



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

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Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other documentation of review)

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

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.

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 achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012

For Public Schools only: (Check all that apply) [] Charter Title I [] Magnet [] Choice

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

Official School Name Bethlehem Central Middle School
(As it should appear in the official records)

School Mailing Address 332 Kenwood Avenue
(If address is P.O. Box, also include street address.)

Delmar NY 12054
City State Zip

County Albany State School Code Number* 01-03-06-06-0007

Telephone (518) 439-7460 Fax (518) 475-0092

Web site/URL bcsd.k12.ny.us E-mail mwarford@bcsd.neric.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

[Signature] Date 3/21/12
(Principal's Signature)

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

District Name* Bethlehem Central Schools Tel. (518) 439-7481

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

[Signature] Date 3/21/12
(Superintendent's Signature)

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

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

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 achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency;
 - 2) healthy school environments; and
 - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

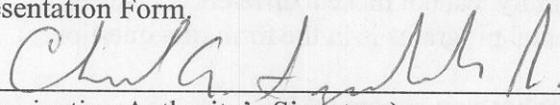
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency New York State Education Department

Name of Nominating Authority Mr. Charles A. Szuberla, AIA
Assistant Commissioner for School Operations

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

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

 Date 03/21/2012
(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

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.



The “Green” programs at BCMS address the growing environmental problems that exist today. Issues such as climate change, lack of fresh water, loss of topsoil, chemicals in our food, and the amount of garbage we make are only a few of the real challenges that face our children. The goal of education is to equip students with the knowledge and skills that they will need in order to overcome obstacles that they will face in the future. Teaching environmental stewardship is doing just this.

The choices that we make each day affect the overall health of the planet, and every single one of us has a role to play. It is very easy to say that our environmental problems are so large that any one person, or any one family, cannot make a difference. This is simply not true. The mantra of our environmental programs is in the form of a question:

“Are you conscious of what you consume?”

Are you aware of the choices that you make each day, and how those choices affect our planet? To make it easier for students to examine their choices, we broke them into three categories:

The Garbage You Make

The Food You Eat

The Energy You Use

We set out not only talk about environmental issues, but to model for students what environmental stewardship looks like. The goal is to help them be “conscious of what they consume” and provide the infrastructure for students to make good decisions.

Recycling, composting, cafeteria (garbage we make)- At BCMS students make our recycling program work! We recycle glass, plastic, metal, cardboard, paper, juice pouches, chip bags and compost waste from our school kitchen. Every classroom and office in the building has a blue paper recycling bucket. During the morning announcements on Tuesdays and Thursdays, students from each homeroom are asked to empty their blue paper recycling buckets into large totes that are placed in central points of the building. Teams of students then collect these totes, weigh them, and log the data. Other teams of students empty blue paper buckets from all classes and offices that do not have a homeroom (library, offices, nurse, etc.). These too are weighed and logged. At the end of each month we use our school TV station to announce the amount of paper we recycled and the environmental benefits of our efforts (trees saved, water conserved, pollution avoided).

We have eliminated Styrofoam from our cafeteria serving lines and use washable trays and re-usable metal flatware to decrease garbage. Students also compost food waste from our kitchen, which then goes into our school organic garden. Glass, plastic and metal containers are located in all hallways, staff rooms and in the cafeteria.

Solar Panels/ Energy Star Building (energy we use)- BCMS has a 2 KW solar array attached to library which feeds electricity directly into our building. A complete computer program is tied into the system which highlights how solar panels operate, displays real time energy production data, and shows the environmental savings of renewable energy technologies. Our building is Energy Star rated; further modeling what sustainability looks like in our student's future. Renewable energy and conservation units are peppered throughout our science curriculum.

Organic Garden (food we eat)- In order to raise awareness about the amount of harmful chemicals that are applied to American farmlands each year, and to highlight the benefits of supporting local farmers, we created an organic school garden. The majority of the food we grow is used in our school cafeteria; offering free "Salads for Kids Days" and encouraging vegetable sampling. Some of the produce is sold at a farmer's market which is located at our school each Saturday and a portion of our harvest is donated to local food pantries. Our goal this year is to continue to supply our school kitchen and donate over a ton of food!

The garden is designed to utilize the philosophy and the techniques used by organic growers. The vegetable growing areas are broken into different sections, which house different families of crops. We have over 1,500 square feet of raised beds and over 2,000 square feet of larger sections. The raised beds are all built with 100% recycled plastic lumber. This winter students built cold frames by recycling windows from an old local greenhouse.

Students also lead community members and classes on tours of the garden. They use large colorful display boards to highlight the four obstacles to growing food (soil nutrition, garden pests, weed control and water management) and show how we overcome each obstacle using organic growing methods. The students also use the display boards to highlight current facts about chemicals in agriculture and water scarcity issues. The garden tours begin and ends with a display board that reads, "Are you conscious of what you consume?"

