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**New York State Green Ribbon Schools**

**APPLICATION GUIDE**

**OVERVIEW:**

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

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming an ED-GRS school is a two-step process. The first step is to complete and submit this form to be selected as a nominee by New York State. Once selected as a nominee by New York State, the second step of the process requires signatures for the Nominee Presentation Form that will be sent to the U.S. Department of Education (ED) along with your application.

The New York State Education Department (NYSED) is permitted to nominate as many as five PreK-12 schools or school districts to the ED. If NYSED nominates more than two schools, at least one school must serve at least 40 percent of students from a disadvantaged background. If NYSED nominates five PreK-12 schools, one must be a nonpublic school. No more than one nominee may be a nonpublic school. A school or district may be selected as an honoree only once. New York State has recently begun participating in the school district award and it is only available via word file submission at this time.

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

**Pillar I:** Reduce environmental impact and costs.

**Pillar II:** Improve health and wellness of students and staff.

**Pillar III:** Provide effective environmental and sustainability education incorporating STEM, civic skills and green career pathways.

Schools demonstrating exemplary achievement in all three Pillars will receive the highest rankings. It is important to document concrete achievements. **It is recommended that a team be assembled to complete the application**. Ideally, this team should include: a facilities manager, physical education director, medical director or school nurse, food services director, curriculum director, finance department representatives, teachers and students. You should consult the ED-GRS [Green Strides Resources page](http://www2.ed.gov/about/inits/ed/green-strides/resources.html) and [Green Strides Webinar Series page](http://www2.ed.gov/about/inits/ed/green-strides/webinar.html) for standards, programs, and grants related to each Pillar. This is an excellent clearinghouse of information for all schools, not only those who apply.

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

If selected for nomination to the ED-GRS, the school principal and superintendent of schools must be prepared to certify that each of the statements in the certification section of the application concerning the school’s eligibility and compliance with the requirements is true; however, in no case is a nonpublic school required to make any certification with regard to the public school district in which it is located.

We encourage you to draft your responses using this Application Guide before you begin completing the **online application**.

* You will be able to cut and paste your responses from this Application Guide into the **online application** fields.
* Once you begin your online application, you may return to it at any time, from any computer, using the email you received that is unique to your application ***until the application deadline***.
* You may forward the email invitation to trusted team members to assist with application completion.
* You should print pages of your application as they are completed using your web browser’s print feature.

**2022 APPLICATION DEADLINE**

**3:00 PM EST - FRIDAY, NOVEMBER 19th, 2021**

**APPLICATION PROCESS:**

1. **Download** the [**List of Statutory and Regulatory Requirements**](http://www2.ed.gov/programs/green-ribbon-schools/stat-reg-requirements.doc) and [**Key Potential Violations of Federal EPA Regulations at K-12 Schools**](http://www.epa.gov/schools/downloads/key_USEPA_regulations_k-12_schools.pdf) to self-screen for potential violations that might prevent your school from qualifying for this award.
2. **Request an application** using the link provided on the NYS-GRS [**web site**](http://www.p12.nysed.gov/facplan/GreenRibbonSchools.html). **NOTE**: you will receive an email with a link to your application. It is important to save this email as it is unique to your application. You may forward the email to other trusted team members to work on application completion.
3. **Use the NYS Green Ribbon Application Guide** as a tool to assist completion of your online application.
4. If your school is chosen as a New York State nominee, you may be asked to provide additional information for the nominee package that will be forwarded to the U.S. Department of Education. This may include providing documentation to verify your answers.

We hope the application will help serve as a self-assessment tool for your school and community. If this self-assessment is not already part of your school culture, then working on this application will be very informative for everyone in your school.

