

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools



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 [X] Title I [] Magnet [] Choice

Name of Principal **Ms. Elizabeth Lopez**

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

Official School Name **Sleepy Hollow Middle School**

(As it should appear in the official records)

School

Mailing Address 210 North Broadway
(If address is P.O. Box, also include street address.)

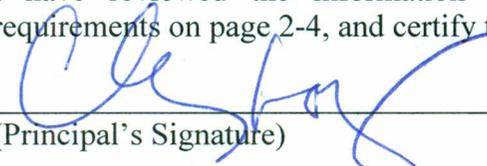
Sleepy Hollow NY 10591
City State Zip

County USA State School Code Number* 334220

Telephone (914) 332-6275 Fax (914) 332-6546

Web site/URL <http://www.tufsd.org/shms/index.html>-mail elopez@tufsd.org

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

 Date 3/15/12
(Principal's Signature)

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

District Name* Public Schools of the Tarrytown Tel. (914) 332-6275

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.

 Date 3/15/12
(Superintendent's Signature)

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

School BEDS Code: **660401030007**

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

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

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

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

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

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

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency; 2) healthy school environments; and
 - 3) environmental and sustainability education.

3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement* toward the three Green School Pillars and Elements.

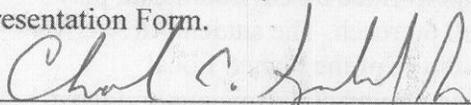
4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency New York State Education Department

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

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

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


(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.



210 North Broadway • Sleepy Hollow, New York 10591 • FAX (914) 332-6219

Elizabeth Lopez

Principal
914-332-6275
email-elopez@tufsd.org

Carol Quinones-Smith

Assistant Principal
914-366-5821
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**Green Ribbon School SNAPSHOT
Sleepy Hollow Middle School**

Sleepy Hollow Middle School stands above schools in Westchester County due to its implementation of a sustainability curriculum, award winning Environmental Action Club, and focus to building and grounds that minimizes its impact on nature.

The Environmental Action Club is a group within the school that advises the school on actions that can make the school more environmentally friendly. The club was awarded environmental club of the year in 2011 for Westchester County. The club has completed many projects which include, but are not limited to, bird habitats, gardens, plastic bag initiatives, save the tigers, local clean ups, performed an environmental play for the elementary school and local festival, and overall outreach. The students are active in their local community and school in preserving the future of the planet. Local politicians have met with the students to discuss their environmental decisions and have provided citations to recognize their hard work. Information about the Environmental Action Club can be found at

<https://sites.google.com/site/garguiloscience/EnvironmentalActionClub>.

All teachers have been trained in a sustainability curriculum which spans grades K-8. The curriculum focuses on education and opportunities for students to learn about how their actions affect the planet and its fragile ecosystems. The curriculum branches all subject areas. All students in the district have also taken a “Green Pledge” which signifies the importance of the environment to the district. The curriculum can be found on the website <https://sites.google.com/site/garguiloscience/sustainability>. Mr. Garguilo, science teacher, has helped create the curriculum and has taught multiple webinars for the National Wildlife Federation sharing the actions taken by Sleepy Hollow Middle School.

The school has been an eco-school for the National Wildlife Federation for over two years. The school has been featured by the NWF as case a study twice. The NWF has awarded the school the bronze eco-school award and silver eco-school award, and the school is on track to get the “Green Flag” award by the end of the year.

The cafeteria at the Middle School uses environmentally concise distributors and local farm food in their actions. The cafeteria strives to provide healthy, sometimes organic, choices to the students on a daily bases. Continued focus on healthy diets and knowledgeable eating habitats are focused on, not only in the actions of the cafeteria but also in the educational lessons taught in the classroom.

The school grounds have four outdoor gardens that are used as education and growing of food that is used within the cafeteria. Students are instructed in gardening techniques that are healthy for the environment which include crop rotation, composting, and rain catch. The program is supported by the local community and parents work along side students to demonstrate an importance to the local community.

The building follows many energy saving practices that attempt to ensure energy

is being preserved to lower the amount of atmospheric pollution. Classrooms have energy star rated air conditioners. Classrooms also have motion sensors for the lights which turn the lights off after five minutes of no activity. The building also has a recycling program. The program has reduced greatly the amount of garbage created. All classrooms have a blue paper recycling bin, while the cafeteria and halls have larger recycling bins for all types of products.