2011-2012 New York State Green Ribbon Schools Application

Response ID: 251 Data

3. Page Three

School Contact Information

School District Name

Bethlehem Central School District

School Building Name

Bethlehem Central Middle School

Street Address

332 Kenwood Avenue

City

Delmar

State

NY

Zip

12054

County

Albany

School Website

<http://bcsd.k12.ny.us/>

School Superintendent or Chief School Officer First Name

Thomas

School Superintendent or Chief School Officer Last Name

Douglas

Principal First Name

Michael

Principal Last Name

Klugman

Principal Email Address

mklugman@bcsd.neric.org

Principal Phone Number

518-439-7460

Lead Applicant First Name (if different from principal)

Mark

Lead Applicant Last Name (if different from principal)

Warford

Lead Applicant Email

mwarford@bcasd.neric.org

Lead Applicant Phone Number

518-439-7460

Level (check one)

Middle (6 - 8 or 9)

School Type (check one)

Public

How would you describe your school? (check one)

Private/Independent

School Building BEDS Code

010306060007

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

5. Page Five

Q CC1: 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!)?

No

Which program(s) are you participating in and what level(s) have you achieved?

Q CC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

No

Please list the awards you have received and the years you received them.

7. Page Seven

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

Yes

Please provide the following information:

Initial GHG emissions rate (MT eCO₂/person) : n/a

Final GHG emissions rate (MT eCO₂/person) : n/a

Percentage reduction : 35%

Time period measured (mm/yyyy - mm/yyyy) : 11/2009 - 11/2010

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

Q 1A2: Has your school received the EPA ENERGY STAR Building Label within the last 5 years?

Yes

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

2009/2010 - EPR-78

Q 1A3: What percentage of your school's energy is obtained from:

On-site renewable energy generation (for example: solar panels, wind energy, etc.) (Describe) : Our school is one of 50 schools that received a 2KW solar array through NYSERDA. This system is currently generating electricity for our building.

In what year was your school building originally constructed?

1932

What is the total area of your school building (square feet)?

212037

Q 1A4: Was your school constructed as a new building in the past ten years?

No

Please provide the following information:

Q 1A5: Has your school constructed an addition or completed alterations/renovations in the past ten years?

Yes

Please provide the following information:

Which certification did you receive and at what level? : Energy Star Status EPR-78

What is the total area of the addition (square feet)? : 60,000

What year was the addition completed? : 2006

What is the total area of alterations/renovations (square feet)? : 212,037

What year were alterations/renovations completed? : 2006

Q 1A6: Do any parts of your existing building meet green build standards (for example: LEED-EB, NY-CHPS, or Green Globes)?

No

Please provide the following information:

Q 1A7: Please indicate which green building practices your school is using to ensure your building is energy efficient.

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

8. Page Eight

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

No

Describe the measures used to achieve reduction. (Maximum 100 words)

Please provide the following information:

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

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.

Our school's landscaping is water-efficient and/or regionally appropriate.

Our school uses alternative water sources (ie. grey water) for irrigation before potable water.

Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure)

Please describe your audit program. (Maximum 100 words)

Besides the areas mentioned above, we have removed all outside irrigation systems. Non of our landscaping or fields are irrigated at this time.

Please describe other measures employed to increase water efficiency and ensure water quality. (Maximum 100 words)

Please provide the following information about your school's landscaping

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 100%

What types of plants are used and where are they located? : Hardy trees, shrubs and bushes that require minimal watering. We limit the amount of flowers that are planted and require irrigation.

Are any plants listed as an invasive plant species? : No

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

We have a rain collection barrell attached to our garden shed. The rain barrel is designed to highlight the limited resource that fresh water is on this planet and to model water conservation techniques. The captured water is used in our school garden.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

We use municipal water in our school that is tested each year. We also monitor the water quality and perform routine testing of the water. Lead in our water has not been an issue.

Q 1B3: Stormwater Control

Our school has a stormwater management program .

Please describe the stormwater management program at your school. (Maximum 100 words)

We have installed retention and detention structures on our school grounds; some are open and some are below ground.

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

Municipal water source

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

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

Yes

Q 1B6: Does your school have an emergency plan should potable water become unavailable?

Yes

Please describe your emergency plan. (Maximum 100 words)

In water emergencies; bathroom use is closely monitored and bottled water is shipped in for student and staff consumption. Emergency early dismissal and building closure would be implemented if the water issues can not be resolved in a timely manner.

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

School vegetable garden : 10%

Wildlife or native plant habitats : 10%

Outdoor classroom : 15%

Q 1B8: What percentage of the school grounds are devoted to socially/culturally beneficial uses?

Outdoor spaces designed and used regularly for social interaction : 10%

Athletic or recreational areas : 55%

Q 1B9: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

We have large, colorful display boards that students created as part of our garden program. Garden Club students lead community members through tours of the garden on weekends using these display boards. These tours explain our organic growing methods and the boards highlight the key components to food production; one of which is water resources and conservation. We use raised beds that are watered by hand in the cool of the morning in order to maximize moisture retention by the plants. We also have drip line irrigation for our larger growing areas to provide water at the root of the plants and reduce our need for sprinkler irrigation, which loses a significant amount of water to evaporation. Water conservation is also discussed during our environment units of study.

9. Page Nine

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

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 96%

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 43%

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). : 2%

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 32%

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)

10%

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

0%

Q 1C4: Please provide the following information about your school's hazardous waste

How much hazardous waste does your school generate (lbs/person/year)? : 0 %

How is the amount generated calculated? : Each year the only hazardous materials used would be in science classrooms and are used during instructional time.

List the types of hazardous waste generated : Science chemicals

How is hazardous waste monitored? : Science supervisor records all materials ordered, used or stored.

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

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.
Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
Our 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 recycles fluorescent bulbs...(DEC to develop question)
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.

