



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.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools

Name of Principal: Mr. Robert Mezzanote

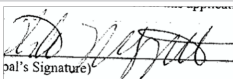
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Lincoln High School

(As it should appear on an award)

**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: 2/1/2022

(Principal's Signature)

Name of Superintendent: Dr. Lawrence Filippelli

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



District Name: *Lincoln Public Schools*

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

(Superintendent's Signature)

Date: *2/1/2022*

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: *Rhode Island Department of Education*

Name of Nominating Authority: *Angélica Infante-Green*

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

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

(Nominating Authority's Signature)

Date: *2/22/2022*

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

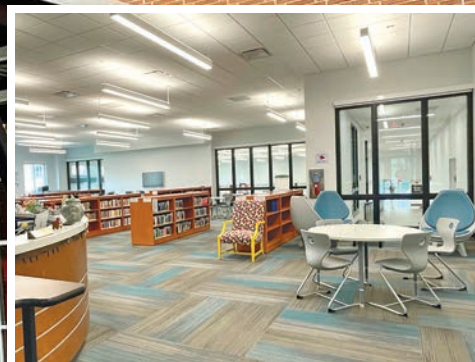
Expiration Date: December 31, 2023

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.



Additions and Renovations Lincoln, Rhode Island



Project Summary

The project, which included phased demolition, 68,000 SF of additions and renovation of 101,000 SF of the school, took place over a 4-year period. The renovation added a new main entrance, science labs, an auditorium, a library/media center, a gymnasium and dining commons, among other amenities. It included new plumbing, wiring, heating and air conditioning systems. Some classrooms were reconfigured into a smaller number of larger, more flexible spaces to allow more collaborative learning.

Lawrence Filippelli, Ed.D., Superintendent

Robert Mezzanotte, Principal

Building Committee Members

Arthur S. Russo, Jr.,
Co-Chair

Julie Zito, Co-Chair

T. Joseph Almond

Michael Babbitt

Laurie Cullen

Kristine Donabedian

Lawrence Filippelli,
Ed.D.

Michael Gagnon

Philip Gould

Kevin McNamara

John McNamee

Robert Mezzanotte

Armand Milazzo

Michael O'Connell

Bruce Ogni

Albert Ranaldi, Jr.

Mary Anne Roll

Jayson Schofield

John Ward

Past Members

Georgia Fortunato

James Jahnz

Lori Miller

Project Team

Colliers Project Leaders
Owner's Project Manager

Gilbane Building Company
Construction Manager

SMMA
Architect

ABOUT THE PROJECT



\$ 60 million
Project Cost



169,000
Square Feet

Fall 2021
Completion Date

800
students
Grades 9–12



\$ 33.4 million
Total State Support



17%
Housing Aid
Bonuses

52% Final
Reimbursement Rate

\$ 4.5 million
Pay-As-You-Go
Funding



Bonuses Realized & Valuable Outcomes

HEALTH & SAFETY

- New mechanical systems, including HVAC, electrical, fire alarm, fire protection and plumbing, for an optimal learning environment
- Improved ADA access throughout the building
- A completely renovated auditorium, including air conditioning

EDUCATIONAL ENHANCEMENTS

- 4 brand new science lab classrooms, in addition to 4 renovated science lab classrooms
- A new 4,000 sq. foot media center
- A new program space for the TAPS (18–22 years old special education population), including an oven, cooktops, kitchen equipment, dishwasher, clothes washer and dryer
- New and enlarged spaces for Automotive and Woodworking Technology (2,200 sq. feet to 2,800 sq. feet)
- New culinary education spaces with new appliances and food preparation equipment
- New furniture throughout

ENERGY

- Adherence to CHPS requirements for a more energy-efficient and sustainable school building

NEWER & FEWER

- New location for the Lincoln Public Schools administrative offices
- Demolition of the original junior high school wing

"The Lincoln Public Schools and The Lincoln School Committee are so proud of the newly renovated Lincoln High School. 21st Century learners seek learning opportunities at all levels. College and career readiness are the pathways to the future, and the newly renovated Lincoln High School will help to prepare our students with state-of-the-art technology, media centers and career and technical spaces. Thoughtful planning was given to expansion possibilities as student enrollment increases and industry demands change. The newly renovated high school supports what is most important; 'Lincoln Lions: Our Students, Our Pride, Our Future.'"

