



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. Dennis J. Schug, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hampton Bays Middle School
(As it should appear in the official records)

School Mailing Address 70 Ponquogue Ave.
(If address is P.O. Box, also include street address.)

Hampton Bays New York 11946
City State Zip

County Suffolk State School Code Number* 580905020004

Telephone (631)723-4700 Fax (631) 723-4900

Web site/URL http://www.hbschools.us E-mail dschug@hbschools.us

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.

Dennis J. Schug Jr. Date 3/19/12
(Principal's Signature)

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

District Name* Hampton Bays Union Free School District Tel. (631)723-2100

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.

Lars Clemensen Date 3/19/12
(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.

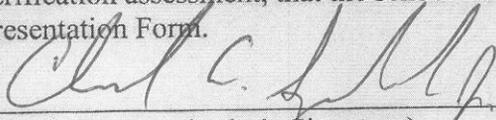
Name of Nominating Agency New York State Education Department

Mr. Charles A. Szuberla, AIA

Name of Nominating Authority 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.


 (Nominating Authority's Signature)

Date 3/21/12

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.



HAMPTON BAYS

Union Free School District

Middle School: 70 Ponquogue Avenue, Hampton Bays, NY 11946 • Tel: (631) 723-4700 • Fax: (631) 723-4900

An anchor in the hamlet of Hampton Bays, NY, Hampton Bays Middle School opened in 2008. As the first LEED certified and NYS-CHPS certified school building in New York State, HBMS represents both a dream realized as well as the opportunity for a school and community to discover its potential. As a Title I school, we accept and embrace this challenge and the responsibilities of ensuring all students receive a first-class education.

Throughout the school's planning, design, and construction, priorities focused on minimizing the carbon footprint while maintaining energy and cost efficiency. The construction site doubled as a recycling site, and local materials from within 500 miles of our hamlet were used. Less than five percent of the site was disturbed for construction, with the remaining area planted with efficient indigenous, non-invasive, and drought-resistant species. More than 50 wells were installed around the site perimeter to prevent runoff infiltration to local water sources. A purchasing and procurement policy is used for energy and water efficiency products and our school conducts annual audits of facility and irrigation systems. Taps, faucets, and fountains in the school are cleaned regularly to reduce contamination. Screens and aerators are cleaned frequently to remove particulate lead deposits. The building has waterless urinals and sensors in all restroom sinks to conserve water use, savings nearly 100,000 gallons of water each school year. Restrooms have hand dryers with high-power sensors, eliminating paper towel usage. Dual heating systems consume oil and natural gas, depending on the most available and cost-efficient resource at the time. Increased insulation and high quality window units provide maximum air control. The lighting system positively impacts the reduction of lighting power density and electricity costs, and sensors and timers turn off lights and computers in classrooms when not in use. The school's roof is constructed of White Thermoplastic Polyolefin. Attributes such as these have set an example for being resourceful, energy efficient, and have capitalized on sustainability opportunities in pursuit of a net-zero environmental impact. We are in negotiation for solar panels to be installed next year.

Integrated health and nutrition efforts have a direct positive correlation to improved health and performance for our students and staff. Our staff attendance remains the most consistent each year in the district and our Health and Safety Committee meets regularly to monitor measures that ensure healthy living. Our Wellness Committee has evaluated and updated policies. Through MyNutriKids.com, parents have access to their child's food choices in the cafeteria. Our "Guest Chef" program features healthy entrées prepared by local chefs using fresh, locally grown ingredients. Students participate in outdoor physical education classes and recess at least five months each year, intramural as well as competitive sports, Baymen 5K

Building the Future... Child by child...

Run/Walk, Breast Cancer Walk, Relay for Life, Kites for A Cure, Polar Bear Plunge, and environment sustainability programs at Frost Valley, NY.