Which green cleaning standard is used?

Q 1C6: 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

Q 1C7: Does your school use "third party certified" green cleaning products as listed on the New York State Office of General Services approved product list?

Yes

Please provide the following information about the green cleaning products used in your school:

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

Q 1C8: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

We have a very aggressive recycling program in our school. We currently recycle cardboard, glass, plastic, metal, juice pouches, chip bags and food waste from our kitchen (compost). Every Tuesday and Thursday are recycling days. On these mornings and announcement is made asking one student from each homeroom to empty their blue paper recycling bucket from their classroom into a larger tote in their wing of the building. Teams of students then collect the totes, and empty paper recycling buckets from any rooms without students (library, copy rooms, offices, etc.) All the totes are weighed and the amount of paper we recycle, and their number of juice pouches and chip bags we collect, are recorded. The total amount of paper recycled, along with the environmental benefit of this recycling (trees saved, water use decreased, pollution reduced) is shared with the school and community at the end of each month on our morning TV broadcast. We have also eliminated styrofoam from our cafeteria and use washable trays and reusable metal flatware. No more plastic flatware!!! Our cafeteria is set up to model, and help students, make good environmental choices.

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

4%

How was this data collected and calculated? (Maximum 100 words)

Students that walk to and from school need to have a letter of permission from their parents. A list of all walkers is part of our emergency procedures.

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.
Our school participated in the NYS Clean Air School Bus Program to retrofit our school buses.
Our school participates in a "Safe Routes to School"

Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

Las year we retrofitted 57 busses with oxidation catalyts resulting in a 45% reduction in diesel emmisions. We currently use bus particulate diesel filters on 1/3 of our fleet resulting in 94% reductions in emmisions. We also have consolidated bus routes ellminating 4 runs and we use dean diesel fuel.

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. (Maximum 200 words)

We have a 5:00 p.m. automatic computer shut down sysytem in our building reducing energy use for computers that were not shut down when staff member go home. Our school has partnered with the PATHS for Bethlehem organization and Rails to Trails organization to promote the use of bicycle use in our community. Bicycle safety, clear markings on major bike routes, and connecting all communities in our town with bike paths are the main objectives.

11. Page Eleven

Q 2A1: Does your school have a Health and Safety Committee?

Yes

Please answer the following about your Health and Safety Committee:

is comprised of district officials, staff, bargaining units, and parents.

is expanded during construction activities to include the project architect, construction manager, and contractors to address health and safety issues associated with construction projects.

has established procedures for receiving complaints and ensuring that written complaints receive written responses subsequent to appropriate investigation.

keeps written minutes of meetings that are maintained in a convenient location for members of the public to access and review. One representative from each school in the district.

Approximate number of annual meetings:: 4

Q 2A2: Which of the following practices does your school employ with regard to pest management? (Please check all that apply)

Our school has an Integrated Pest Management (IPM) program .

Our school IPM plan has identified likely pests which might be of concern at our location.

Our school IPM plan has established tolerance and action threshold levels for pests.

Our school performs routine cleaning, maintenance, and structural repairs to control pests.

Dining, food storage, and waste disposal areas are clearly delineated and enforced.

Our school IPM plan requires routine monitoring and documentation of areas of pest concern, evidence of pests, and actions taken to control pests.

Our school maintains a building-specific logbook, including a floor plan indicating the locations of pests, traps, monitoring devices, follow-up actions and activities.

Our school complies with the Pesticide Neighbor Notification Law, Section 409-h of the Education Law.

Any pesticide application is performed by a NYS DEC certified pesticide applicator. (Note: The State Pesticide Reporting Law (PRL) (Chapter 279 of the Laws of 1996) mandates pesticide applicators and technicians, including school

Q 2A3: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)

Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.

Our school meets the 2010 Mechanical Code of New York State (Ventilation for acceptable indoor air quality).

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.

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

Our school has an appropriately designed ventilation system to provide adequately filtered fresh air and exhaust indoor

contaminants.

There are no wood structures on school grounds with wood that has been treated with chromate copper arsenate (CCA).

Our school has building materials that limit the off-gassing of VOC's and other chemical contaminants to the indoor air.

Our school has inspected for asbestos, reinspects every three years, conducts semi-annual surveillance, and complies with all AHERA regulations.

Our school has a notification and complaint procedure for teachers, students, staff and/or parents/guardians to report complaints or concerns directly to the School Health and Safety Committee.

Q2A4: Which of the following does your school do to control mold and moisture:

Our school visually inspects all structures on a regular basis to ensure they are free of mold, moisture, and water leakage.

Our school inspects and maintains moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping).

The ground around the building perimeter is graded to allow water run-off to flow away from the school building.

Q2A5: 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 cleaning products.

Our school's chemical management program includes:

Chemical purchasing policy (low or no-VOC products).

Storage and labeling.

Training and handling.

Hazard communication.

Clean up and disposal of spills.

Selecting OGS-approved cleaning products.

Q2A6: Asthma prevention and control strategies.

Our school nurse (or school-based health center 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 prohibits smoking and tobacco use on campus, at school events, and in public school buses, as required by NY Clean Indoor Air Act §1399(o).

Our school has an asthma management program which includes policies recommended by the National Asthma Education and Prevention Program's Resolution on Asthma Management at School.

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:

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.

Please indicate which policies your school follows:

Our school has good indoor air quality which reduces student's contact with allergens or irritants that can make asthma worse.