— Lawrence P. Filippelli, Ed.D., Superintendent of Schools

Narrative- Lincoln High School

Lincoln High School is a comprehensive, rigorous learning environment whose mission is to prepare students for academic, personal, and career success. The Town of Lincoln, the Lincoln School Building Committee, and the Lincoln Public Schools have shown their commitment to this mission by facilitating the renovation of our high school, and ensuring that our new facility supports green technologies, sustainability, and health and wellness.

Pillar 1: Reduce environmental impact and costs

Lincoln High School recently completed a renovation project that overhauled the entire energy system of the previous facility, resulting in a much more energy-efficient learning environment. The project demolished approximately 68,000 square feet of inefficient space. Our building also now features high performance energy equipment, “smart” lighting features that minimize use, and a modern, efficient thermal envelope. The result of these improvements is that Lincoln High School has reduced energy consumption by 36% compared to 2012.

Our new building includes updated water fixtures and equipment, which effectively reduced water consumption on a yearly basis by over 732,000 gallons. This represents a 31.5% improvement over 2012 data provided by the International Plumbing Code.

The entire renovation project was required to benchmark performance according to the EPA Energy Star Portfolio Manager. This will enable us to continue to track energy performance into the future.

Pillar 2: Improve the health and wellness of students and staff

Our new facility supports the improvement of health and wellness in multiple ways. Our new air ventilation systems are changed three times per year, resulting in highly filtered airflow through our building. In addition, the district has committed to high standards of cleanliness by ensuring regular checks for pest management, air quality, “green” cleaning products that are free from harmful chemicals, and management of leaks.

Our district Health and Wellness Committee, working cooperatively with our PE/Health department and our food service provider (Chartwells), has led efforts to increase awareness of nutrition and fitness. Chartwells has promoted a “farm to table” food initiative that has featured locally sourced meat and produce for our students. Our PE department also uses the “Fitness-Gram” testing program to assess student fitness levels and encourage personal monitoring and goal-setting. Finally, we are pursuing approval for a new Culinary CTE program, which is intended to further enhance our health and wellness initiative.

Pillar 3: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways

Lincoln High School is committed to offering students opportunities to expand their environmental literacy in various ways. As part of our core science curriculum, students take part in assessment tasks that require them to study the effects of climate change in urban areas, as compared to rural areas. In 11th grade Biology students explore themes such as biodiversity, human-caused climate change, global temperature changes, and sustainability actions.

Students are also encouraged to take their environmental literacy to the next level through the availability of elective courses such as AP Environmental Science, Marine Biology/Zoology, as well as our Design and Engineering CTE. These courses offer students in-depth study of environmental and sustainability themes, and how they apply across various STEM fields. Essential questions and themes include the following:



- How can we ensure everyone has access to clean drinking water?
- How do we manage resources for sustainable use?
- How do we balance our growing demands with the needs to protect our environment?
- How do our choices as consumers and waste producers affect our environment?

In these courses of study, students learn skills that will help them apply their knowledge of environmental literacy, including how it applies to local ecosystems such as the Narragansett Bay.

Lincoln High School has a required course in Civic Responsibility. This course includes a community service project. Many students choose to focus on environmental causes for their project, including partnering with Save the Bay and the Blackstone Watershed Council.

Lincoln High School offers opportunities for students to explore green career pathways in a variety of our current programs, with the goal of expanding these opportunities in the future. Our Design and Engineering CTE program offers students the experience to work with industry-level equipment. The program also features partnerships with local agencies, such as Roger Williams Park Zoo, that provide students with explicit connections between the classroom curriculum and relevant career options. Our Computer Science program partners with CS4RI to offer students the opportunity to earn 12 credits from the University of Rhode Island, for free, while still in high school.

Applicant Information

School Information			
School Name:	Lincoln High School	District Name:	Lincoln Public Schools
Street Address:	135 Old River Road Lincoln, RI 02865		
Facebook Page:		Website:	https://www.lincolnpns.org/
School Principal Information			
Name:	Robert Mezzanotte	Phone:	401-334-7500
		E-mail:	mezzanotter@lincolnpns.org
Principal Signature*:			
Superintendent Information			
Name:	Dr. Lawrence Filippelli	Phone:	401-721-3300
		E-mail:	filippellil@lincolnpns.org
Superintendent Signature*:			
Lead Applicant Information (if different)			
Name:		Phone:	
		E-mail:	
Lead Applicant Signature*:			

*By signing, Principal and/or Lead Applicant assure that the information provided is accurate to the extent possible.

