



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

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 to the best of their knowledge. *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 grades early learning to 12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement 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. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
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.

U.S. Department of Education Green Ribbon Schools

Public Charter Title I Magnet Private Independent Rural

Name of Principal: **Mrs. Johnna Maraia**

Official School Name: **Sanfordville Elementary School**

Official School Name Mailing Address: **144 Sanfordville Road, Warwick, NY, 10990**

County: **Orange** State School Code Number *: **362997004836**

Telephone: **(845) 987-3300** Fax: **n/a**

Web site/URL: <http://www.warwickvalleyschools.com/sanfordville-elementary/> E-mail: jmaraia@wvcsd.org

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

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.


(Principal's Signature)

Date: **February 14, 2019**



Name of Superintendent: **Dr. David Leach**
District Name: **Warwick Valley Central School District**

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Date: **February 14, 2019**

(Superintendent's Signature)

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 to the best of the Authority's knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is 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. The school meets all applicable federal civil rights and federal, state, local and tribal 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: **Mrs. Rosanne Groff**

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: **February 14, 2019**

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

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.

Sanfordville Elementary School, Warwick, New York

A model for reducing environmental impacts — and educating children to do the same

When visitors arrive at the Sanfordville Elementary School campus and peek through a grove of newly planted pine trees, one thing becomes immediately clear: This is a school that's serious about reducing environmental impacts.

The school's 120-acre campus is home to a 9,000-panel solar panel array — an array powerful enough to offset a majority of the electrical costs not only for Sanfordville Elementary School itself, but also for the entire Warwick Valley Central School District. The array is the largest solar farm operated by a school district or public agency in the state; conservative estimates indicate that it is producing a minimum of 2.9 kilowatt hours of power per year. It's just one of many environmental initiatives at the school, which provides educational and support services to 710 students in kindergarten through grade 5.

Sanfordville students are empowered environmental leaders. More than a dozen are members of the school's Green Cub Club, which meets regularly with a Green Team facilitator, Green Team teacher leaders and district administrators to put forth ideas for new environmental projects. Recently, club members developed a composting program for every classroom in the school, as well as the school cafeteria. These student activists designed and created public service announcement videos focused on water conservation and recycling; the videos were shared at the school and posted on the district website. Sanfordville's Green Cub Club members are also known to take their message of reducing environmental impacts into the community. During Warwick's Earth Day Festival, they enthusiastically interacted with community members, encouraging them to opt for reusable bags rather than plastic ones.

Reusable containers for food topped the list of environmental activities during Sanfordville Elementary School's Waste-Free Lunch Day Challenge. Students were encouraged to pack reusable containers and strive for zero waste on that day. As a result, the trash generated during lunch periods decreased from 16 bags of waste down to eight bags. Pupils were able to see how their efforts resulted in a 50 percent reduction in waste, and the school's goal is to now host a Waste-Free Day every month!

To further reduce environmental impacts, Sanfordville Elementary School monitors every single room through a virtual private network, meaning heating, cooling and lighting can be adjusted remotely to save energy and maximize efficiency. The school also uses the Energy Star Portfolio Manager and dashboard, an online tool that allows school officials to measure and track energy consumption and greenhouse gas emissions to ensure all classrooms and other building areas are as energy-efficient as possible.

Additionally, Sanfordville Elementary School is an integral part of district-wide efforts to minimize its environmental footprint. This includes replacing all fluorescent light bulbs with energy-conserving LED bulbs, reconfiguring bus routes to reduce bus runs by 30 percent, purchasing propane school buses and adopting a broad-reaching, district-wide sustainability policy.

This sustainability policy carries a requirement to integrate environmental and sustainability topics into all curricular areas in all grade levels, including the school's multi-age classrooms. Sanfordville Elementary School supports this requirement by working with the Children's Environmental Literacy Fund to provide professional learning opportunities focused on weaving environmental themes into class activities.

Sanfordville teachers approach the integration in many ways. Some educators develop Earth Day projects related to net zero concepts for students to engage in, while others arrange field trips to environmentally friendly sites in the community (such as farms) and integrate sustainability themes into art projects and English language arts writing assignments.

Other environmental education-related initiatives at Sanfordville Elementary School include educators' use of the Engineering is Elementary (EiE) curricular units on sustainability, which include fun and engaging project-based learning activities for pupils. And, of course, the solar panel array provides invaluable opportunities for students to learn first-hand about green culture and technology, as they are able to access solar information kiosks through the district's website and can study the power generated by the array and track past and present power usage.

Sanfordville's green education activities extend far beyond the classroom. Students partner with Sustainable Warwick — a community organization that focuses on environmental stewardship and sustainability — to carry out projects in the community that raise awareness of environmental issues. And new this school year, pupils worked with artists to create a grove of trees in a local park using “plarn” (plastic bag yarn) and 3-D printed materials; the activity was part of a community-wide Arbor Day celebration and the start of new environmental learning opportunities in the community.

An array of health- and wellness-related programs complement and support Sanfordville Elementary School's commitment to improving the environment. The school uses produce and fresh foods from local farms, thanks to a cooperative purchasing agreement with other schools in the region. Under this agreement, local farmers are given preference when produce is purchased. Sanfordville Elementary School students, staff and volunteers also maintain an organic garden, where food is grown that can be used in the school cafeteria. Inside, the school stocks only healthy snacks in vending machines and classroom celebrations no longer include sugar- and fat-laden foods, such as cupcakes and candy. Sanfordville has installed water refilling stations, meaning students and staff can stay hydrated while also cutting down on the purchase of one-time-use plastic water bottles.