12. Page Twelve

**Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health?
(Please check all that apply)**

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.

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

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

Our school has an onsite 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.

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

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

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

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

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

Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.

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.

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.

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

Our school cafeteria program follows all USDA guidelines for school meals. Our school garden provides a good amount of fresh, organic produce that is used in our school lunches. Our food service program also takes advantage of Farm-to-School initiatives and supports our local farmers.

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

We are very pleased to be able to schedule outdoor time every day during our lunch periods. Balls and sports items are made available for students to use during this outdoor recess time. Our school also has a high ropes/adventure education course, snow shoeing and archery programs that get students outside. Many students work in our school garden after school, with classes of students visiting the garden during the school day. We also have a before school exercise program called SWAT. Nearly 100 students show up before school to work out, outside for as much of the year as possible, and then have a healthy breakfast provided by our school food service program.

Q2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

2%

Q2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

Our school is host to a weekly farmer's market, over 60 vendors participate. The market is held on school grounds each Saturday. It is environmentally based with all vendors from within 35 miles of the school. Produce sold must be sustainably grown, processed food must meet stringent requirements in terms of natural ingredients and/or Fair Trade, and craft vendors use mainly reclaimed or recycled materials in their goods. The market hosts different environmental groups each week to raise awareness about important environmental issues. Vendors from the market participate in our annual Career Day at school. We also have a Healthy Kids Committee that sponsors a Farm-to-you-Fest week each year, focussing on local healthy eating. Events include a scavenger hunt at the farmer's market which helps students learn about local healthy food. We coordinate a Salads for Kids Day, where free salads made from produce straight from the school garden, are served to all students and staff. The HKC also holds an Iron Chef competition with locally grown produce and recipe contest. Note: We implement all

categories under the asthma management policies that were not able to be checked off as a group.

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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.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

Please describe an exemplary integrated instructional unit that your school implements addressing environmental and sustainability concepts. (Maximum 200 words)

The mantra for our school environmental program is, "Are you conscious of what you consume?". We ask all staff and students to be aware of what we use every day and what environmental impact it has. In order to be clear about "what we consume" we pinpointed three focus areas 1) the energy we use, 2) the garbage we make, and 3) the food we eat. These three areas are listed under our district web-site with links to programs connected to each. A power point presentation is shown to all 6th graders entering the building to highlight the role they play in relation to these areas. We highlight the problems in these areas and review the different systems set up in the building so they can make sustainable choices. Our building models each of these choices for our students; energy- solar panels, energy star building garbage- recycling, composting, reusable silverware and trays food- school garden, farmers market Students study these concepts and perform research projects on current environmental issue that face them today. Our district has a Green Team that uses the three focus areas on a district level as well.

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 200 words)

Presentation about the three environmental issues are presented to all staff at staff meetings throughout the year including our recycling and composting programs. All staff members are asked to model sustainable habits to our students. We have held workshops put on by NYSEERDA that focus on energy conservation in the classroom. All science teachers have participated in Green Chemistry workshops which stress the use of environmentally friendly products that can be used in their classrooms.

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 200 words)

Environmental factors and personal health are clearly connected in our health curriculum and our Family and Consumer Science classes. How our food is produced, packaged and shipped is discussed including health issues associated with each of these categories. The movie "Fresh" is shown to students with a question and answer session with local farmers. Local sustainable farmers participate in a panel discussion during our career day where they discuss sustainable animal and crop production practices. Science classes have an extensive unit on energy production and waste generation. These units connect our current consumptive habits to the negative environmental environmental impacts we see everywhere around us.

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

Please describe. (Maximum 200 words)

Data from our school garden is used in math and science classes. We weigh/count the amount of produce grown in designated areas. This data is then shared. Ex- If we grew 63 pounds of carrots in a 55 square foot area, how many carrots could be grown in an acre? Students also measure to total growing areas and use this information to perform various mathematical computation. The same format is used with a discussion of application of chemical fertilizers. We haul in over 15 yards of

compost into our garden each year. This eliminates the need for chemical fertilizers. Discussions and review of soil nutrient levels and environmental impacts of different methods is part of the science classes. Soil samples from the garden are analyzed as part of the curriculum. Discussions and research about current environmental issues (oil spill, volcanic eruptions, space junk, etc.) are worked into the research projects.

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

No

Please describe these college and career connections. (Maximum 200 words)

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

Not at all

If not in all grades, please specify which grades.

What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?

Please provide the following information:

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

If not in all grades, please specify which grades.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

Classes of students visit the school garden each year. They are given a tour which highlights the benefits of sustainable and local agriculture. Students also give tours of the garden to community members to raise awareness about important environmental issues as well. Students sell produce at our weekly farmers market, which is great connection to communication skills and money/math skills. Our art department has students visit the garden to sketch natural settings and science teachers tour the garden to examine root structures, leaf formation, soils and other earth science topics. Students also tour our composting operations and recycling room. These programs ask students to look at the choices they make every day and how those choices effect our planet. Reducing energy use, supporting renewable energy systems, supporting local sustainable food producers, reducing packaging and the benefits of recycling are all tied to these units of study.

