



# NEW YORK STATE GREEN RIBBON SCHOOLS

## 2015 APPLICATION SCORING



## APPLICATION SCORING SUMMARY

		5	6	7
<b>Green Ribbon Schools Pillars and Elements</b>		<b>Max. Points</b>		
<b>40% students eligible for federal free and reduced price lunch program (disadvantaged)</b>		<b>YES</b>	<b>NO</b>	<b>YES</b>
<b>Public (P) or Private (Pv)</b>		<b>P</b>	<b>P</b>	<b>P</b>
<b>Grade Levels</b>		<b>Elem</b>	<b>K-5</b>	<b>Middle</b>
<b>Cross-Cutting Questions</b>				
<b>CC1.</b> Summarize school's efforts in all three pillars. Focus on commitment and progress towards meeting Green Ribbon School criteria, especially: partnerships or memberships the school has developed to meet green goals / benefits of progress / the plan to sustain work Max: 5	5	3.56	4.75	4.56
<b>CC2.</b> Participation in a local, state, or nationally recognized green school program which asks to benchmark progress: No = 0, 1 award = 1, 2 awards = 3, >2 = 5	5	2.06	1.63	0.00
<b>CC3.</b> School, staff or student body received any awards for facilities, health or environment: No = 0, 1 award = 1, 2 awards = 3, >2 = 5	5	1.50	5.00	0.00
<b>Total - CROSS-CUTTING QUESTIONS (5%of total)</b>	<b>15</b>	<b>7.13</b>	<b>11.38</b>	<b>4.56</b>
<b>PILLAR ONE: Reduced Environmental Impact and Costs</b>				
<b>Element 1A: Energy and Buildings</b>				
<b>1A1.</b> School demonstrates a reduction in its facility-related Greenhouse Gas emissions: >5% = 2, 0-5% = 1, none or n/a = 0	2	0.00	0.00	1.06
Describe documentation that justifies the reduction in facility-related Greenhouse Gas emissions: max = 1	1	0.00	0.00	0.94
<b>1A2.</b> School reduced its total non-transportation energy use from an initial baseline: >5% = 2, 0-5% = 1, none or n/a = 0	2	1.00	1.00	1.06
<b>1A3.</b> School received the EPA ENERGY STAR Building Label within the last 5 years: yes = 2, no = 0	2	0.00	0.13	0.00
School received the EPA ENERGY STAR Building Label within the last 5 years: >1 time = 1	1	0.06	0.00	0.00
<b>1A4.</b> Percentage of renewable energy (total on-site and purchased): >5% = 2, 0-5% = 1, none = 0	2	0.00	0.00	1.13
Participates in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program. yes = 1, no = 0	1	0.00	0.00	0.94
<b>1A5.</b> If school is new building in last 10 years, percentage of area of the new building that meets green build standards: 75-100% = 3, 25-74% = 2, 11-24% = 1, 0-10% = 0	3	0.00	0.00	0.00
<b>1A6.</b> If school is existing, percentage of the addition or altered/renovated building area that meets green build standards: 75-100% = 3, 25-74% = 2, 11-24% = 1, 0-10% = 0	3	0.06	0.00	0.00
<b>1A7.</b> Parts of existing building meeting green build standards: 75-100% = 3, 25-74% = 2, 11-24% = 1, 0-10% = 0	3	0.00	0.00	0.00
<b>1A8.</b> School has fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management: yes = 1, no = 0	1	0.00	0.19	1.00
School Building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager: yes = 1, no = 0	1	0.00	0.06	0.13
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	0.00	0.06	1.00
School has an energy and water efficient product purchasing and procurement policy in place: yes = 1, no = 0	1	0.00	0.00	1.00
Other: max = 1	1	0.00	0.81	0.88
<b>Element 1B: Water and Grounds</b>				
<b>1B1.</b> Demonstrated reduction in school's total water consumption: >15% = 3, 5-14% = 1, <5% = 0	3	0.25	1.06	0.06
<b>1B2.</b> 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 = 3, no = 0	3	1.66	1.75	1.19
<b>1B3.</b> Describe your school's irrigation system and whether it adjusts watering time based on weather conditions. Description reasonable = 1, no = 0	2	0.91	0.06	0.88
<b>1B4.</b> School's landscaping is water-efficient and/or regionally appropriate and description reasonable: >25% = 1, <25% = 0	1	0.59	0.00	0.92
<b>1B5.</b> School uses alternative water sources (ie. grey water, rainwater) for irrigation before potable water and description reasonable = 1, no = 0	1	0.19	0.91	0.06
<b>1B6.</b> School has a program to control lead in drinking water; taps, faucets, and fountains at school are cleaned at least twice annually to reduce contamination; and screens and aerators are cleaned at least annually to remove particulate lead deposits. Description reasonable. Max = 3	3	1.16	1.50	1.84
<b>1B7.</b> Other measures employed to increase water efficiency and ensure water quality & description is reasonable. Max = 3	3	1.25	2.28	0.00
<b>1B8.</b> Description of efforts to reduce storm water runoff is reasonable. Max = 3	3	0.13	2.31	0.75
School has permeable pavement to control storm water & description is reasonable. Max = 1	1	0.00	0.19	0.00
School has a "green" roof to control storm water & description is reasonable. Max = 1	1	0.00	0.06	0.00
<b>1B9.</b> School's private water source is protected from potential contaminants & description is reasonable. Max = 3	3	1.97	1.84	1.78
<b>1B10.</b> Percentage of school grounds devoted to ecologically beneficial uses: >50% = 1, <50% = 0	1	0.06	0.19	0.00
<b>Element 1C: Waste and Hazardous Waste</b>				
<b>1C1.</b> Recycling rate (%) of solid waste diverted from landfilling or incinerating due to recycling and/or composting: >30% = 2, 10-29% = 1, <10% = 0	2	1.06	0.94	2.00
<b>1C2.</b> 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	0.88	0.00	0.00
<b>1C3.</b> 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	0.06	0.00	0.00