**US EDUCATION DEPARTMENT GREEN RIBBON SCHOOLS INFORMATION:**

1. [**USED Green Ribbon Schools Main Page**](http://www2.ed.gov/programs/green-ribbon-schools/index.html)
2. [**USED Resources page**](http://www2.ed.gov/programs/green-ribbon-schools/resources.html)

**FOR MORE INFORMATION CALL OR E-MAIL:**

**General Application Information** – Sara Madison (518) 486-2046 or [nysgreenrib@nysed.gov](mailto:nysgreenrib@nysed.gov)

|  |  |
| --- | --- |
| **GREEN RIBBON PILLARS and ELEMENTS** | **POINTS** |
| **CROSS-CUTTING QUESTIONS 5%:** Participation in green school programs | 15 points |
| **PILLAR I: Reduce environmental impact and costs:   30%** |  |
| **Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions**                  Energy                  Buildings | 26 points |
| **Element 1B: Improved water quality, efficiency, and conservation**                 Water                 Grounds | 24 points |
| **Element 1C: Reduced waste production**                 Waste                 Hazardous waste | 21 points |
| **Element 1D: Use of alternative transportation** | 19 points |
| **PILLAR II: Improve the health and wellness of students and staff: 30%** |  |
| **Element 2A: Integrated school environmental health program**                  Integrated Pest Management                  Contaminant Controls and Ventilation                  Asthma Control                  Indoor Air Quality                  Moisture Control                 Chemical Management | 58 points |
| **Element 2B: Nutrition and Fitness**               Fitness and Outdoor Time                  Food and Nutrition                  Other Coordinated School Health Programming | 32 points |
| **PILLAR III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%** |  |
| **Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems** | 30 points |
| **Element 3B: Use of the environment and sustainability to develop STEM content knowledge, and thinking skills** | 30 points |
| **Element 3C: Development and application of civic knowledge and skills** | 45 points |
| **TOTAL** | **300 points** |

**APPLICATION RESOURCES**

The following resources may be helpful in completing the NYS Green Ribbon Schools Application. Additional resources may be found on the ED-GRS web site at:

<http://www2.ed.gov/about/inits/ed/green-strides/resources.html>

### CROSS-CUTTING QUESTIONS

### [US Green Building Council's Center for Green Schools](http://www.centerforgreenschools.org/home.aspx)

### [Earth Day Network’s Green Schools Program](http://www.earthday.org/campaigns/education/)

### [Green School Alliance](http://www.greenschoolsalliance.org/)

### [National Wildlife Federation's Eco-Schools USA](http://www.nwf.org/Global-Warming/School-Solutions/Eco-Schools-USA.aspx)

### [New York-Collaborative for High Performance Schools NY-CHPS Guidelines](http://www.p12.nysed.gov/facplan/documents/NY-CHPS_Sep2007finalNYSERDA.doc)

### PILLAR I: REDUCED ENVIRONMENTAL IMPACT and COST

[**Carpool to School**](https://www.carpooltoschool.com/)

[**CDC’s Bloodborne Infectious Diseases**](http://cdc.gov/niosh/topics/bbp/universal.html)

### [Collaborative for High Performance Schools’ Transportation Plan](http://www.chps.net/dev/Drupal/node/516)

### [Conservatree](http://www.conservatree.org/)

### [Consortium for School Networking’s Green Computing Leadership Initiative](http://www.cosn.org/Default.aspx?TabId=4110)

### [DOE's Purchasing Specifications for Energy Efficient Products](https://energy.gov/eere/femp/search-energy-efficient-products)

### [DOT’s Pedestrian & Bicycle Safety](http://safety.fhwa.dot.gov/ped_bike/)

[**EPA’s Clean School Bus USA**](http://epa.gov/cleanschoolbus/index.htm)

[**FSC Certified Paper**](http://www.fscus.org/paper/)

[**Green Seal’s Institutional Cleaning Services Standard**](http://www.greenseal.org/GreenBusiness/Standards.aspx?vid=ViewStandardDetail&cid=3&sid=30)

[**PEFC Certified Paper**](https://www.pefc.org/resources/brochures/paper-and-packaging)

[**NYS Clean Air School Bus Program**](https://www.nyserda.ny.gov/Funding-Opportunities/Closed-Funding-Opportunities/PON-1896-New-York-State-Clean-Air-School-Bus-Program.aspx)

[**SFI Certified Paper**](http://www.sfiprogram.org/)