Q 3C4: 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 300 words)

We partner with our local farmers market to raise awareness about important environmental issues that we face. The Delmar Farmers Market sets high standards for those wishing to be represented at the market. Sustainable produce which must be grown locally (no re-selling), a focus on recycled or reclaimed crafts, preference given to Fair Trade items and a focus on reduced garbage at the market all contribute to building a more sustainable future. We have an education table each week that highlights information about sustainable practices. Over 2,000 people visit the market each Saturday! Our Healthy Kids Committee (parent group) also collaborates to raise awareness about health and nutrition issues. We collaborate on a number of events including the Farm-to-you-Fest, Iron Chef competition and farmers market scavenger hunt. our goal is to have visiting chefs and taste testing with students next school year. We work with the town of Bethlehem to spread the word about town clean-up dates and Earth Day activities. We also promote the buy local campaign with our local Chamber of Commerce.

Q 3C5: 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 200 words)

The main idea is that environmental responsibility is highlighted throughout the school year, not just on America Recycles Day

or Earth Day. We strive to not just talk about the environmental issues that face our students, but to model what environmental stewardship is all about, to show students and community members what it looks like! From all the students that empty their classroom recycling buckets twice a week (as opposed to a 'green club" that emptys the containers after school when no one is around), to the regular announcements that are made to highlight our recycling efforts, we are letting student know that their choices make a difference! This happens from the day they come to school until the day they leave for the summer.

16. Page Sixteen

Email Confirmation

Feb 24, 2012 13:16:29 Success: Email Sent to: mklugman@bcasd.neric.org

Response Location

Region:	United States
Region:	NY
City:	Delmar
Postal Code:	12054
Long & Lat:	Lat: 42.609699, Long:-73.867897



NEW YORK STATE GREEN RIBBON SCHOOLS 2011-2012 APPLICATION SCORING SUMMARY



Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Steeple Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
Cross-Cutting Questions				
CC1. Participation in a local, state, or nationally recognized green school program which asks to benchmark progress: No = 0, 1 award = 2, 2 awards = 4, >2 = 8	8	3.50	0.00	0.00
CC2. School, staff or student body received any awards for environmental or sustainability stewardship/action: No = 0, 1 award = 2, 2 awards = 4, >2 = 7	7	6.00	6.30	0.00
Total - CROSS-CUTTING QUESTIONS (5%of total)	15	9.50	6.30	0.00
PILLAR ONE: Net zero environmental impact				
Element 1A: Zero greenhouse gas (GHG) emissions				
1A1. School demonstrates a reduction in its facility-related Greenhouse Gas emissions: >5% = 3, 0-5% = 2, none or n/a = 0	3	0.00	0.00	2.90
Describe documentation that justifies the reduction in facility-related Greenhouse Gas emissions: max = 2	2	0.00	0.00	1.80
1A2. School received the EPA ENERGY STAR Building Label within the last 5 years: yes = 4, no = 0	4	0.00	0.00	4.00
School received the EPA ENERGY STAR Building Label within the last 5 years: >1 time = 1	1	0.00	0.00	0.10
1A3. Percentage of renewable energy (total on-site and purchased): >5% = 5, 0-5% = 3, none = 0	5	0.00	0.00	2.90
1A4. If school is new building in last 10 years, percentage of area of the new building that meets green build standards: 100% = 5, >50% = 3, 25-49% = 2, 10-24% = 1, <10% = 0	5	0.00	5.00	0.00
1A5. If school is existing, percentage of the addition or altered/renovated building area that meets green build standards: 100% = 5, >50% = 3, 25-49% = 2, 10-24% = 1, <10% = 0	5	0.00	0.00	1.60
1A6. Parts of existing building meeting green build standards: 100% = 5, >50% = 3, 25-50% = 2, 10-24% = 1, <10% = 0	5	0.00	4.00	0.50
1A7. School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management: yes = 1, no = 0	1	0.90	0.00	0.00
School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager: yes = 1, no = 0	1	0.00	0.00	0.00
School has an energy and water efficient product purchasing and procurement policy in place: yes = 1, no = 0	1	0.80	0.90	0.80
Other: max = 1	1	0.00	0.70	0.10
Element 1B: Improved water quality, efficiency, and conservation				
1B1. Demonstrated reduction in school's total water consumption: >15% = 2, 5-14% = 1, <5% = 0	2	0.00	1.50	0.00
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	0.10	0.80	0.90
School has a smart irrigation system that adjusts watering time based on weather conditions: yes = 1, no = 0	1	0.20	0.10	0.00
School's landscaping is water-efficient and/or regionally appropriate: >25% = 2, <25% = 0	2	1.90	1.20	2.20
School uses alternative water sources (ie. grey water, rainwater) for irrigation before potable water: yes = 1, no = 0	1	1.00	0.80	0.90
Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits: yes = 1, no = 0	1	1.00	1.20	0.90
School has a program to control lead in drinking water: yes = 1, no = 0	1	1.00	0.90	0.90
Reasonable description of other measures employed to increase water efficiency and ensure water quality: max = 1	1	0.50	0.50	0.80
Describe the program in place to control lead in drinking water: max = 3	3	1.40	2.30	1.70
1B3. School has a stormwater management program, and description is reasonable: max = 3, no = 0	3	2.10	2.50	2.00
School has permeable pavement: yes = 1, no = 0	1	0.00	0.10	0.00
School has a "green" roof: yes = 2, no = 0	2	0.00	0.00	0.00
1B4. Describe how the school's water source is protected from potential contaminants: max = 3	3	2.00	0.80	0.60
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	1.00	1.00
1B6. School has an emergency plan should potable water become unavailable, description is reasonable: max = 4, no = 0	4	2.70	0.00	2.40
1B7. Percentage of school grounds devoted to ecologically beneficial uses: >50% = 1, <50% = 0	1	0.90	0.00	0.00
1B8. Percentage of school grounds devoted to socially/culturally beneficial uses: >50% = 1, <50% = 0	1	1.00	0.90	1.00
1B9. Describe any additional progress your school has made towards improving water quality, efficiency, and conservation: max = 2	2	1.60	1.60	1.60
Element 1C: Reduced waste production				
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	0.00	0.00	2.00
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	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	1.00	0.00	0.00
1C4. Pounds of hazardous waste / person / year: <2,640 pounds per year total = 2, between 2,639 - 26,400 pounds per year = 1, >26,400 pounds per year = 0 (NOTE: Total = building per year not person per year)	2	0.70	0.40	1.20