Annually, all students take and sign our "Green Pledge", posted in each grade-level within the school. EARTH Club shares a weekly "green minute" highlighting current sustainability initiatives. All of our students participate in a sustainability curriculum beyond their regular core classes, as well as in college and career planning units for "green collar" careers in Family and Consumer Sciences and Technology. Students from select science and technology classes participate in the Earth Stock celebration on Stony Brook University's campus each year. Beyond the school day, clubs including Green Craft Club, Kiwanis Builders Club, OWL Club, Student Council, Art Club, STAC, and Science and Aquarium Club engage in regular initiatives that promote green stewardship and leadership. Clubs actively compost with local gardeners, participate in community garden activities, take part in town-wide and beachfront clean ups, and enjoy an ongoing partnership with Cornell Cooperative Extension to promote interdisciplinary and intergenerational engagement in our Good Ground Community School Garden, a space we share with the elementary school and community members who rent beds to grow flowers and vegetables. This fall, we anticipate using foods from this garden in our cafeteria. Through the sale of artisan pins made of recycled materials, visual art students donated \$4300.00 to the Clinton Foundation Haiti Fund.

At Hampton Bays Middle School, we embrace our responsibility to our local and global community to honor and maintain our commitment to monitoring environmental impact and energy efficiency, to promote a healthy environment, and to promote environmental literacy. We instruct our students and staff on the collective impact of our carbon footprint, and the relationship to being successful learners. We are diligent regarding our school's critical role to promote both students' career goals and responsible citizenship that will endure for future generations, in Hampton Bays and on the wider global scale. We believe what is proudly displayed in our school cafeteria, as Eric Hoffer is quoted, and strive to teach that every day, "In times of change, learners inherit the Earth."

2011-2012 New York State Green Ribbon Schools Application

Response ID: 223 Data

3. Page Three

School Contact Information

School District Name

Hampton Bays Union Free School District

School Building Name

Hampton Bays Middle School

Street Address

70 Ponquogue Avenue

City

Hampton Bays

State

NY

Zip

11946

County

Suffolk

School Website

www.hbschools.us

School Superintendent or Chief School Officer First Name

Lars

School Superintendent or Chief School Officer Last Name

Clemensen

Principal First Name

Dennis

Principal Last Name

Schug

Principal Email Address

dschug@hbschools.us

Principal Phone Number

631-723-4700 x2400

Lead Applicant First Name (if different from principal)

Kathy

Lead Applicant Last Name (if different from principal)

Dayton

Lead Applicant Email

kdayton@hbschools.us

Lead Applicant Phone Number

631-723-4700 x2221

Level (check one)

Other: 5 - 8

School Type (check one)

Public

How would you describe your school? (check one)

Rural

School Building BEDS Code

580905020004

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

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!)?

Yes

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

2012 Green Cup Recycle Challenge

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

Yes

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

U.S. Green Building Council, Silver LEED Certification for New Construction, April 2010; LIPA's Efficiency Long Island Initiative \$300,000.00 rebate, 2008; Motorola Boundless Environment Grant, 2008-09; Cornell University Kids Growing Food Garden Grant, 2012; Cornell Cooperative Extension Partnership for development of Community Garden, 2010; Student Body Participates Annually in Town of Southampton Great East End Clean-Up

7. Page Seven

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

No

Please provide the following information:

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

No

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

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) : 0

Purchased Renewable Energy Certificates : 0

In what year was your school building originally constructed?

2008

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

143746

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

Yes

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) :

100

Which certification did you receive and at what level? : -67

What is the total constructed area that complies? : 143746

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

No

Please provide the following information:

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

Yes

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)? : 100

What is the total building area (in sq. ft.)? : 143746

Which certificate did the school receive and at what level? : LEED Silver, NY-CHPS 67 points

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

Other (please describe): Dual heating systems consume oil or natural gas, depending on the most available resource at the time.

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?

Yes

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

Bathroom sink faucet sensors are responsive to motion, thus saving water. Waterless urinals conserve water. Bathroom hand driers have sensors. They are high powered to maximize drying in a minimal amount of time and no paper is used to dry hands. All toilets are low flush, conserving water. As a new building, our first readings of water consumption shows savings of water and money over similar base-line schools.

