with New York State Education Law.
- Our school has a well-publicized no idling policy that applies to all other vehicles.
- Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- Our school has established Safe Pedestrian Routes to school which are distributed to parents/guardians and posted in the main office.
- Our school provides a sufficient number of bicycle racks.
- Our school participates in the NYS Clean Air School Bus Program to retrofit our school buses.
- Our school participates in a "Safe Routes to School" program.

Describe activities in your safe routes program. (Maximum 300 characters)

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

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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)



PILLAR 2: IMPROVED HEALTH AND WELLNESS

Healthy student and staff environment goal: The school improves the health and performance of students and staff.

Pillar 2 includes two main Elements:

- 1) An integrated school environmental health program based on an operations and facility-wide environmental management system that promotes student, visitor and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds; and
- 2) High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff.

Each question in this section is designed to measure your school's progress toward Pillar 2.

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
- No

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

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

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)

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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)

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

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

- Yes
 No

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

- All of the classrooms in contact with the ground at our school have been tested for radon.
- 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.
- School was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

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)

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.

Please describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (Maximum 300 characters)

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 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.

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

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
- No

Please describe procedures used to protect workers against health hazards. (Maximum 300 characters)

ELEMENT 2B: NUTRITION and FITNESS

Q 2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (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.
- At least 50% of our students have participated in the EPA's Sunwise Program (or other equivalent UV protection and skin health education program).
- Our school has conducted a school health assessment utilizing a reliable and valid tool (for example: CDC's School Health Index, Mariner, etc.).
- Our school collects accurate height and weight measurements (required by New York State Education Department at school entrance and in grades 1, 3, 7 and 10), calculates BMI, and communicates pupils' weight status (based on BMI percentile) to the Department of Health.

Describe procedures used to utilize the data summary from the Department of Health on your students to develop obesity prevention curriculum and/or programs to address the needs of students. (Maximum 500 characters)

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Nutrition

- Our school has established a Child Nutrition Advisory Committee which meets at least quarterly and reports each June to the board of the local school district the status of the implementation of the district's programs to improve students' nutritional awareness and healthy diet.
- Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.
- Our school has an on-site food garden.
- Our school's garden supplies food for our cafeteria.
- Our school has a nutrition education curriculum at all grade levels.
- Our school breakfast and/or lunch menus meet the USDA meal pattern requirements, provide fresh fruits and vegetables, and at least 50% whole grains.
- Our school participates in the USDA's HealthierUS School Challenge or another nutrition program.

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 500 characters)

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.

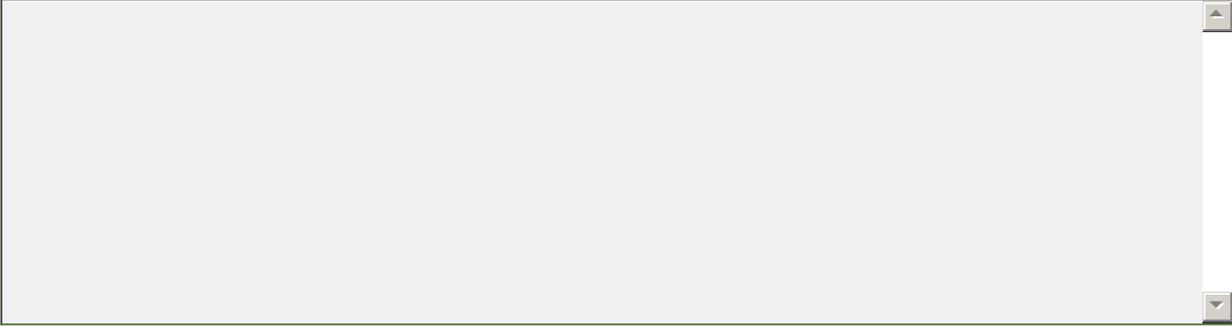
Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 500 characters)

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.)?

%

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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)



PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.

Pillar 3 includes three main Elements:

- 1) Engage students in interdisciplinary learning about the key relationships between dynamic earth, energy and human systems;
- 2) Use environment and sustainable principles to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and
- 3) Develop students' civic engagement knowledge, competencies, dispositions, and environmentally responsible behavior.

Each question in this section is designed to measure your school's progress toward Pillar 3 and its associated 3 elements.