NEW YORK STATE GREEN RIBBON SCHOOLS 2011-2012 APPLICATION SCORING SUMMARY



Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Steeple Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
1C5. Hazardous waste policy in place and actively enforced: yes = 1, no = 0	1	1.00	1.00	0.90
Disposes of unwanted computer and electronic products through an approved recycling facility or program: yes = 1, no = 0	1	1.00	1.00	0.90
Computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products: yes = 1, no = 0	1	1.00	0.10	0.00
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	0.90	1.00	0.00
OGS Green Procurement Web Site is referenced as standard used: yes = 1	1	0.10	0.20	0.10
Hazard Communication Plan: yes = 1, no = 0	1	0.90	0.80	0.90
Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer: yes = 1, no = 0	1	0.00	0.00	1.70
School has written policy regarding purchase, use and storage of chemicals: yes = 1, no = 0	1	1.00	1.00	0.90
School has written policy for the proper disposal of chemicals: yes = 1, no = 0	1	1.00	1.00	0.90
School completes an annual Chemical Inventory: yes = 1, no = 0	1	1.00	0.00	0.00
School manages fluorescent light bulbs as universal waste: yes = 1, no = 0	1	1.00	0.90	0.90
School disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements: yes = 1, no = 0	1	1.00	0.90	0.90
School maintains current material safety data sheets (MSDS) for all applicable products used in the building: yes = 1, no = 0	1	1.00	0.90	0.90
1C6. School is in compliance with the OSHA/PESH Bloodborne Pathogen Standard 29 CFR 1910.145(f): yes = 1, no = 0	1	1.00	0.90	1.00
1C7. 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	0.90	1.00
1C8. Other indicators of school's reduction of solid waste and elimination of hazardous waste: max = 1	1	0.30	1.00	1.00
Element 1D: Use of alternative transportation to, during, and from school				
1D1. Percentage of students who walk, bike, 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	3.00	3.00	0.10
1D2. Designated carpool parking: yes = 1, no = 0	1	0.00	1.00	0.00
No-idling policy for buses per NYS Law on file and "no-idling" signs posted: yes = 2, no = 0	2	0.00	0.00	1.50
No-idling policy for other vehicles on file and "no-idling" signs posted: yes = 1, no = 0	1	1.20	1.10	1.20
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows: yes = 1, no = 0	1	1.00	1.00	1.00
School has established Safe Pedestrian Routes to school: yes = 1, no = 0	1	1.00	1.00	0.10
Provides a sufficient number of bicycle racks: yes = 1, no = 0	1	1.00	1.00	0.90
School participates in NYS Clean Air School Bus Retrofit Program: yes = 1, no = 0	1	1.00	1.00	1.00
School participates in "Safe Routes to School" program: yes = 1, no = 0	1	1.00	0.10	1.00
1D3. Describe how school's transportation use is efficient and has reduced environmental impacts: max = 3	3	1.90	2.70	2.90
1D4. Other accomplishments or progress school has made towards reducing/eliminating environmental impacts or improving energy efficiency: max = 3	3	1.30	3.00	2.50
Total - PILLAR ONE (35%of total)	105	47.40	53.70	59.00
PILLAR TWO: Net positive impact on student and staff health				
Element 2A: An integrated school environmental health program				
2A1. School has a Health and Safety Committee: yes = 1, no = 0	1	1.00	1.00	1.00
Committee is comprised of district officials, staff, bargaining units, and parents: yes = 1, no = 0	1	1.00	1.00	0.90
Committee is expanded during construction activities to include the project architect, construction manager, and contractors to address health and safety issues associated with construction projects: yes = 1, no = 0	1	1.00	1.00	1.40
Committee has established procedures for receiving complaints and ensuring that written complaints receive written responses subsequent to appropriate investigation: yes = 1, no = 0	1	1.00	1.00	0.90
Committee keeps written minutes of meetings that are maintained in a convenient location for members of the public to access and review: yes = 1, no = 0	1	1.00	0.90	0.90
Committee consults with the Board of Education in establishing the building safety rating based on data collected during the Building Condition Survey: yes = 1, no = 0	1	0.10	0.20	0.10
Approximate number of annual meetings: <6 = 1, 6 or more = 2	2	2.00	1.80	1.00
2A2. School has an Integrated Pest Management (IPM) program: yes = 2, no = 0	2	1.90	0.00	1.90
School IPM plan has identified likely pests which might be of concern at our location: yes = 1, no = 0	1	1.00	0.00	1.00
School IPM plan has established tolerance and action threshold levels for pests: yes = 1, no = 0	1	1.00	0.00	1.70
School performs routine cleaning, maintenance, and structural repairs to control pests: yes = 1, no = 0	1	1.00	1.00	0.90
Dining, food storage, and waste disposal areas are clearly delineated and enforced: yes = 1, no = 0	1	1.00	1.00	0.90
School IPM plan requires routine monitoring and documentation of areas of pest concern, evidence of pests, and actions taken to control pests: yes = 1, no = 0	1	1.00	0.00	0.90