School Demographics			
Grade Level	School Type	School Setting	
<input type="checkbox"/> Early Learning Center <input type="checkbox"/> Elementary (PK-5 or 6) <input type="checkbox"/> K-8 <input type="checkbox"/> Middle (6-8 or 9) <input checked="" type="checkbox"/> High (9 or 10-12)	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	<input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	
Is your school in one of the largest 50 districts in the nation?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Does your school serve 40% or more students from disadvantaged households?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
% Receiving Free and Reduced Price Lunch:	26%	% Limited English Proficient:	1.1%
School Enrollment/Graduation/Attendance			
Total Enrolled:	941	Graduation Rate:	88.6%
		Attendance Rate:	92%
Is your school participating in a local, state, or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?			
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Program(s) and level(s) achieved:		

Narrative

Directions: The following Application Narrative template is designed to provide a “snapshot” of your school’s efforts to address the three pillars. Focus on what makes the school worthy of becoming a U.S. Department of Education Green Ribbon School. Wherever possible include evidence or data that supports each pillar. Be sure to note if students were actively involved in preparing the application. Discuss innovative, yet replicable, practices and partnerships. Highlight any awards or recognition the school has received for its work in the three Pillars.

Answer each question below by typing the information requested under each question. No written narrative is required outside of what is requested within this template. If the school is not able to meet the criteria for any Element within any of the three Pillars, put “N/A” and explain why it is unable to meet the criteria. **The total Application Narrative portion of the application, including the Summary Narrative, may not exceed 15 pages.**

Pillar 1: Reducing Environmental Impact and Costs
Element 1A: Reduced or Eliminated Greenhouse Gas Emissions
Describe the school’s plan to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, and/or energy conservation guidelines.
Lincoln High School completed additions and major renovations to the entire school. The project demolished approximately 68,000 sf of space which featured inefficient envelopes and built approximately 53,000 and repurposed 9,200 to improve the thermal envelope. High performance building equipment now provides improved energy efficiency and is monitored by a building management system. The lighting and equipment also respond to the occupants schedule to avoid unnecessary expenditure of energy.
Describe how, and to what degree, the school can demonstrate a reduction in energy use and/or in greenhouse gas (GHG) emissions from an initial baseline. <i>Include data if available on baseline and current energy usage (kBTU/student/year and/or kBTU/sq.ft./year), percentage reductions, and years.</i>
Lincoln High School reduced energy consumption approximately 36% over IECC 2012.
Describe how the school tracks resource use in EPA ENERGY STAR Portfolio Manager or a similar tool and what the results of the tracking have shown. <i>Include ENERGY STAR Rating if possible.</i>
The project for Lincoln High School was required to benchmark performance utilizing the EPA Energy Star Portfolio Manager. With the building management system in place and user groups using their new spaces, tracking energy performance will be part of the facility management practices moving into the future.
Describe how/whether the school’s energy is obtained from on-site renewable energy generation, purchased renewable energy, or other renewable/green energy sources. <i>Include specific energy sources and percentages if possible.</i>
Renewable energy sources have not been installed as part of the recent construction project. During the feasibility studies for Lincoln High School, the roof was designed to be ready to support the weight of solar panel systems.
Describe how/whether the school has constructed or renovated portions of the school building(s) in the past 10 years that meet “CHPS” standard or have focused on improved energy conservation.

The addition and renovation project at Lincoln High School met the goals of energy conservation for energy conservation and took advantage of the 'Whole Building Approach: Integrated Design Path' incentive program through National Grid. Energy efficiency goals were also established that reduced energy consumption by approximately 36% over IECC 2012.

Are there any other actions your school has taken (not covered above) to support Element 1A?

A building management system helps to review equipment and evaluate the schedule when the equipment is operating. The school schedule has been integrated into the controls, so during unoccupied period, the building can reduce the amount of energy needed to support the building.

Additional environmental considerations were made for all classrooms. Each have access to natural light, limit glare and have access to outdoor air. Views to the campus and outdoor connections are also provided at the media center and dining commons.