### PILLAR II: HEALTH and WELLNESS

### [Beyond Pesticide’s Model School Policy](http://www.beyondpesticides.org/schools/models/Model_Local_School_Policy.pdf)

[**CDC's School Health Index**](http://www.cdc.gov/healthyyouth/shi/introduction.htm)

[**CDC's Components of Coordinated School Health**](http://www.cdc.gov/healthyyouth/cshp/components.htm)

[**CDC School Health Assessment- FAQ**](https://www.cdc.gov/healthyschools/shi/faq_assessments.htm)

[**USDA Local Wellness Policy**](https://www.fns.usda.gov/tn/local-school-wellness-policy)

[**Children & Nature Network**](http://www.childrenandnature.org/)

[**Clean, Green, and Healthy Schools Program**](https://www.health.ny.gov/environmental/indoors/healthy_schools/index.htm)

[**Consumer Report’s Ecolabels**](http://www.greenerchoices.org/eco-labels/)

[**Green Seal’s “Restaurant and Food Services” Standard**](http://www.greenseal.org/GreenBusiness/Standards.aspx?vid=ViewStandardDetail&cid=0&sid=45)

[**Green Schools Initiative**](http://www.greenschools.net/article.php-list=type&type=4.html)

### APPLICATION RESOURCES (cont’d)

[**Healthy Schools Network**](http://www.healthyschools.org)

[**NHLBI National Asthma Education and Prevention Program**](http://www.nhlbi.nih.gov/health/public/lung/asthma/friendly.pdf)

[**NYS Guide for Asthma Management in Schools**](http://www.p12.nysed.gov/sss/documents/NYSguideAsthmaManagementinSchools.pdf)

[**NYS DEC’s Pest Management for Schools, Day Care Centers and Parents**](http://www.dec.ny.gov/chemical/41822.html)

[**NYS DEC’s How to Initiate a Mercury Clean Out in Your School**](http://www.dec.ny.gov/chemical/35381.html)

[**NYS DEC’s Green Chemistry**](http://www.dec.ny.gov/education/77750.html)

[**NYS DOH's NYS Strategic Plan for Overweight and Obesity Prevention**](https://www.health.ny.gov/prevention/obesity/prevention_agenda_13-17.htm)

[**NYS DOH's School-Based Health Centers Program**](https://www.health.ny.gov/facilities/school_based_health_centers/skprogram.htm)

[**NYS Education Department School Health Services**](http://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/)

[**NYS Education Department's School Health Education**](http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/)

[**NYS Integrated Pest Management**](https://nysipm.cornell.edu/)

### PILLAR III: ENVIRONMENTAL and SUSTAINABILITY EDUCATION

[**EPA’s Environmental Education and Literacy**](http://www.epa.gov/education/basic.html)

[**Green Education Foundation's Curriculum Clearinghouse**](http://www.greeneducationfoundation.org/index.php?option=com_sobi2&Itemid=567)

[**National Environmental Education Foundation**](http://www.neefusa.org/)

[**North American Association for Environmental Education's Guidelines for Learning (K-12)**](https://naaee.org/eepro/publication/excellence-environmental-education-guidelines-learning-k-12-executive-summary-and)

[**NYS DEC Education**](http://www.dec.ny.gov/26.html)

[**NYS Outdoor Education Association**](http://nysoea.org/)

[**Project Learning Tree**](https://www.plt.org/)

[**Sample Civic Engagement Skills Assessment**](http://s3.amazonaws.com/usp_site_uploads/resources/166/Assessment_Tool_for_the_Green_Ribbon_Schools.pdf)

[**Sample Green CTE Course**](http://www.k12.wa.us/EnvironmentSustainability/Curriculum/OutlineCTEGreenSustainableDesignandTechCourse.pdf)

[**State Education & Environment Roundtable SEER**](http://www.seer.org/)

[**The GLOBE Program**](http://www.globe.gov/)

### [USDA Forest Service Educator Toolbox](http://www.fs.usda.gov/main/conservationeducation/educator-toolbox)

**APPLICATION ACRONYM GUIDE**

ADA Americans with Disabilities Act

AHERA Asbestos Hazard Emergency Response Act (Federal)