NEW YORK STATE GREEN RIBBON SCHOOLS 2011-2012 APPLICATION SCORING SUMMARY



Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Sleepy Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
School maintains a building-specific logbook, including a floor plan indicating the locations of pests, traps, monitoring devices, follow-up actions and activities: yes = 1, no = 0	1	1.00	0.00	0.90
School complies with the Pesticide Neighbor Notification Law, Section 409-h of the Education Law: yes = 1, no = 0	1	1.00	1.00	0.90
Any pesticide application is performed by a NYS DEC certified pesticide applicator: yes = 1, no = 0	1	1.00	0.90	0.90
2A3. School has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools: yes = 3, no = 0	3	2.80	3.00	3.00
School meets the 2010 Mechanical Code of New York State (Ventilation for acceptable indoor air quality): yes = 3, no = 0	3	2.60	3.00	2.80
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	1.00
School has windows and vents that can be opened and closed by the occupants: yes = 1, no = 0	1	1.00	1.00	1.00
School has an appropriately designed ventilation system to provide adequately filtered fresh air and exhaust indoor contaminants: yes = 3, no = 0	3	3.00	2.80	3.00
There are no wood structures on school grounds with wood that has been treated with chromate copper arsenate (CCA): yes = 3, no = 0	3	2.70	2.80	3.00
CCA treated wood structures on school grounds are properly maintained by regular treatments with sealant: yes = 1, no = 0	1	0.70	0.10	0.00
There is sufficient ground cover to minimize exposure to soil under and near CCA treated wood structures: yes = 1, no = 0	1	0.70	0.10	0.20
School enforces a personal hygiene policy that includes hand washing after playing on playgrounds: yes = 1, no = 0	1	1.00	1.00	0.30
School has building materials that limit the off-gassing of VOC's and other chemical contaminants to the indoor air: yes = 2, no = 0	2	1.90	1.80	1.90
School has inspected for asbestos, reinspects every three years, conducts semi-annual surveillance, and complies with all AHERA regulations: yes = 3, no = 0	3	2.90	2.50	2.10
School has inspected for lead paint and routinely maintains lead painted surfaces to prevent degradation: yes = 1, no = 0	1	0.00	0.10	0.00
School has assessed the potential for soil vapor intrusion from known historical spills, contaminated ground water and radon: yes = 1, no = 0	1	0.90	0.90	0.00
All of the classrooms in contact with the ground at our school have been tested for radon: yes = 1, no = 0	1	1.00	0.90	0.00
2A4. School visually inspects all structures on a regular basis to ensure they are free of mold, moisture, and water leakage: yes = 1, no = 0	1	1.00	1.00	1.20
School's indoor relative humidity (RH) is monitored and there are procedures to respond to elevated RH in classrooms: yes = 1, no = 0	1	1.00	1.00	0.00
School inspects and maintains moisture resistant materials/protective systems installed (ie. flooring, tub/shower, backing, and piping): yes = 1, no = 0	1	1.00	1.00	0.90
The ground around the building perimeter is graded to allow water run-off to flow away from the school building: yes = 1, no = 0	1	1.00	1.00	0.90
2A5. School's chemical management program includes a chemical purchasing policy (low or no-VOC products): yes = 1, no = 0	1	1.00	1.00	0.90
School's chemical management program includes a storage and labeling policy: yes = 1, no = 0	1	1.00	1.00	1.50
School's chemical management program includes training and handling: yes = 1, no = 0	1	1.00	1.00	0.90
School's chemical management program includes hazard communication: yes = 1, no = 0	1	1.00	1.00	0.90
School's chemical management program includes clean up and disposal of spills: yes = 1, no = 0	1	1.00	1.00	0.90
School's chemical management plan includes selecting OGS-approved cleaning products: yes = 1, no = 0	1	1.00	1.00	0.90
School has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury from instructional and non-instructional spaces: yes = 2, no = 0	2	1.80	2.00	2.00
School disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations: yes = 2, no = 0	2	1.60	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 = 2, no = 0	2	0.00	0.00	2.00
2A6. School nurse (or School-Based Health Center 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 = 2, no = 0	2	0.00	1.80	0.00
School participated in the Asthma Friendly Schools Award program, created by the New York City Asthma Partnership (NYCAP) to encourage and recognize New York City elementary schools that create and sustain safe, supportive, and asthma-friendly environments: yes = 2, no = 0	2	0.00	0.00	0.00
School prohibits smoking and tobacco use on campus, at school events, and in public school buses, as required by NY Clean Indoor Air Act §1399(o): yes = 2, no = 0	2	2.00	1.60	1.80
School has an asthma management program which includes policies recommended by the National Asthma Education and Prevention Program's Resolution on Asthma Management at School: yes = 2, no = 0	2	2.00	1.80	2.00