ELEMENT 3A: INTERDISCIPLINARY LEARNING

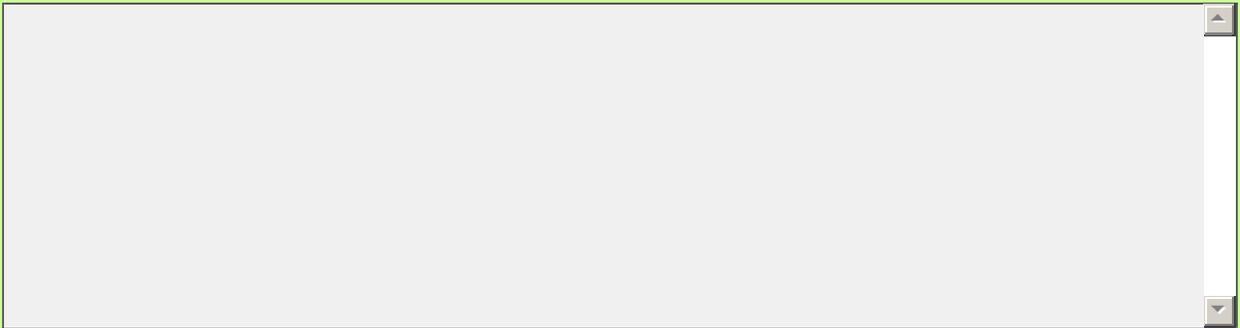
Q 3A1: Which practices does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)

- Our school has an environmental or sustainability literacy graduation requirement.
- 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.

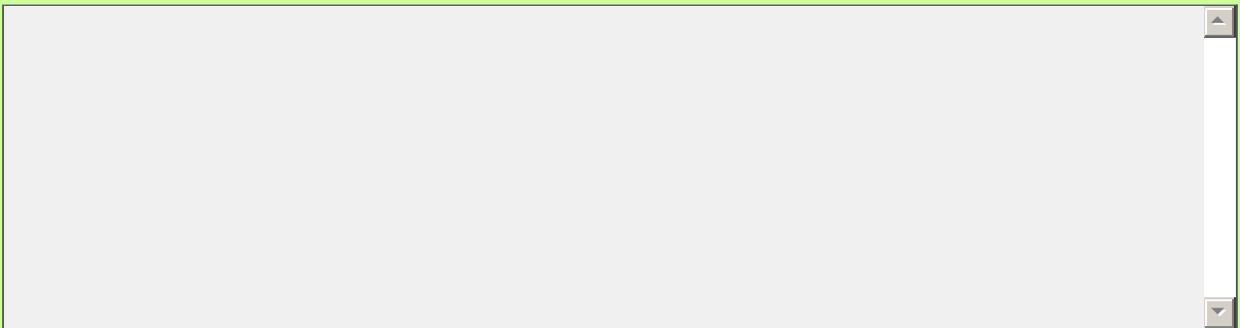
Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 1,000 characters)

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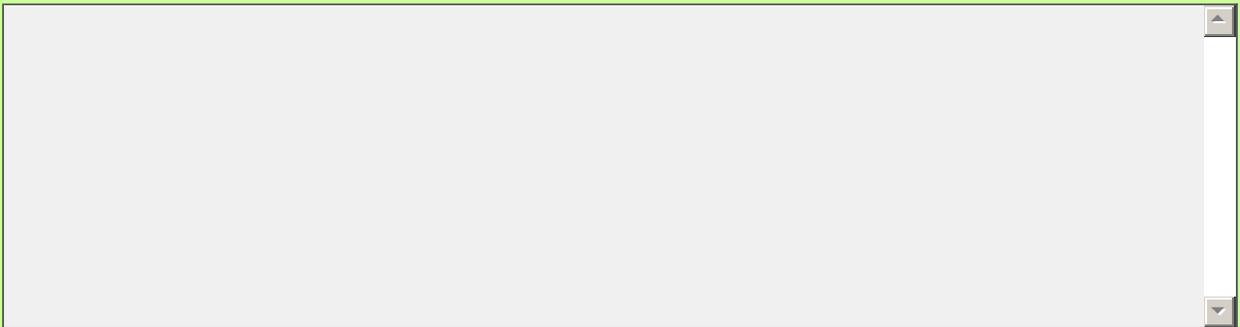
Please describe an exemplary integrated instructional unit that your school implements addressing environmental and sustainability concepts. (Maximum 1,000 characters)

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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)

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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)

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ELEMENT 3B: STEM CONTENT, KNOWLEDGE and SKILLS

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
- No

Please describe. (Maximum 1,000 characters)

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
- No

Please describe these college and career connections. (Maximum 1,000 characters)

ELEMENT 3C: CIVIC KNOWLEDGE and SKILLS

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

- Yes
- No
- Not in all grades (please specify which grades)

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

%

Please provide the following information:

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

What percentage of
students completed
such a project last
year?

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
- No
- Not in all grades (please specify which grades)

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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)

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)

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)

THANK YOU for completing an application to New York State Green Ribbon Schools.

Please take a moment to make sure you have answered every question to the best of your ability.

Once you proceed past this page, your application will not be available for further editing.