The Environmental Action Club has completed a full scale eco-school audit. The audit was used to help guide the schools actions and ensure best practices. The audit includes energy, waste, school grounds, and global dimensions. The audit has made a large contribution to the reduction in environmental waste, energy, and greatly improved the school grounds. The audit and the students of the EAC were actively involved in the Green Ribbon School application process. Our students also serve as “students in action” exemplar environmental students on the National Wildlife Federation website <http://www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA/Student-Resources/Ages-11-14/Students-In-Action.aspx>.

Above all, Sleepy Hollow Middle School is proud of its commitment to the environment and recognizes that there is always work that needs to be done. The district is working toward Solar Power installation and continued improvements on the great programs already in place. The district is proud to serve as a role model, not only for their own students and community, but other schools with similar urban demographics.

2011-2012 New York State Green Ribbon Schools Application

Response ID: 216 Data

3. Page Three

School Contact Information

School District Name

Tarrytown Union Free School District

School Building Name

Sleepy Hollow Middle School

Street Address

210 N. Broadway

City

Sleepy Hollow

State

NY

Zip

10591

County

Westchester

School Website

www.tufsd.org

School Superintendent or Chief School Officer First Name

Howard

School Superintendent or Chief School Officer Last Name

Smith

Principal First Name

Elizabeth

Principal Last Name

Lopez

Principal Email Address

elopez@tufsd.org

Principal Phone Number

914-332-6275

Lead Applicant First Name (if different from principal)

Mike

Lead Applicant Last Name (if different from principal)

Garguilo

Lead Applicant Email

mgarguilo@tufsd.org

Lead Applicant Phone Number

914-332-6275

Level (check one)

Middle (6 - 8 or 9)

School Type (check one)

Public

How would you describe your school? (check one)

Private/Independent

School Building BEDS Code

660401030007

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?

National Wildlife Federation Eco-School Bronze and Silver

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.

NWF Eco-School Bronze Award, NWF Eco-School Silver Award, Edith G. Read Student Sustainability, New York State Assembly Citation, City Council President City of Yonkers NY Recognition, NMSA Pearson Science Teams that Make a Difference 2011

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 : 7%

In what year was your school building originally constructed?

1952

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

110000

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

No

Please provide the following information:

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

Yes

Please provide the following information:

Percentage of the addition or altered/renovated building area that meets green build standards (for example: LEED, NY-CHPS, Green Globes) : 0%

What is the total area of the addition (square feet)? : 40,000

What year was the addition completed? : 2007

What is the total area of alterations/renovations (square feet)? : 70,000

What year were alterations/renovations completed? : 2007

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

No

Please provide the following information:

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

School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management.

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

8. Page Eight

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

No

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

Please provide the following information:

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

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

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

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

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

Please describe your audit program. (Maximum 100 words)

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

Please provide the following information about your school's landscaping

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

What types of plants are used and where are they located? : Native Plants, All parts of the property, Front, Back, and sides of school

Are any plants listed as an invasive plant species? : None

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

Rain water is caught in retaining ponds and used for alternate irrigation.

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

Water is filtered by municipality and filtered in school by localized filter systems. (Filtered Quench machines)

Q 1B3: Stormwater Control

Our school has a stormwater management program.

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

School has retaining ponds for storm water. Storm water is controlled in the retaining ponds.

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

Other: Quench Machine

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

Filtered by UV light.

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

Yes

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

Yes

Please describe your emergency plan. (Maximum 100 words)

Bottled water is stored in the loading dock for emergency drinking water.

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

School vegetable garden : 10%

Wildlife or native plant habitats : 20%

Outdoor classroom : 5%
Environmental restoration projects : 10%
Rain garden : 2%
Other (describe) : 10% Wildlife Habitat (Birds)

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

Playgrounds : 20%
Outdoor spaces designed and used regularly for social interaction : 50%
Athletic or recreational areas : 40%
Walking or running trails : 10%

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

Bird habitats have been created and certified by the National Wildlife Federation. Native plants are installed every year to ensure local habitat is healthy. Water is tested to ensure quality.

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)

100%

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

How much hazardous waste does your school generate (lbs/person/year)? : 0
How is the amount generated calculated? : None collected
How is hazardous waste monitored? : Monitored by grounds crew

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.
All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard).
Our school has a Hazard Communication Plan.
Our school has a Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer
Our school has a written policy regarding purchase, use and storage of chemicals.
Our school has a written policy for the proper disposal of chemicals.
Our school completes an annual Chemical Inventory.
Our school recycles fluorescent bulbs...(DEC to develop question)
Our school disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements.
Our school maintains current material safety data sheets (MSDS) for all applicable products used in the building.

Which green cleaning standard is used?

Highest Possible.

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? : 80%

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

We do not have any hazardous waste used on the school premise.