Please provide the following information:

Percentage reduction irrigation : 100%

Time period measured (mm/yyyy - mm/yyyy) : 09/2009-09/2011

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, school district reports)? : We do not irrigate.

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

Please describe your audit program. (Maximum 100 words)

Less than 5% of the site was disturbed for construction. The remaining area is efficient with indigenous drought resistant species. At construction, more than 50 wells were installed around the perimeter of the building to prevent runoff infiltration to local water sources. Additionally, RPZ prevention devices were installed in the cafeteria kitchen, as well as science, and home and career classrooms to prevent water supply contamination.

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? : 95-100%

What types of plants are used and where are they located? : Native grasses around the buildings and in the fields.

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

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

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

Built in 2008, all pipes are 100% lead free constructed together with 100% lead free solder. Currently, our drinking water is 100% lead free. RPZ backflow prevention devices are installed to prevent contamination.

Q 1B3: Stormwater Control

Our school has a stormwater management program.

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

Gutters are designed for all runoff water to be directed to drywells. Over 50 drywells were installed around the perimeter of the building at the time of construction. 0% water leaves the property to go to municipal roads and systems.

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?

No

Please describe your emergency plan. (Maximum 100 words)

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

Outdoor classroom : 0

Other (describe) : Community Garden - .5%

School vegetable garden : 0

Wildlife or native plant habitats : 5%

Environmental restoration projects : 0

Rain garden : 0

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

Playgrounds : 0

Outdoor spaces designed and used regularly for social interaction : 67%

Athletic or recreational areas : 67%

Walking or running trails : 0

Other (describe) : 1% Earth Club Gardens

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

Built in 2008, our building is constructed to maximize water conservation. The building has waterless urinals. Additionally, sensors are installed in all restroom sinks insuring maximum conservation. In 180 days we save nearly 100,000 gallons or 13,333 cubic feet of water through the urinals in the MS. Cost savings for water usage is over \$200 per year for urinals alone. As indigenous grass species are planted, irrigation is not necessary. These numbers do not reflect total water efficiency. The numbers do not reflect summer use. Please note that as our building is a new construction, 2008, previous benchmarks are not in place. Prior to this date the district functioned with 2 buildings: K-6 and 7-12. Therefore we submit that progress toward reduction of greenhouse gas emissions, improved water quality and efficiency, and cost effective energy improvements are supported by our current status as LEED and NY-CHPS certification.

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)?

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

0%

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

List the types of hazardous waste generated : fluorescent light bulbs

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 custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard).
- 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 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.
- Our school recycles fluorescent bulbs...(DEC to develop question)
- Our school has a Hazard Communication Plan.

Which green cleaning standard is used?

All materials used by custodial staff are Green Seal Certified

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? : 100%

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

Every classroom and office is provided with a paper recycling container. Faculty, staff, and students recycle cardboard and all paper in every classroom and office throughout the building. In the cafeteria, plastics are separated from other waste. We utilize more than 350 gallons of recycling space each day. We also recycle plastics and bottles that are consumed from beverage machines. Earth and Science Clubs are reducing the amounts of plastics in our landfills by collecting empty bottles for a green house construction project. Food lab classes collect vegetable scraps for composting. Grade 5 are in the early stages of a pilot project to begin full-composting in the cafeteria during school lunch. As reported by our district Business Manager, HBMS collects an estimated 2544 yards of dumpster waste annually. 240 yards are recycled (9.4%).

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

100%

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

Students that live within a 1 mile radius of the school are designated "walkers" and are responsible for their own transportation. The district is responsible for transportation within a 3 mile radius of the school. Approximately 33% of students reside within the 1 mile radius.

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 participated in the NYS Clean Air School Bus Program to retrofit our school buses.

Q1D3: 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):

The district contracts out to Montauk Bus Company for transportation of students. The district does, however, purchase, at a reduced cost, fuel for the bus company for transportation of our students. 1 of every 40 tanker loads are B20 chemical diesel fuel. The district works with the bus company to consistently consolidate bus routes. Currently the NYS Safe Routes to School Program is not funded. In 2010, the district successfully convinced Town Hall to dedicate 100% of its sidewalk budget to sidewalks that connected our schools and library, creating more safe passages to school and decreasing reliance on car/bus.