ASTM American Society for Testing and Materials

BEDS Basic Educational Data System

BMI Body Mass Index

CCA Chromate Copper Arsenate

CDC Center for Disease Control

CTE Career and Technical Education

DEC Department of Environmental Conservation (New York State)

DOT Department of Transportation (Federal)

ED U.S. Department of Education

ED-GRS U.S. Department of Education Green Ribbon Schools

EPA U.S. Environmental Protection Agency

EPEAT Electronic Product Environmental Assessment

FSC Forest Service Certified

GHG Greenhouse Gas

GS Green Seal

IAQ Indoor Air Quality

IPM Integrated Pest Management

ISSA International Sanitary Supply Association

kBTU Kilo British Thermal Units

LEED Leadership in Environmental and Energy Design

NHLBI National Heart Lung and Blood Institute

NYCAP New York City Asthma Partnership

NY-CHPS New York Collaborative for High Performance Schools

NYSDOH New York State Department of Health

NYSED New York State Education Department

OCR Office of Civil Rights (Federal)

OGS Office of General Services (New York State)

OSHA Occupational Safety and Health Administration (Federal)

PCF Processed Chlorine Free

PEFC Programme for the Endorsement of Forest Certification

PESH Public Employees Safety and Health (New York State)

PRL Pesticide Reporting Law (New York State)

RH Relative Humidity

SFI Sustainable Forest Initiative

SMART Student Media Awareness for the Reduction of Television-Viewing

STEM Science, Technology, Engineering, and Mathematics

TCF Totally Chlorine-Free

USDA United States Department of Agriculture

UV Ultra Violet

VOC Volatile Organic Compound

**APPLICATION**

**NEW YORK STATE GREEN RIBBON SCHOOLS**

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

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

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

**NOTE:** Once you begin your application, you may return to it at any time by accessing the email invitation sent to you to begin the application. You may use any computer to access the email invitation you received and may forward the email invitation to trusted team members to assist with application completion. To save your responses, you must click the 'NEXT' button at the bottom of each page. If you click the 'PREV' button, the survey will move back to the previous page, and will not save your current responses. You should print pages of your application as they are completed by using your web browser's print feature.

## CERTIFICATION

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true; however, in no case is a private school required to make any certification with regard to the public school district in which it is located.

1. The school has some configuration that includes one or more of grades Pre-K-12.

2. The school has been evaluated and selected from among schools within the Nominating Authority’s jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.

3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.

4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.

5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.

6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.

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

**School Contact Information**

School District Name:

School Building Name:

Street Address:

City:

State:

Zip:

County:

School Website:

School Facebook page:

School Superintendent or Chief School Officer First Name:

School Superintendent or Chief School Officer Last Name:

Principal First Name:

Principal Last Name:

Principal Email Address:

Principal Phone Number:

Lead Applicant First Name (if different from principal):

Lead Applicant Last Name (if different from principal):

Lead Applicant Email:

Lead Applicant Phone Number:

**Please provide the name, title, and phone number for each member of the team responsible for completing this application (other than listed above):**

#### Level (check one)

Elementary (PK - 5 or 6)

K - 8

K - 12

Middle (6 - 8 or 9)

High (9 or 10 - 12)

Other (please specify)

**School Type (check one)**

Public

Private/Independent

Charter

Other (please specify)

#### How would you describe your school? (check one)

Urban

Suburban

Rural

**Total Enrollment:**

### School Building BEDS Code

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

Yes  No

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

#### CROSS-CUTTING QUESTIONS:

#### Summary Narrative:

### Q CC1: Summarize your school’s efforts in all three pillars. Focus on your commitment and progress towards meeting Green Ribbon School criteria, especially:

### partnerships or memberships the school has developed to meet your green goals

### benefits of your progress

### the plan to sustain your work

### 

### You may want to return to this question after answering the remaining questions.

### (Maximum 800 words)

### 

#### Q CC2: Is your school participating in a local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's GreenSchools!)?