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

85%

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

Transfinder program . Students were also surveyed.

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

Our school has a well-publicized no idling policy for buses in accordance with New York State Education Law.
Our school has a well-publicized no idling policy that applies to all other vehicles.
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
Our school 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.
Our school participates in a "Safe Routes to School"

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

We increased our radius to create the maximum amount of walkers. No idling policy. Reviewed routes to ensure more rights taken. Combine routes for less return trips.

Q 1D4: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

Prheater installed on buses to avoid ideling. Change filters and oil needed to be replaced less. Combine routes. Increase walking distance.

11. Page Eleven

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

Yes

Please answer the following about your Health and Safety Committee:

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

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

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

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

Approximate number of annual meetings:: 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 maintains a building-specific logbook, including a floor plan indicating the locations of pests, traps, monitoring devices, follow-up actions and activities.

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

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

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). CCA treated wood structures on school grounds are properly maintained by regular treatments with sealant, and there is sufficient ground cover to minimize exposure to soil

there is sufficient ground cover to minimize exposure to soil under and near CCA treated wood structures.

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 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.

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:

Students may carry and use their own asthma medicines or have quick and easy access to their 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 has conducted a school health assessment utilizing a reliable and valid tool (for example: School Health Index, Mariner).

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'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 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 established a Child Nutrition Advisory Committee which meets at least quarterly and reports each June to the board of the local school district the status of the implementation of the district's programs to improve students' nutritional awareness and healthy diet.

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

(Maximum 100 words)

HealthierUS School Challenge Basic Award

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

Outdoor gym, outdoor recess every possible day with gardens and bird observation outpost in recess yard.

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.)?

10%

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)

Food comes from local farms, recycling, composting, gardens created and food is grown by students for the cafeteria, windows wrap around cafeteria, spork used in place of fork and spoon, business used by cafeteria is certified green, went to lower sodium milk.

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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)

In depth sustainability curriculum done in grades K-8. Refer to website

<https://sites.google.com/site/garguiloscience/sustainability> for sustainability curriculum. Curriculum covers natural living, green practices, and alternative energy. Students also take a green pledge.

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)

Teachers are given annual sustainability curriculum training. 100% of teachers participate in implementing and learning about

sustainable practices.

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)

Students complete a sustainability unit during science, social studies, math, ELA, and art. The curriculum for each subject and their interconnected nature can be found at the website <https://sites.google.com/site/garguiloscience/sustainability>.

Q 3B1: Does your school frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Please describe. (Maximum 200 words)

Frequent writing assignments, projects, and activities are done throughout the year to ensure thought process are taking place about the sustainable actions of the students.

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

Yes

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

Students learn about alternative energy and the possible career connections. During IBM day at school students learn about green technology. Career day brings in professionals to talk about green careers.

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?

80%

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 100%

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

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 learn gardening, resource management, composting, planting bulbs, and ornithology. Students also do outdoor cleanup and a discussion on cleaning habitats and recycling.

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)

The Environmental Action Club meets with the Tarrytown Environmental Advisory council to discuss local issues. The TEAC

is an arm of the local government. The grocery store is currently working with the school on a plastic bag reduction practice within the community. The mayor is also working with the students on a continued plastic bag reduction practice in the community. Please refer to the website <https://sites.google.com/site/garguiloscience/EnvironmentalActionClub> for up to date information.

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)

The Environmental Action Club is a group of students at the school that take action in the local community and global field. They take their knowledge learned from classes on sustainability and apply them to the global issues.

16. Page Sixteen

Email Confirmation

Feb 13, 2012 20:21:43 Success: Email Sent to: elopez@tufsd.org

Response Location

Region:	United States
Region:	NY
City:	Brooklyn
Postal Code:	11224
Long & Lat:	Lat: 40.576698, Long:- 73.989998