Q1D4: 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 are reducing our carbon footprint through recycling and energy efficient lighting. Classrooms are equipped with 6 lighting fixtures, as opposed to the standard of 10, reducing energy use and the amount of heat given off by the fixtures. Southern exposure and opaque windows maximize natural sunlight. The system consists of hi-lumen low power lamps, reducing lighting power density and cost. Light sensors in every room turn off lights when no one is in the room. Increased insulation and high quality window units provide maximum air control. Computers turn off automatically each day at 5PM. The roof is constructed of White Thermoplastic Polyolefin (TPO). The energy efficient measures taken produce an estimated savings of 30% compared to minimum NYS Energy Code requirements. Energy savings, 535,000 kWh, 182 kW demand or \$96,000.00 in annual electric bill savings.(source: LIPA). Our school does not have an EPA Energy Star Label. We are in the process of applying for one. Architects and engineers of our building have assured that we will qualify. EPA Energy Star Rating is anticipated later this year. We are in negotiation with an energy audit program that we anticipate will provide us with solar electricity later this year.

11. Page Eleven

Q2A1: 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:: 10

Q2A2: 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 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

**Q2A3: 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 enforces a personal hygiene policy that includes hand washing after playing on playgrounds.

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.

Our school has assessed the potential for soil vapor intrusion from known historical spills, contaminated ground water and radon.

All of the classrooms in contact with the ground at our school have been tested for radon.

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?: 0

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's indoor relative humidity (RH) is monitored and there are procedures to respond to elevated RH in classrooms.

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 includes a written policy that allows safe, reliable and immediate access to medications, and allows students to carry and self administer quick-relief medication.

Please indicate which policies your school follows:

Our school nurse or other asthma education expert teaches school staff about asthma, asthma action plans, and asthma medicines.

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

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

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

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

Our school's garden supplies food for our cafeteria.

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program.

(Maximum 100 words)

1. Hampton Bays Guest Chef program. Hampton Bays is a seasonal vacation area. In the winter, many restaurants and caterers are closed. Guest Chefs from these restaurants volunteer during the off-season to cook for a day at one of our schools. The guest chef prepares from scratch, a hot lunch focusing on healthful and nutritious items that students might not choose on their own. The guest chefs use seasonal and local ingredients. We have had delicious and healthy items prepared such as: eggplant rollitini, fresh fruit muffins, tilapia, guacamole, hummus, split pea soup, and pulled pork. This program is at no additional cost to the school. Future guest chefs plan to use items grown in the school garden. Cafeteria cooks have begun integrating healthier cooking practices into daily work as a result of this partnership. 2. "MyNutriKids.com" which allows parents and guardians to view student choices in the cafeteria. Access allows a report of student choices including times and dates of purchases. It is our hope that both students and families will be more aware and responsible with regard to choices. 3. Food fundraisers for student organizations now include healthy choices such as trail mix and granola bars.

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

Currently, Hampton Bays Middle School offers many outdoor exercise opportunities. Our physical education program is the basis for these opportunities as we run PE classes, outdoors, for 5 months of the year. Throughout the year, we provide our students with all day events like the Polar Bear Plunge, Baymen 5k run/walk, Community Pride Day, Breast Cancer Walk, Field Day and ACES. Donations from some of these events support local cancer research. In addition, our 7th grade students embark on a field trip to Frost Valley, NY. Frost Valley affords our students an opportunity to participate in an adventure based curriculum which takes place outdoors in the snow. In addition, Frost Valley participants receive environmental sustainability training through hands on activities. The learning experiences stated above are used as teaching/learning tools which are then reinforced in our core classes. Partnering with local volunteers and the Cornell Cooperative Extension, we have plans to further develop the school grounds to include a fitness walking trail and outdoor basketball goals for student and community use. There are also plans to incorporate a full-scale composting project and greenhouse onto the campus to support the Community Garden initiative.