Yes  No

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

### (Maximum 100 words)

### 

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

Yes  No

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

### (Maximum 100 words)

### 

**PILLAR I: REDUCED ENVIRONMENTAL IMPACT AND COSTS**

**Pillar I includes four main elements:**

1) Reduced or eliminated greenhouse gas emissions (GHG), using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or and on-site renewable energy and/or purchase of green power;

2) Improved water quality, efficiency, and conservation;

3) Reduced solid and hazardous waste production through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste; and

4) Expanded use of alternative transportation, through active promotion of locally-available, energy-efficient options and implementation of alternative transportation supportive projects and policies.

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

#### ELEMENT 1A: ENERGY and BUILDINGS

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

Yes  No

#### Please provide the following information:

Initial GHG emissions rate (MT eCO2/person):

Final GHG emissions rate (MT eCO2/person):

Percentage reduction:     %

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

How did you document this reduction (for example: the inventory module from Clean Air Cool Planet's Campus Carbon Calculator, ENERGY STAR Portfolio Manager)? (Maximum 50 words)

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

#### Yes No

#### Please provide the following information:

Current energy usage (kBTU/student/year):

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

Percentage reduction:     %

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

**How did you document this reduction?** (Maximum 50 words)

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

Yes  No

**If your school received the ENERGY STAR Building Label, please note the year(s) it was achieved and the score received.** (Maximum 50 words)

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

On-site renewable energy generation:     %

Type:       (for example: solar panels, wind energy, etc.)

Purchased Renewable Energy Certificates:     %

Type:

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

Yes  No

#### Q 1A5: Do any parts of your building meet green build standards (for example: LEED, NY-CHPS, or Green Globes)? This may be new construction, addition, alterations to an existing building, or an existing building.

Yes  No

#### Please provide the following information:

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

Which certificate did the school receive and at what level? (Maximum 50 words)

What year was the work completed?

**Q 1A6: Please describe green building practices your school uses to ensure your building is energy efficient (ex:** **Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management; Federal Guiding Principles Checklist in Portfolio Manager; installed one or more energy/heat recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air; energy and water efficient product purchasing and procurement policy; etc.).** (Maximum 50 words)

**Q 1A7: What percentage of your school’s lighting is a high efficiency type? (Ex: LED, high efficiency fluorescent, etc.)? Include a description of type and locations.** (Maximum 50 words)

**ELEMENT 1B: WATER and GROUNDS**

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

Yes  No

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

### 

#### Please provide the following information:

Average baseline water use (gallons/occupant):

Current water use (gallons per occupant):

Percentage reduction in domestic water use:     %

Percentage reduction in irrigation water use:     %

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

Please explain how you documented this reduction (ex: ENERGY STAR Portfolio Manager, utility bills, school district reports)? (Maximum 50 words)

**Q 1B2:** **Describe your school’s efforts to conduct annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.** (Maximum 50 words)

**Q 1B3:** **Describe your school’s landscaping and irrigation systems as related to water efficiency. Does the irrigation system adjust to weather conditions and/or use alternative water sources (grey water, rainwater, etc.)? What percentage of your total landscaping is considered water-efficient or regionally appropriate? Describe the types of plants used and where they are located, and if any plants are listed as an invasive plant species.** (Maximum 100 words)

**Q 1B4:** **Describe your school’s program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure). Include whether taps, faucets, and fountains are cleaned at least twice annually to reduce contamination, and screens and aerators are cleaned at least annually to remove particulate lead deposits.**

(Maximum 50 words)

**Q 1B5:** **Please describe any other measures employed to increase water efficiency and ensure water quality.** (Maximum 50 words)

#### Q 1B6: Stormwater Control

Please describe site improvements that have reduced storm water runoff and/or reduced impermeable surfaces at your school (ex: green roof, permeable pavement, bio-swales, etc.). (Maximum 100 words)

#### 

#### Q 1B7: Our school's drinking water comes from:

Municipal water source  Well on school property

### Please describe how the private well is protected from potential contaminants.

(Maximum 50 words)

**Q 1B8: Describe what percentage of your school’s grounds are devoted to ecologically beneficial uses (ex: school vegetable garden; wildlife or native plant habitats; outdoor classroom; environmental restoration projects; rain garden, etc.).**

(Maximum 50 words)

### 

### ELEMENT 1C: WASTE and HAZARDOUS WASTE

#### Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to reduction, 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):

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

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

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

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

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

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

#### Q 1C4: Which of the following benchmarks has your school achieved to minimize and safely manage solid and hazardous waste and reduce health risks? (Please check all that apply)

Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.