Non-visual considerations have been made to improve learning environments. An acoustician was hired to ensure educational environments are not impacted by sound transmitted from outside activities or equipment.

The recent construction project participated in the NGRID's 'Whole Building Approach' Incentive Program, a comprehensive new construction program for buildings over 100,000sf, to reduce building electrical and thermal energy demand and consumption by implementing cost effective design. After participation, the District became eligible for incentives developed from energy saving performance. The facilities department reviews new opportunities for local energy incentives to enhance the school's performance and create savings in the district on a year to year basis with local utilities.

Element 1B: Improved Water Quality, Efficiency, and Conservation

Describe how, and to what degree, the school can demonstrate a reduction in the total water consumption from an initial baseline. Include data if available on baseline and current water usage (gallons per occupant), percentage reductions, and years.

The construction project at Lincoln High School provided new efficient fixtures and equipment which collectively reduced the amount of water used on a yearly basis by 732,712.50 gallons per year or 31.5% based on International Plumbing Code 2012.

Describe school's water-conserving efforts, including fixtures and appliances (e.g., waterless urinals, dual flush toilets, etc.) and school cultural practices.

New efficient fixtures and appliances were installed throughout the school to reduce the amount of water consumption. Water closets, urinals, lavatories, shower heads and other equipment meet or exceed gallons per minute requirements under NECHPS.

Describe the school's efforts and results for developing water-efficient and/or regionally appropriate plant selection and landscaping and the use of alternative water sources (e.g., non-potable water) for any irrigation needs.

<p>Plant species installed under the recent construction at Lincoln High School are all native plants to area. The species were selected to avoid the addition of an irrigation system. There is no irrigation system being used at the school.</p>
<p>Describe the school's efforts and results in reducing storm water runoff from the school site and/or reducing impermeable surfaces on school grounds.</p>
<p>Bioretention areas and subsurface infiltration and detention systems were utilized on the construction project at Lincoln High School to mitigate peak rates and volume of stormwater runoff. These systems were built as part of the permanent project, and were not designed as temporary measures. Additionally, impervious areas were minimized to the extent feasible, while maintaining safe vehicular and pedestrian circulation.</p>
<p>Describe how the school ensures that all school water sources are protected from potential contaminants including lead.</p>
<p>Domestic Hot Water heaters maintain water temperatures at 140 degrees to decrease the risk of legionnaire's disease and other contaminants. Systems are chlorinated, disinfected, and flushed out prior to turnover to the owner. All plumbing products which meet water supply shall comply with NSF/ANSI Standard 372, concerning lead content and shall be deemed "Lead-Free" according to NSF/ANSI Standard 61.</p>
<p>Describe the school's planning and implementation to develop school grounds for ecologically beneficial uses such as rain gardens, wildlife and native plant habitat, and outdoor classrooms. Include percentage of school grounds for school garden, xeriscaping, etc.</p>
<p>An outdoor courtyard was established in order to provide the opportunity for outdoor gathering and learning space. Surface bioretention areas were utilized to the extent feasible to provide a natural and aesthetic storm water treatment system that also have ecological benefits. These areas can also be used for physical science or environmental science to study native habitats. Bus parking was designed to avoid inhalation of emissions. All vehicular traffic is prohibited from idling in the parking lot. The site design also looked to develop a campus with connections to the town library, tennis courts.</p>
<p>Are there any other actions your school has taken (not covered above) to support Element 1B?</p>
<p>Other storm water measures were constructed to meet Rhode Island Department of Environmental Management and NECHPS requirements, such as water quality units, hooded catch basins, and oil water separators.</p>
<p>Element 1C: Reduced Waste Production</p>
<p>Describe how, and to what degree, the school implements a school-wide plan of waste reduction, recycling, and/or composting in order to divert significant solid waste from the landfill. Include data on baseline and current recycling and composting rates if available (e.g., cubic yards per year, monthly waste generated per person, monthly recycling/composting rates), percentage reductions, and years.</p>
<p>All cardboard material is separated into a dumpster that is used for recycling. All paper products go into recyclable bins, processed separately from normal waste products. All classrooms have recycle bins, all recycling is picked up on a weekly basis. The collection of baseline data will be a priority moving forward, and this data will be used to measure growth over time, in order to divert waste from ending up at the landfill.</p>
<p>Describe how, and to what degree, the school uses office/classroom paper content that is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free.</p>