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.)?

0%

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 continues to promote community responsibility as we sponsor various programs promoting the natural environment. In partnership with the local chapter of the Lion's club, students participate in a 5K/10K run/walk to support the Guide Dog Program. Additionally, our students participate in runs supporting cancer and ALS. We sponsor blood drives to support needs of fellow students. Clothing, coat, and shoe drives have been sponsored for various charities. 100% of students participate in a fire prevention program through the Visual Arts Department, sponsored by the local fire department. 25% participate in EPA Sunwise Program. PTO and students partner with a local homeless initiative to sponsor bag lunches. As we are a neighborhood school, bike safety is promoted through a bike safety program sponsored by the local PBA. Through Brookhaven National Laboratory, students participate in Motorola Boundless Environment Program. Guest speakers present sustainability formats to students and field trips to Brookhaven National Laboratory are made available. Question 2A6: please note that our building cannot participate in the NYC Asthma Friendly School Program. We DO participate in similar NYSDOH programs Please see the fax sent in response to question 2A6 (per Rosanne Groff) allowing for full response.

14. Page Fourteen

Q3A1: 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)

All students in grades 5-8 have full access to Education for Sustainability, a curriculum developed by Putnam Northern Westchester BOCES Curriculum Center and the Cloud Institute. This multidisciplinary web-based curriculum combines engaging and relevant content with the highest quality pedagogy. The curriculum addresses the question, "How are we all going to live well and within the means of nature?" and challenges students to think about issues that affect their future—all within the context of their existing curricula in math, English language arts, science, social studies and the arts. Students in grade 5 investigate consumption and waste patterns and use of scientific inquiry to promote a sustainable future; grade 6: investigation of our carbon footprint, packaging, energy sources and participate in an energy audit while comparing these choices to effects of sustainability of local and world communities; grade 7 uses the cell as a model for sustainability, making comparisons to our homes and a case study with Kaibab Deer, ending with an investigation of alternative energy sources and choices; grade 8 will

use one's own lense to inspire a sustainable future using trash as one's raw material. As global citizens, these students will investigate how attitudes and choices impact our sustainable future.

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)

In 2010, our Wellness Committee had a vision of incorporating healthy organic foods in our cafeteria and the idea of a school and community garden was developed. Our garden has become an integral learning center for both students and staff. Participating in the New York Agriculture in the Classroom Program, Kids Growing Food Program, our school hosted an lecture of introduction to composting, hosted by the Earth Club and Builders Club. Additionally, a Principal's Green Initiative Council meets bimonthly to address green initiatives in the building. Staff involvement in these initiatives average 25%. A faculty Collegial Circle is studying the nine Core Content Standards for sustainable education as developed by the Cloud Institute: Cultural Preservation and Transformation, Responsible Local and Global Citizenship, Dynamics of Systems and Change, Sustainable Economics, Healthy Commons, Natural Laws and Ecological Principles, Inventing and Affecting The Future, Multiple Perspectives and Sense Of Place. In addition, this collegial circle will promote and monitor development and progress of these standards as relative to the vision and mandate of Hampton Bays Middle School. Staff involvement:10%

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)

Health classes in grades 6 and 8 guide students to play a major role in net zero environmental impact with instruction in recycling food waste, planet pollution solutions, water management, hazardous wastes, marine debris and the beneficial impact to our community. Students delve into the affects to one's health of various pollutants like air, water, and chemical. They keep a "Green Journal" and take the "Green Schools Pledge" as they coordinate activities throughout their day. The unit begins with an energy audit then brainstorm ideas for reducing the carbon footprint of students in Hampton Bays. Activities include using earth friendly school supplies, striving for a greener lunchtime, taking an active role in our Community garden, bringing nature indoors, and becoming active in "green" clubs: Earth Club and Green Craft Club. Students look at the various environmental pollutants and their short and long term health effects on individuals. They learn how short term effects can aggravate medical conditions and affect growth in children and add to existing conditions in the elderly. Finally, the students create a project that applauds their progress in reducing their individual carbon footprint and incorporates repurposed materials in an artistic presentation.