All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.

Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

Our school has a Hazard Communication Plan.

Our school has a Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer.

Our school has a written policy regarding purchase, use and storage of chemicals.

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

Our school completes an annual Chemical Inventory.

Our school manages fluorescent light bulbs as universal waste.

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

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

#### Q 1C5: Does your school use "third party certified" green cleaning products as listed on the New York State Office of General Services approved product list?

Yes  No

#### Please answer the following:

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

Which specific third party certified green cleaning product standard does your school use?

### Q 1C6: Describe your school’s green procurement policy for custodial, maintenance, or instructional materials. (Maximum 50 words)

### 

### Q 1C7: Describe any other efforts made by your school to reduce solid waste and eliminate hazardous waste. (Maximum 50 words)

### 

### ELEMENT 1D: ALTERNATIVE TRANSPORTATION

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

### Please fill in the following percentages:

### Walk / Bike     %

### 

### Ride school bus / Use

### Public Transportation     %

### 

### Carpool (2+ students in car)     %

### How is this data calculated?

### (Maximum 50 words)

### 

#### 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 and “no-idling signs” are posted.

Our school has a well-publicized no idling policy that applies to all other vehicles and “no-idling signs” are posted.

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Our school has established Safe Pedestrian Routes to school which are distributed to parents/guardians and posted in the main office.

Our school provides a sufficient number of bicycle racks.

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

Our school participates in a "Safe Routes to School" program.

Please describe activities in your safe routes program.

(Maximum 50 words)

### Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts.

### (Maximum 50 words)

### 

### Q 1D4: This is the end of Pillar 1. Please describe any other accomplishments or progress your school has made towards reducing/eliminating environmental impacts or improving your energy efficiency, focusing on innovative or unique practices and partnerships.

### (Maximum 200 words)

### 

### ****PILLAR 2: IMPROVED HEALTH AND WELLNESS****

**Pillar 2 includes two main Elements:**

1) An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student, visitor and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds; and

2) High standards of coordinated school health, including social and psychological services, nutrition, fitness, and quantity of quality outdoor time for both students and staff.

**Each question in this section is designed to measure your school's progress towards Pillar 2 and its associated 2 elements.**

**ELEMENT 2A: INTEGRATED SCHOOL ENVIRONMENTAL HEALTH PROGRAM**

**Q 2A1: ENVIRONMENTAL HEALTH**

**Describe the essential elements of your school’s environmental health program, focusing on the following:**

* Describe the qualifications of the person who manages your school’s program, including the title and contact information for your school’s IAQ Coordinator.
* Which committees participate in the program?
* Does your program incorporate established environmental health programs (e.g. IAQ Tools for Schools, Integrated Pest Management)?
* Has your school prepared written plans and procedures that document the essential actions of your school’s environmental health program?
* Does your school have a Health and Safety Committee that is comprised of district officials, staff (including health staff), bargaining units, and parents? Describe how frequently the committee meets and include a list of topics covered by the committee in the past year.
* How does the school share Environmental Health information with students, staff and members of the public?