Green Ribbon Schools Pillars and Elements		Max. Points	5	6	7
			YES	NO	YES
40% students eligible for federal free and reduced price lunch program (disadvantaged)			P	P	P
Public (P) or Private (Pv)			Elem	K-5	Middle
Grade Levels					
<b>1C4.</b> Benchmarks school achieved to minimize and safely manage solid and hazardous waste and reduce health risks					
Hazardous waste policy in place and actively enforced: yes = 1, no = 0		1	1.38	1.63	1.56
Disposes of unwanted computer and electronic products through an approved recycling facility or program: yes = 1, no		1	0.94	0.94	0.94
Computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products: yes = 1, no = 0		1	0.06	0.94	0.06
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	0.94	0.06	0.06
OGS Green Procurement Web Site is referenced as standard used: yes = 1		1	0.06	0.06	0.06
Hazard Communication Plan: yes = 1, no = 0		1	0.06	0.94	0.94
Chemical Hygiene Plan/Chemical Management Program and Chemical Hygiene Officer: yes = 1, no = 0		1	0.06	0.94	0.94
School has written policy regarding purchase, use and storage of chemicals: yes = 1, no = 0		1	0.06	0.94	0.94
School has written policy for the proper disposal of chemicals: yes = 1, no = 0		1	0.13	0.94	0.94
School completes an annual Chemical Inventory: yes = 1, no = 0		1	0.94	0.94	0.94
School manages fluorescent light bulbs as universal waste: yes = 1, no = 0		1	0.88	0.88	0.94
School disposes of expired/unwanted chemicals in accordance with all applicable federal, state and local requirements: yes = 1, no = 0		1	0.81	0.94	0.94
School maintains current material safety data sheets (MSDS) for all applicable products used in the building: yes = 1, no		1	0.94	0.94	0.94
<b>1C5.</b> School uses "third party certified" green cleaning products as listed on the New York State Office of General Services approved product list & product standard is identified: yes = 1, no = 0		1	1.00	0.06	1.00
<b>1C6.</b> Describe school's green procurement policy for custodial, maintenance, or instructional materials. Max = 1		1	0.75	0.66	0.94
<b>1C7.</b> Other efforts made by school to reduce solid waste and eliminate hazardous waste. Max = 2		2	0.53	0.97	1.75
<b>Element 1D: Alternative Transportation</b>					
<b>1D1.</b> Percentage of students who walk/bike, ride a school bus/use public transportation to/from school, or carpool (2 + student in the car) & calculations reasonable: >75% = 3, 50-74% = 2, 25-49% = 1, <25% = 0		3	3.00	2.69	2.69
<b>1D2.</b> Designated carpool parking: yes = 1, no = 0		1	0.00	0.00	0.88
No-idling policy for buses per NYS Law and "no-idling" signs posted: yes = 2, no = 0		2	1.94	0.31	1.75
No-idling policy for other vehicles and "no-idling" signs posted: yes = 1, no = 0		1	0.94	0.06	0.94
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows: yes = 1, no = 0		1	0.06	1.19	1.38
School has established Safe Pedestrian Routes to school: yes = 1, no = 0		1	0.06	0.19	0.81
Provides a sufficient number of bicycle racks: yes = 1, no = 0		1	0.06	0.88	0.94
School participates in NYS Clean Air School Bus Retrofit Program: yes = 1, no = 0		1	0.06	0.69	0.88
School participates in "Safe Routes to School" program: yes = 1, no = 0		1	0.06	0.88	0.94
Description of activities in safe routes program is reasonable. Max = 2		2	0.13	0.97	1.38
<b>1D3.</b> Description of how school's transportation use is efficient and has reduced environmental impacts is reasonable. Max = 2		2	1.75	1.66	1.28
<b>1D4.</b> Other accomplishments or progress school has made towards reducing/eliminating environmental impacts or improving energy efficiency. Max = 3		3	1.06	0.25	2.19
<b>Total - PILLAR ONE (30%of total)</b>		<b>90</b>	<b>29.94</b>	<b>37.84</b>	<b>48.52</b>
<b>PILLAR TWO: Improved Health and Wellness</b>					
<b>Element 2A: Environmental Health</b>					
<b>2A1.</b> Describe the essential elements of school's environmental health program, focusing on the following: Max = 12 Qualifications of the person who manages school's program, including the title and contact information for school's IAQ Coordinator Which committees participate in the program Does program incorporate established environmental health programs (e.g. IAQ Tools for Schools, Integrated Pest Management) Has school prepared written plans and procedures that document the essential actions of your school's environmental health program Does 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. How does the school share Environmental Health information with students, staff and members of the public		12	3.56	8.88	2.88
<b>2A2.</b> Describe your school's practices for inspecting and maintaining the building ventilation systems to ensure they are operating so that all classrooms and other spaces have adequate outside air supply, focusing on the following: Max = 12 How does school manage/prevent indoor air contamination, including excess moisture, mold, and VOCs Has school installed local exhaust systems to control major airborne contaminant sources Describe practices school employs to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when they are found Describe school's practices for inspecting and maintaining the building's ventilation systems, including all unit ventilators, to ensure they are clean and operating properly		12	4.88	10.25	8.13
<b>2A3.</b> School is located in a radon prone area? yes = 0, no = 3		3	2.63	0.00	3.00
All of the classrooms in contact with the ground at our school have been tested for radon. yes = 1, no = 0		1	0.00	0.00	0.00
All rooms with levels that tested at or above 4 pCi/L have been mitigated in conformance with ASTM E2121 and retested. yes		1	0.00	0.00	0.00
School was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. yes = 1, no = 0		1	0.00	0.00	0.00
<b>2A4.</b> Describe how school supports students with asthma to keep their asthma under control and keep the students fully active, focusing on the following: Max = 12 Who has access to, and who has received asthma management training When and who is available to give guidance on asthma and to help staff and students with their asthma management 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 permitted to carry their asthma medications and self-administer as needed 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		12	6.56	9.81	5.31
<b>2A5.</b> Describe 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: Max = 8 School's chemical purchasing policies, training, spill response, and hazard communication procedures School's written established policies or programs for chemical management School's prepared written plans and procedures for chemical management		8	3.81	5.75	5.00