NEW YORK STATE GREEN RIBBON SCHOOLS 2011-2012 APPLICATION SCORING SUMMARY



Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Sleepy Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
School supports students with asthma to keep their asthma under control and keep the students fully active by following the National Asthma Education and Prevention Program Asthma Friendly Schools Checklist:				
Students may carry and use their own asthma medicines or have quick and easy access to their medicines: yes = 1, no = 0	1	0.90	0.90	0.30
School has a written emergency management plan for teachers and staff to follow to take care of a student who has an asthma attack: yes = 1, no = 0	1	0.20	0.90	0.30
All students with asthma have updated asthma plans on file at the school: yes = 1, no = 0	1	0.00	0.70	0.20
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	0.00	0.60	0.30
School nurse or other asthma education expert teaches school staff about asthma, asthma action plans, and asthma medicines: yes = 1, no = 0	1	0.00	1.00	0.30
Students with asthma can fully and safely join in physical education, sports, recess, and field trips: yes = 1, no = 0	1	0.00	0.80	0.20
School has good indoor air quality which reduces student's contact with allergens or irritants that can make asthma worse: yes = 1, no = 0	1	0.00	0.80	0.90
School asthma management program includes a written policy that allows safe, reliable and immediate access to medications, and allows students to carry and self administer quick-relief medication: yes = 2, no = 0	2	1.80	1.80	0.60
School asthma management program includes a school-wide emergency management plan for handling asthma episodes: yes = 2, no = 0	2	0.00	1.50	0.20
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 = 2, no = 0	2	0.00	1.50	1.30
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time				
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	1.00	0.90	0.90
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	1.00	0.90	0.90
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	1.00	0.70	0.80
School participates in the USDA's HealthierUS School Challenge or another nutrition program: yes = 1, no = 0	1	0.90	0.90	0.60
School participates in a Farm to School program or other program to utilize local food in cafeteria: yes = 1, no = 0	1	1.00	0.80	0.90
School has an onsite food garden: yes = 1, no = 0	1	1.00	0.90	0.90
School's garden supplies food for cafeteria: yes = 1, no = 0	1	1.00	2.10	0.90
School has a nutrition education curriculum at all grade levels: yes = 1, no = 0	1	1.00	0.90	0.50
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	0.90	2.40
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	1.00	0.90	0.80
At least 50% of students' annual physical education takes place outdoors: yes = 1, no = 0	1	0.90	0.90	0.80
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	0.20	0.30	0.10
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: yes = 1, no = 0	1	1.00	0.90	0.90
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	0.10	0.00	0.00
School participates in "National TV Turn-off Week" campaigns: yes = 1, no = 0	1	1.00	0.90	0.90
School develops, implements, and enforces policies to create schools that are advertising-free to the greatest possible extent: yes = 1, no = 0	1	0.90	0.90	0.90
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	1.00	0.00	0.90
List school's USDA HealthierUS School Challenge award level or describe other nutrition program: max = 2	2	0.70	1.70	0.60
Describe the type of outdoor exercise opportunities and nature-based recreation available to students: max = 2	2	1.50	1.70	1.80



NEW YORK STATE GREEN RIBBON SCHOOLS 2011-2012 APPLICATION SCORING SUMMARY



Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Steeple Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
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	0.90	0.00	0.00
2B3. Describe any additional progress school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. max = 2	2	1.70	1.90	1.80
Total - PILLAR TWO (35%of total)	105	79.30	80.60	76.20
PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate				
Element 3A: <u>Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems</u>				
3A1. Practices school employs to help ensure the environmental and sustainability literacy of graduates:				
Describe school's environmental or sustainability literacy graduation requirement: max = 6	6	1.60	1.10	0.80
Describe an exemplary integrated instructional unit that school implements addressing environmental and sustainability concepts: max = 6	6	3.80	5.80	4.60
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: max = 6	6	3.70	5.20	4.40
Describe 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 = 6	6	3.90	5.70	4.90
Element 3B: <u>Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills</u>				
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 = 8	8	3.70	6.70	5.80
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 = 8	8	4.70	7.10	0.00
Element 3C: <u>Development and application of civic engagement knowledge and skills</u>				
3C1. Students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level: yes = 2, no = 0	2	2.00	1.80	0.10
Percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment: >50% = 4, 25-49% = 3, 10-24% = 2, <10% = 0	4	4.00	0.40	0.00
Percentage of projects that focus on environmental or sustainability topics: >50% = 1, <50% = 0	1	1.00	0.00	0.00
Percentage of students completing such a project last year: >50% = 1, <50% = 0	1	0.90	0.90	0.00
3C2. Students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level: yes = 5, no = 0	5	4.50	4.80	4.50
Share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills: max = 8	8	4.80	7.30	5.50
3C4. 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 = 8	8	5.40	7.40	5.90
3C5. Describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate: max = 6	6	2.70	5.00	4.30
Total - PILLAR THREE (25%of total)	75	46.70	59.20	40.80
SUMMARY				
CROSS-CUTTING QUESTIONS (5%) -	15	9.50	6.30	0.00
PILLAR ONE (35%) -	105	47.40	53.70	59.00
PILLAR TWO (35%) -	105	79.30	80.60	76.20
PILLAR THREE (25%) -	75	46.70	59.20	40.80
TOTAL -	300	182.90	199.80	176.00