(Maximum 400 words)

#### 

**Q 2A2: VENTILATION AND INDOOR AIR QUALITY (IAQ)**

**Describe your school building’s ventilation systems and how you maintain best practices to ensure all occupied spaces receive adequate ventilation outside air while using energy efficiently to meet demand, focusing on the following: Max=12**

* Describe how the design, programming, management and maintenance of the ventilation systems ensure the appropriate ventilation air is provided to meet the necessary demand while promoting a healthy indoor air quality and addressing occupant comfort, such as temperature, humidity, odor/contaminant removal and quiet operation, to enhance the education setting.
* How is the ventilation system designed and maintained to effectively remove potential air contaminants from the breathing zone of occupants, and provide an adequate change in air volume?  For instance, is there powered exhaust or relief that is balanced to the flow of the outside air?
* Are there specific strategies to mitigate potentially harmful or irritating air contaminants, such as viruses, radon, chemicals, VOCs, odors, dust, pollen or mold, etc.?  Please provide examples. For instance, are high efficiency filters used?
* Please describe how the ventilation system is designed and operated to use energy efficiently while providing the code required ventilation rate?  For instance, how robust is the building automation system programming; do large assembly spaces use demand control ventilation; are energy recovery ventilators used?
* Are there enough appropriately trained staff dedicated to the proper operation of the building automation system and HVAC equipment, and do they perform regularly scheduled maintenance?

(Maximum 400 words)

#### 

#### Q 2A3: RADON CONTROL

**Is your school located in a radon prone area?**

Yes  No

**If yes, describe actions your school has taken to ensure frequently occupied rooms test below 4 pCi/L for radon, focusing on the following:**

* Have all of the classrooms in contact with the ground been tested for radon?
* Have all rooms with levels that tested at or above 4 pCi/L been mitigated in conformance with ASTM E2121 and retested?
* Was school constructed with radon resistant construction features and tested to confirm levels are below 4 pCi/L?

(Maximum 300 words)

#### Q 2A4: ASTHMA CONTROL

#### Describe how your school supports students with asthma to keep their asthma under control and keep the students fully active, focusing on the following:

#### Is there a school nurse (RN) available on site throughout the school day and at school sponsored events to administer asthma medication to any student experiencing asthma symptoms?

#### Are students with a healthcare provider’s attestation stating they can independently administer the inhaled rescue medication permitted to carry and use their inhaled rescue medications?

#### Who has access to, and who has received asthma management training? Describe the training course, who provided it and when it was completed.

#### What school health professional is available to give guidance on asthma and to help staff and students with their asthma management plans, and when are they available?

#### Do students with asthma have written emergency action plans inclusive of known asthma triggers? If yes, who developed the plans and what is done to mitigate or reduce exposure to an individual student’s known asthma triggers?

#### Describe actions your school takes to prevent asthma triggers inside school and on school grounds.

(Maximum 400 words)

#### 

#### Q 2A5: CHEMICAL CONTROL STRATEGIES

**Describe your school’s practices for chemical management in classrooms, laboratories, art rooms, maintenance and cleaning, garages, cooking and other areas of your school, focusing on the following:**

* Your school’s chemical purchasing policies, training, spill response, and hazard communication procedures.
* Your school’s written established policies or programs for chemical management.
* Your school’s prepared written plans and procedures for chemical management.

(Maximum 300 words)

#### 

#### Q 2A6: INTEGRATED PEST MANAGEMENT

**Describe your school’s Integrated Pest Management (IPM) program, focusing on the following:**

* IPM/green certifications earned
* Routine housekeeping and maintenance protocols
* Routine monitoring and inspections
* Pest identification protocols
* Record-keeping
* Efforts to reduce pesticide use and/or use least toxic materials and provide notification of pesticide use in accordance with State law

(Maximum 300 words)

#### 

#### ELEMENT 2B: NUTRITION and FITNESS

**Q 2B1: Describe your school’s Coordinated School Health approach or other health-related initiatives to promote overall school health, focusing on the following:**

#### Does school have a local Wellness Policy with an active committee to evaluate and update policies annually? How is this policy used in the school?

#### Has your school conducted a school health assessment utilizing a reliable and valid tool (for example: CDC’s School Health Index, Mariner, etc.)? How is this tool used to improve/promote overall school health?

#### Does your school's Wellness Policy address 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? How is this accomplished?