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Public (P) or Private (Pv)			Elem	K-5	Middle
Grade Levels					
2A6. Describe school's Integrated Pest Management (IPM) program, including IPM/green certifications earned, routine housekeeping and maintenance protocols, routine monitoring and inspections, pest identification protocols, record-keeping and efforts to reduce pesticide use and/or use least toxic materials and provide notification of pesticide use in accordance with State law. Max = 8	8		4.06	5.94	4.00
<b>Element 2B: Nutrition and Fitness</b>					
2B1. Describe your school's Coordinated School Health approach or other health-related initiatives to promote overall school health. School has a local Wellness Policy with an active committee to evaluate and update policies annually School has conducted a school health assessment utilizing a reliable and valid tool (for example: CDC's School Health Index, Mariner, etc.) 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. Description of how this is accomplished is reasonable. School collects BMI and weight status category reported by the medical director or private provider on health examinations (required by New York State Education Department at school entrance and in grades pre-K or K, 2, 4, 7 and 10), and communicate students' weight status categories (based on BMI percentile) to the Department of Health	8		5.63	7.56	7.00
2B2. Practices school employs to promote nutrition, focusing on the following: Max = 8 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 School participates in a Farm to School program or other program to utilize local food in cafeteria School has an on-site organic food garden School's garden supplies food for cafeteria, a cooking or garden class or to the community School has a nutrition education curriculum at all grade levels School breakfast and/or lunch menus meet the USDA meal pattern requirements, provide fresh fruits and vegetables, and all grains are 100% whole grain-rich School follows the Smart Snacks guidance School participates in the USDA's HeathierUS School Challenge or another nutrition program Percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)	8		3.47	5.41	5.06
2B3. Practices school employs to promote physical activity, focusing on the following: Max = 8 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 School participates in "National TV Turn-off Week" campaigns 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 At least 50% of students' annual physical education takes place outdoors Students participate in recess or free time outdoors & how often do they have the opportunity School includes 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.)	8		3.59	4.28	3.56
2B4. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships Max = 3	3		1.88	2.47	0.19
2B5. School partners with post-secondary institutions, businesses, nonprofit organizations, or community groups to support student health, safety and/or learning. Description reasonable. Max = 1	1		1.00	1.00	1.00
2B6. School has a school nurse (RN) and/or school-based health center. yes= 1, no = 0	1		1.00	1.00	1.00
2B7. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.). Description reasonable. Max = 1	1		1.00	1.00	1.00
2B8. Describe any additional progress 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. Max = 2	2		1.38	1.36	1.59
<b>Total - PILLAR TWO (30%of total)</b>		<b>90</b>	<b>44.44</b>	<b>64.70</b>	<b>48.72</b>
<b>PILLAR THREE: Effective Environmental and Sustainability Education</b>					
<b>Element 3A: Interdisciplinary Learning</b>					
3A1. Practices school employs to help ensure effective environmental and sustainability education: Description of school's environmental or sustainability literacy requirement. Max = 10	10		5.38	6.94	4.25
Description of professional development opportunities available in environmental and sustainability education. Include the percentage of teachers who participated in these opportunities over the past 2 years. Max = 10	10		2.44	5.06	3.88
Description of school's environmental and sustainability concepts that are integrated and assessed throughout the curriculum emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. Max = 10	10		3.88	7.31	0.38
<b>Element 3B: STEM Content, Knowledge, and Skills</b>					
3B1. School frequently uses 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 Max = 15	15		8.75	9.56	7.63
3B2. School uses sustainability and the environment as a context for learning green technologies and career pathways & description reasonable. Max = 15	15		5.69	10.56	8.88