<p>Recycle bins are located in each classroom/office. Paper towels used in bathrooms are from post-consumer material. Opportunities to utilize sustainable vendors that do not rely on virgin materials is a goal of the district moving forward. These include items such as printer paper, and other consumable products.</p>
<p>Describe the school's efforts in storing/maintaining an inventory of potentially hazardous materials used in various programs, if any (e.g., science, art, maintenance, cleaning, pest control, etc.).</p>
<p>No potentially hazardous materials are stored in maintenance</p> <p>In art, proper ventilation/filtration is installed and maintained in the classroom to reduce exposure to chemicals in the air.</p> <p>In science, all acids and bases are stored in locked cabinets and volatile organic solvents are stored in dedicated locked cabinets. Most potentially hazardous materials were removed by the RIDEM two years ago. All other chemicals are stored in cabinets in locked storage closets.</p> <p>Teachers are provided with special appropriate containers for any potentially harmful products that are stored on site.</p>
<p>Describe how, and to what degree, the school has reduced/eliminated hazardous waste generation over a measurable baseline. Include specific waste such as batteries and CFL light bulbs.</p>
<p>We follow state guidelines on testing any hazardous waste. Oil from the auto shop, for instance, goes through a separation system so that the oil is separated from the water. Water samples are tested twice per year, according to Narragansett Bay Commission Guidelines, in order to confirm oil separation.</p> <p>The same process is used in kitchens, where any hazardous waste products are separated from non-hazardous products.</p> <p>There are no CFL lights used. All lighting is LED.</p>
<p>Describe the school's green cleaning custodial practices, including green cleaning products, services, advanced equipment, and/or policies.</p>
<p>All cleaning products are "green". Custodians are trained regularly on proper cleaning practices. There is no use of dry mops, and we use a vacuum system in order to reduce the amount of airborne dust particles. All equipment used is new and state-of-the-art.</p>
<p>Describe how the school's purchasing practices specifically promote environmentally preferable purchasing/green purchasing, as applicable, for consumable products, furniture, and equipment for administration, instruction, and/or maintenance.</p>
<p>All purchasing is done through the Non-Instructional Operations Office. All purchasing is in line with the State of RI guidelines, which includes a Master Price Agreement. Products purchased through this department are included in the MPA, thus ensuring that they have met with the state's environmental guidelines.</p>
<p>Are there any other actions your school has taken (not covered above) to support Element 1C?</p>
<p>N/A</p>
<p>Element 1D: Use of Alternative Transportation</p>

Describe how/whether the school is reducing its transportation energy use through means such as encouraging a) walking or bicycling to and from school, b) expanded school bus use, or c) EV charging stations. Include data and results of the efforts if available.
All transportation is contracted out. Bus loops are included in the building design, thus encouraging the convenience of bus transportation. Bicycle racks are installed on school grounds. Additionally, conduits for electronic vehicle charging stations were installed on the site to support this future need.
Describe the school's implementation of green transportation practices such as: a) efficient carpooling; b) no-idling loading areas; c) safe routes to school; and/or d) expanded bicycle storage.
Buses are not allowed to idle on school property (per RIDE regulations). Carpooling is encouraged for students who do not ride the bus. All bus stops are reviewed by the Lincoln PD in order to ensure safety from traffic. Additional bicycle storage is provided in the form of racks. A plan exists for the establishment of a school Green Team that will explore initiatives like "Bike to School Day". In the spring of 2022, we are planning to administer a survey to students that will provide us with data on student transportation. A link to the survey may be found here: https://forms.gle/uGF3cbcSin48H86E6 .
Are there any other actions your school has taken (not covered above) to support Element 1D?
Our school has taken extensive steps to study traffic patterns in order to make bus drop off/pick up as efficient as possible. Parking on campus has been limited in order to encourage more bus riding/carpooling