(Maximum 400 words)

**Q 2B2: Describe practices your school employs to promote nutrition, focusing on the following:**

* Has your school 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?
* Does your school participate in a Farm to School program or other program to utilize local, fresh food in your cafeteria?
* Does your school have an on-site organic food garden?
* Does your school's garden supply food for your cafeteria, a cooking or garden class or to the community?
* Does your school have a nutrition education curriculum at all grade levels? If so, describe.
* Does your school breakfast and/or lunch menus meet the USDA meal pattern requirements, provide fresh fruits and vegetables, and are all grains 100% whole grain-rich?
* Does your school follow the Smart Snacks guidance?
* Does your school participate in a nutrition program?
* What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)?

(Maximum 400 words)

**Q 2B3: Describe practices your school employs to promote physical activity, focusing on the following:**

* Has your school 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?
* Does your school participate in "Screen Free Week" campaigns?
* Do your K-6 students spend an average of at least 120 minutes per week and your 7-12 students spend an average of at least 90 minutes per week over the past year in school-supervised physical education?
* Does at least 50% of your students' annual physical education take place outdoors?
* Does the PE program teach fitness activities that can be used throughout the lifetime? Give examples.
* Do students participate in recess or free time outdoors? If yes, how often do they have the opportunity?
* Does your school include an "Outdoor Education" unit or component in your physical education program? (ex: Core Camping Skills, Navigation (Orienteering), Hiking and Backpacking, Rock Climbing, Mountain Biking, Canoeing and/or Kayaking, Nordic Skiing and/or Snowshoeing, Archery, Fly Casting and Fly-fishing, etc.)

(Maximum 400 words)

**Q 2B4: Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.**

(Maximum 100 words)

**Q 2B5: Does your school partner with any post-secondary institutions, businesses, nonprofit organizations, or community groups to support student health, safety and/or learning?**

Yes  No

If yes, please describe these partnerships: (Maximum 100 words)

**Q 2B6: Does your school have a full-time school nurse - a registered professional nurse (RN)?**

Yes  No

**Q 2B7: Does your school have a NYSDOH-registered school-based health center?**

Yes  No

**Q 2B8:** **Describe your school’s efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):**

(Maximum 100 words)

### Q 2B9: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's indoor and outdoor environmental quality (including unique community, business and/or organizational partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

### 

### ****PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION****

**Pillar 3 includes three main Elements:**

1) Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems;

2) Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and

3) Development of civic engagement knowledge and skills and students’ application of such knowledge and skills to address sustainability and environmental issues in their community.

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

#### ELEMENT 3A: INTERDISCIPLINARY LEARNING

#### Q 3A1: Which practices does your school employ to help ensure effective environmental and sustainability education? Please specify which grades are involved in your responses. (Please check all that apply)

Our school has an environmental or sustainability literacy requirement.

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

Professional development opportunities in environmental and sustainability education are provided for all teachers.

### Please describe professional development opportunities available in environmental and sustainability education. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

Environmental and sustainability concepts are integrated and assessed throughout the curriculum emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health.

### Please describe how your school implements environmental and sustainability throughout the curriculum and assesses student achievement emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. (Maximum 200 words)

### 

#### ELEMENT 3B: STEM CONTENT, KNOWLEDGE and THINKING SKILLS

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

Yes  No

### Please describe. Please specify which grades are involved in your responses. (Maximum 200 words)

### 

#### Q 3B2: Does your school use the environment and sustainability as a context for learning green technologies and career pathways?

Yes  No

### Please describe how your school uses the environment and sustainability as a context for learning green technologies and career pathways. Please specify which grades are involved in your responses. (Maximum 200 words)

### 

#### ELEMENT 3C: CIVIC KNOWLEDGE and SKILLS

#### Q 3C1: Please describe students’ civic/community engagement projects integrating the environment and sustainability topics. Please specify which grades are involved in your responses. (Maximum 200 words)

#### 

#### Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

No

Not in all grades (please specify which grades)

### Describe students’ meaningful outdoor learning experiences. Please specify which grades are involved in your responses. (Maximum 100 words)

### 

### Please share how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills. Please specify which grades are involved in your responses. (Maximum 100 words)

### 

### Q 3C3: This is the end of Pillar 3. Please describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula, expanded learning opportunities or other school-sponsored extra-curricular activities to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships. (Maximum 200 words)

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