Q3B1: 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)

7th grade physical science curriculum utilizes two activities that highlight the use of sustainability and the environment. Students are introduced to the multiple forms of energy and how energy is constantly being transformed within a system. Students develop an understanding of the law of conservation of energy and see the how our main source of energy, electricity, can be produced. One project, focuses on wind energy. Students record observations and ideas regarding windmills (design, production cost, impact on the ecosystem, amount of energy produced). Students are then given an opportunity to design and build and test their own windmills using recycled materials. Efficiency is measured with a voltmeter. Reflection and modification complete the project. Next, students use their knowledge of hydrogen power, and chemical reactions to perform the electrolysis of water into hydrogen gas and oxygen gas. Students then analyze how hydrogen could be used as an energy source, discussing the benefits hydrogen has over other renewable energy sources, as well as the limitations hydrogen power presents. The culminating activity of this unit involves students exploring how a fuel cell works and powering a small car using water electrolysis & a fuel cell.

Q3B2: 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

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

Our eighth grade students participate in a career interest and awareness unit. Students access a web based career interest

survey. This survey allows students to assess their strengths in several interest areas, categorizes those strengths, and allows them to explore their potential with career connections. The completed survey is electronically placed in the students' permanent file, reducing paper waste, and remains accessible throughout their school years. All sectors of the employment world are explored in this unit, with an introduction and emphasis on the emerging sector of "green collar" jobs. An environmental and sustainable vocabulary is established as students explore the need to reduce waste and pollution and benefit the environment in the world of work. Students connect to their interest survey with research, not only in a potential career, but in the creation of a college rubric based on current interests. Students explore college possibilities and save information about their search in their portfolio. Additionally, each year, current college students visit for a College Awareness Day. They share their insights and perspective about college. All level grade field trips incorporate a college campus visitation.

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

Yes

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?

0%

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 30%

What percentage of students completed such a project last year? : 98%

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)

Students participate in the Great East End Clean-Up annually, volunteering time cleaning up beaches, roadsides, parks and trails across the Town of Southampton. Earth Club hosts an annual property clean up and tree/shrub planting. This week long event supplies our population with the experience of helping the earth, as well as beautifying our grounds, the center of our community in Hampton Bays. We have a community garden, taken care of by school staff, students and community members. Vegetables and herbs grown in the garden are used in school wide recipes, while flowers grown become center pieces or fund raising items. In partnership with our local American Legion and Veterans of Foreign Wars organizations, we participate in monthly flag ceremonies honoring local veterans and their families. Ceremonies recognize a local veteran and include readings and songs, and a flag is raised for the month in his/her honor. Annually, our school memorializes the events of 9/11/01 in partnership with our local community Fire and Ambulance Corps and veterans groups. Readings and song, and the raising of the flag are included. HB Community Pride Day which occurs annually in celebration of the critical partnership between school and community includes a 5K race and community accomplishments.

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)

Hampton Bays Public Schools remain an anchor of our hamlet community. In 2008, the district opened doors to the first ever middle school building for this community. With this \$42,000,000 building, commitment of the community was akin to a mandate as this new Middle School is also the first LEEDs and CHPS certified school building in NYS. Currently a Title 1 school, our participation in the federal Race to the Top program insures funds to support strong professional development for teachers and literacy resources for the classroom. Our success relies on the commitment of students, staff, parents, and the greater community. With regards to environmental impact and energy efficiency, HBMS participates in a land stewardship program whereby we "own" and are responsible for a tract of land in tidal areas. Additionally, students in our building participate in beach clean-ups through both Southampton Town Great East End Clean-up and local business initiatives. Our Guest Chef Program partners with local restaurants to present students with healthy alternatives utilizing local produce. Eggplant rollotini,

tilapia, and fresh fruit French toast are among the offerings of this program. Good Ground Community Garden, opened in 2010 at HBMS, utilizes grant monies from Cornell Cooperative Extension Services. This garden blends efforts of students, staff and the local community in a sustainable effort. Cornell University recently awarded our school a grant to fund a composting system for our 100% organic garden. Education at HBMS promotes environmental responsibility and sustainability. In June 2011, we presented the William J. Clinton Foundation Haiti Fund \$4200.00 raised by Visual Arts classes in our "Houses for Haiti" initiative. Students raised monies in partnership with local businesses selling artisan pins made with recycled materials. Visual Arts students also participated in local "Kites for a Cure" 2011 as they decorated over 100 kites.