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



Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Sleepy Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
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	Y	N
Public (P) or Private (Pv)	P	P	P	P
Grade Levels	MS	5-8	MS	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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Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Sleepy Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
School supports students with asthma to keep their asthma under control and keep the students fully active by following the National Asthma Education and Prevention Program Asthma Friendly Schools Checklist:				
Students may carry and use their own asthma medicines or have quick and easy access to their medicines: yes = 1, no = 0	1	0.90	0.90	0.30
School has a written emergency management plan for teachers and staff to follow to take care of a student who has an asthma attack: yes = 1, no = 0	1	0.20	0.90	0.30
All students with asthma have updated asthma plans on file at the school: yes = 1, no = 0	1	0.00	0.70	0.20
School nurse is in our school building during all school hours or is regularly available to write plans and give guidance on asthma: yes = 1, no = 0	1	0.00	0.60	0.30
School nurse or other asthma education expert teaches school staff about asthma, asthma action plans, and asthma medicines: yes = 1, no = 0	1	0.00	1.00	0.30
Students with asthma can fully and safely join in physical education, sports, recess, and field trips: yes = 1, no = 0	1	0.00	0.80	0.20
School has good indoor air quality which reduces student's contact with allergens or irritants that can make asthma worse: yes = 1, no = 0	1	0.00	0.80	0.90
School asthma management program includes a written policy that allows safe, reliable and immediate access to medications, and allows students to carry and self administer quick-relief medication: yes = 2, no = 0	2	1.80	1.80	0.60
School asthma management program includes a school-wide emergency management plan for handling asthma episodes: yes = 2, no = 0	2	0.00	1.50	0.20
School asthma management program provides professional development for all school personnel on school medication policies, emergency procedures, and procedures for communicating health concerns about students: yes = 2, no = 0	2	0.00	1.50	1.30
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time				
2B1. School employs practices to promote nutrition, physical activity and overall school health:				
School has a local Wellness Policy with an active committee to evaluate and update policies annually: yes = 1, no = 0	1	1.00	0.90	0.90
School's Wellness Policy addresses the 8 critical inter-related components of coordinated school health (Healthy and Safe School Environment; Nutrition Services; Physical Education; Health Education; Health Services; Staff Health Promotion; Family/Community Involvement; Counseling/Psychological and Social Services), and practices a coordinated school health model encompassing these 8 components: yes = 1, no = 0	1	1.00	0.90	0.90
School has conducted a school health assessment utilizing a reliable and valid tool (for example: CDC's School Health Index, Mariner, etc.): yes = 1, no = 0	1	1.00	0.70	0.80
School participates in the USDA's HealthierUS School Challenge or another nutrition program: yes = 1, no = 0	1	0.90	0.90	0.60
School participates in a Farm to School program or other program to utilize local food in cafeteria: yes = 1, no = 0	1	1.00	0.80	0.90
School has an onsite food garden: yes = 1, no = 0	1	1.00	0.90	0.90
School's garden supplies food for cafeteria: yes = 1, no = 0	1	1.00	2.10	0.90
School has a nutrition education curriculum at all grade levels: yes = 1, no = 0	1	1.00	0.90	0.50
School breakfast and/or lunch menus meet the USDA meal pattern requirements, provide fresh fruits and vegetables, and at least 50% whole grains: yes = 1, no = 0	1	1.00	0.90	2.40
Students spent an average of at least 120 minutes per week over the past year in school-supervised physical education: yes = 1, no = 0	1	1.00	0.90	0.80
At least 50% of students' annual physical education takes place outdoors: yes = 1, no = 0	1	0.90	0.90	0.80
At least 50% of students have participated in the EPA's Sunwise Program (or other equivalent UV protection and skin health education program): yes = 1, no = 0	1	0.20	0.30	0.10
School collects accurate height and weight measurements (required by New York State Education Department at school entrance and in grades 1, 3, 7 and 10), calculates BMI, and communicates pupils' weight status (based on BMI percentile) to the Department of Health: yes = 1, no = 0	1	1.00	0.90	0.90
School has implemented TV and media reduction curricula such as Student Media and Awareness for the Reduction of Television-viewing (SMART) and Fit by 5 to reduce use of television and other recreational screen time in schools: yes = 1, no = 0	1	0.10	0.00	0.00
School participates in "National TV Turn-off Week" campaigns: yes = 1, no = 0	1	1.00	0.90	0.90
School develops, implements, and enforces policies to create schools that are advertising-free to the greatest possible extent: yes = 1, no = 0	1	0.90	0.90	0.90
School has established a Child Nutrition Advisory Committee which meets at least quarterly and reports each June to the board of the local school district the status of the implementation of the district's programs to improve students' nutritional awareness and healthy diet: yes = 1, no = 0	1	1.00	0.00	0.90
List school's USDA HealthierUS School Challenge award level or describe other nutrition program: max = 2	2	0.70	1.70	0.60
Describe the type of outdoor exercise opportunities and nature-based recreation available to students: max = 2	2	1.50	1.70	1.80



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



Green Ribbon Schools Pillars and Elements	Max. Points	#216 - Sleepy Hollow MS	#223-Hampton Bays MS	#251- Bethlehem MS
40% students eligible for federal free and reduced price lunch program (disadvantaged)		Y	Y	N
Public (P) or Private (Pv)		P	P	P
Grade Levels		MS	5-8	MS
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