Sanfordville's school maintenance personnel are partners in the environmental stewardship, as well, focusing on creating healthy educational settings by closely following green procurement policies for custodial and cleaning products. The school buys products through a cooperative purchasing process that ensures adherence to the strict requirements of New York's Green Clean program.

In addition, Sanfordville Elementary School has a full-time school nurse, as well as an active wellness/child nutrition committee. Students' social-emotional needs are supported through the services of a school counselor, as well as daily access to either a social worker or psychologist. Sanfordville educators are also integrating mindfulness stress-relief activities into classes and often spend quiet time with children in a garden area that features a "peace wall" dedicated to those affected by the events of 9/11.

A partnership with the community-based Warwick Valley Prevention Coalition means students are also provided with information on making healthy choices. Moreover, the school presents a regular series of anti-bullying activities and follows all requirements of the state's Dignity for All Students Act. To improve physical health, Sanfordville educators encourage nature walks and outdoor physical education activities; the school property has beautiful woodlands and streams, along with a cross-country running area and lacrosse fields. Sanfordville Elementary School has even found a way to blend physical activity and learning, with the creation of a kinesthetic learning lab, which is based on research showing a strong link between movement and academic performance. Pupils in the lab can be moving through an obstacle course, tossing bean bags or exercising on a stair stepper while they're reviewing spelling words, solving math problems or engaging in other learning activities. Good for the body, good for the mind.

Taken together, Sanfordville Elementary School's countless daily activities devoted to reducing environmental impacts, integrating ecological stewardship into education and improving student and staff wellness are the embodiment of green living and learning.

Part III – Documentation of State Evaluation of Nominee

The Warwick Valley Central School District is located 50 miles south of Poughkeepsie, NY in Orange County. The district is made up of 5 towns and covers an area of 101 square miles. Sanfordville Elementary School houses 710 students in grades K-5.

A sample of the reasons this candidate was selected by the New York State Green Ribbon Schools selection team is included below.

Pillar I – Reduced Environmental Impact and Costs (Score 61.08 out of 90)

- Received the Energy Star Building Label in 2015 with a score of 97%.
- A 2 megawatt solar array housed on another property within the district provides 100% anticipated within months of submission.
- 100% of the interior and exterior lighting has been upgraded to energy-efficient LEDs fixtures.
- 80% of the cleaning products used are third party certified as green cleaning products.
- Solid waste is reduced beyond recycling via diverting all food scraps to an “eco-digester” and the school’s goal is to hold one Waste-Free Day per month.
- As the recipient of a “Safe Routes to Schools” grant, sidewalks are currently being installed to provide safety for students to walk and bike to school.

Pillar II – Improved the Health and Wellness of Schools, Students, and Staff (Score 76.00 out of 90)

- The school has an environmental health program which participates in the EPA’s Indoor Air Quality Tools for Schools as well as manages emergency response, pest management, respiratory protection, chemical hygiene, and safety.
- A qualified IAQ coordinator is employed to effectively carry out the environmental health program and works closely with maintenance staff to identify and remediate any IAQ concerns.
- A registered nurse is available during all school hours to aid with asthma management plans and actions. Asthma triggers are actively mitigated as well per the work described above.
- The School’s Wellness Policy addresses items such as nutrition services, health education and family/community involvement. It is revisited and revised regularly, as proved by meeting minutes.
- Fresh foods provided by local vendors are prioritized via purchasing agreements, as well as some foods produced in the school’s greenhouse. Also, 50% of the purchased food is certified environmentally preferable.
- In partnership with the KidsFit team, a kinesthetic learning lab has been developed at the school which pairs physical activity with academic learning exercises.
- Administrators and teachers worked with Warwick Valley Prevention Coalition to expose students to data on healthy behaviors.

Pillar III – Provided Effective Environmental and Sustainability Education (Score 82.88 out of 105)

- The EPA honored the Park Avenue Elementary School in 2015 for its Envirocation project via a sizeable EPA grant.
- A local environmentally focused magazine recognized the school for their sustainable efforts in 2018 by ranking them in the Top 5 Greenest Schools in the region.

- Professional development is in coordination with the Children’s Environmental Literacy Foundation – 100% of the teachers at this school participate in PD sessions on sustainable topics and learn to incorporate environmental topics into curriculum.
- The school’s Green Cub Club participates in projects for the yearly Earth Day celebrations, as well as routinely assisting with the school’s composting efforts in all classrooms and cafeteria.
- STEM knowledge is coupled with sustainability through the school’s Engineering is Elementary (EIE) curriculum. Community volunteers are brought into the classrooms through the school’s Partnership in Engineering (PIE) program to discuss careers in environmental areas.
- Multiple grades coordinate regularly with community volunteering projects and the school’s Green Team develops sustainable projects inside and outside the school.
- Students can take advantage of the school’s outdoor classroom, complete with sail for shade and “Peace Wall” dedicated to those affected by 9/11. Onsite vegetable and flower gardens continue the learning opportunities.