Q3C5: 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)

During opening week grade level pod orientation, every student in grades 5-8 take a "Green Pledge". The pledge, which reads, "We the people of the Hampton Bays Middle School, pledge to take action and promote sustainability in our "Green School" is signed by students in each grade level and is posted prominently in the respective pod for each grade. This becomes the start of a conversation that thematically weaved throughout the middle school experience of our students' school days and extends to their lives in Hampton Bays, whether in core area classes, electives, after school clubs, or community events. It is the expectation that this pledge becomes a part of the fabric of who our students are, not only as middle school students, but also as stewards of sustainability in their school, our district, the local community, and eventually, the wider world. Additionally, there are fourteen plaques strategically positioned throughout the building and an accompanying student-made brochure that delineates sustainability features that went into the vision and planning of the school. We believe that this pledge and plaques will serve to nurture learning, with hopes that it will guide and impact sustainable learning in life.

16. Page Sixteen

Email Confirmation

Feb 21, 2012 11:38:00 Success: Email Sent to: dschug@hbschools.us

Response Location

Region:	United States
Region:	NY
City:	Deer Park
Postal Code:	11729
Long & Lat:	Lat: 40.762699, Long:-73.322701



Hampton Bays Middle School

70 Ponquogue Avenue
Hampton Bays, New York 11946
Telephone: 631-723-4700
Fax: 631-723-4900



Fax Transmission Sheet

Date: Feb 22, 2012 Fax No. 518-486-5918

To: Rosanne T. Groff

From: Hampton Bays Middle School / Kathy Dayton

Re: Green Ribbon School Application Issues

Number of Pages Including This One: 4

Comments: _____
Please include the attached answers to
questions # 1C1 and # 2A6 with
the Green Ribbon School Application
for Hampton Bays Middle School

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

Playgrounds: _____

Outdoor spaces designed and used regularly for social interaction: _____

Athletic or recreational areas: _____

Walking or running trails: _____

Other (describe): _____

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

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): 2544 cy

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 240 cy

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): 0

Recycling Rate = $((B + C) \div (A + B + C)) \times 100$: 9.4%

RESOURCES for Q1C1:
EPA's WasteWise Re-TRAC
EPA's Tools to Reduce Waste in Schools
Waste Free Lunches

Q 2A5: 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.

RESOURCES for Q2A5:

NYS DEC's How to Initiate a Mercury Clean Out in Your School

NYS DEC's Green Chemistry

EPA's Schools and Mercury

Q 2A6: 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 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.
- 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.

Please indicate which policies your school follows:

- Our 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.
- Our school asthma management program includes a school-wide emergency management plan for handling asthma episodes.
- 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 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 their medicines.
- Our school has a written emergency management plan for teachers and staff to follow to take care of a student who has an asthma attack.
- All students with asthma have updated asthma plans on file at the school.
- 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 can fully and safely join in physical education, sports, recess, and field trips.
- Our school has good indoor air quality which reduces student's contact with allergens or irritants that can make asthma worse.

RESOURCES for Q2A6:

NYCAP Asthma Friendly Schools Award Program

NHLBI National Asthma Education and Prevention Program

NHLBI Managing Asthma: A Guide for Schools (2003 Edition)

Q 2B1: 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), and practices a coordinated school health model encompassing these 8 components.
- 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 participates in the USDA's HealthierUS School Challenge or another nutrition program.
- 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 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 students spent an average of at least 120 minutes per week over the past year in school-supervised physical education.
- At least 50% of our students' annual physical education takes place outdoors.
- 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 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 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.



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



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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	



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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



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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