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			YES	NO	YES
<b>40% students eligible for federal free and reduced price lunch program (disadvantaged)</b>			YES	NO	YES
Public (P) or Private (Pv)			P	P	P
Grade Levels			Elem	K-5	Middle
<b>Element 3C: Civic Knowledge and Skills</b>					
3C1. Describe students' civic/community engagement projects integrating environment and sustainability topics. Max = 15	15	6.44	10.94	8.25	
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, not in all grades = 2, no = 0	5	2.31	3.56	4.63	
Describe students' meaningful outdoor learning experiences Max = 10	10	5.81	6.13	5.94	
Share how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills Max = 10	10	6.63	6.63	4.00	
3C3. 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. Max = 5	5	0.00	3.75	0.69	
<b>Total - PILLAR THREE (35%of total)</b>	<b>105</b>	<b>47.31</b>	<b>70.44</b>	<b>48.50</b>	
<b>SUMMARY</b>					
CROSS-CUTTING QUESTIONS (5%) -	15.00	7.13	11.38	4.56	
PILLAR ONE (30%) -	90.00	29.94	37.84	48.52	
PILLAR TWO (30%) -	90.00	44.44	64.70	48.72	
PILLAR THREE (35%) -	<u>105.00</u>	<u>47.31</u>	<u>70.44</u>	<u>48.50</u>	
TOTAL -	300.00	128.81	184.36	150.30	