Pillar 2: Improving the Health and Wellness of Students and Staff
Element 2A: Integrated School Environmental Health Program
Describe the efforts in implementing the school's Integrated Pest Management (IPM) plan in the school, including: year of implementation, program responsibility/oversight, pest monitoring process, record keeping, notification practices, and efforts to reduce pesticide use.
We contract with a company, AD Pest Control, which is assigned to pest management (bees, mice, ants, etc.). We have been contracting with them for many years, conducting monthly/quarterly inspections, and making themselves available as needed when issues arise. Records of all inspections and other actions are kept by the maintenance department. There is no use of any pesticides of any kind.
Describe how, and to what degree, the school's efforts and practices have minimized/eliminated student and staff exposure to the potentially hazardous contaminants such as: cigarette smoke, mercury, carbon monoxide, fuel burning combustion appliances, airborne contaminate sources, asbestos, radon, chromated copper arsenate, and lead.
There is no smoking on the premises. There is no use of mercury or carbon monoxide. Carbon monoxide detectors are built into the design of the high school. All new HVAC equipment meets EPA guidelines for fuel burning combustion appliances. All asbestos has been eliminated as part of the construction project. All piping is new from the construction project. There is no lead in any pipes. Tests for radon are conducted regularly, per state requirements, and there has been no detection of any radon.
Describe the plan and timetable for inspecting and maintaining the school's ventilation systems and all unit ventilators and for ensuring that the systems are clean and operating properly.
Air ventilator filters are changed three times per year. Ventilation inspections are conducted monthly to ensure that filters and fan belts are all in good operating condition.

Describe how, and to what degree, the school ensures that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation recommendations and standards.
All classrooms have air changers under the state and local codes, and which follow national ventilation recommendations and standards. Building Management System (BMS) regulates the entire facility, which includes temperatures, ventilation, outside air, etc.
Describe how the school has taken specific and comprehensive actions to prevent exposure to asthma triggers in and around the school.
We conduct extensive cleaning of the facility, which takes place on a daily basis. Appropriate personnel are assigned to specific areas to ensure accountability. All cleaning materials used are “green materials”.
Describe how the school has taken specific steps to protect indoor environmental quality, such as implementing EPA “IAQ Tools for Schools” and/or conducting other periodic, comprehensive inspections of the school facility to: a) identify environmental health and safety issues; and b) take corrective actions.
We use Tools for Schools, conduct yearly meetings with building principals, school health personnel, parents, and others to identify potential health and safety issues that exist within the school. If and when issues are raised, the maintenance department takes the lead role in ensuring that appropriate actions are taken immediately.
Describe the school maintenance and implementation of a plan and its enforcement in managing and controlling student and staff exposure to chemicals that are used in the school (e.g., pesticides, cleaning supplies, fuel, paint).
There is no use of pesticides of any kind. The school exclusively uses green cleaning supplies. All paint is completely lead-free.
Describe the school’s routine inspections and prompt action to: a) control moisture from leaks, condensation, and excess moisture; and b) clean up mold or remove moldy materials promptly when found.
Actions are taken when moisture is detected, such as roof leaks and wet ceiling tiles. Actions include- calling roofing company, maintenance change of wet tiles, any mold identified is cleaned by a licensed environmental company.
Are there any other actions your school has taken (not covered above) to support Element 2A?
All staff are trained on a yearly basis in cleaning techniques for various surfaces. An environmental company is brought in to detect if there is asbestos (once per year). The company issues a certificate ensuring that the facility is free of asbestos. All cleaning is now state of the art, meaning that we do not use any stripping material to remove wax from VCT tiles. Removal of wax is done by new machinery, which uses a water-based product. All cleaning material is “green” to ensure that all students/staff are not exposed to any potentially harmful chemicals.
Element 2B: Nutrition and Fitness
Describe the school’s implementation of the following programs (or programs with similar intent) and results and outcomes related to the targeted efforts.
<i>Nutrition and fitness recognition programs (such as USDA’s HealthierUS School Challenge and the Governor’s Nutrition and Physical Activity Awards Program)</i>

We use the fitness gram physical testing program that is from the NASPE National Association of Sport and Physical Education standards and physical best curriculum. This test is used 2 times per semester (the pre test is done the first week of school, the post test is completed as their final exam) to assess the students' fitness levels and have them set goals to improve their fitness over the year.
<i>A "farm to school" program to use local, fresh food and/or a food purchasing programs identified as "environmentally preferable"</i>
The Lincoln school district, in partnership with Chartwells, is participating in the Rhode Island Farm to School pilot program. As part of this effort, Lincoln High School ran an "Apple Crunch" event in October of 2021, which featured and promoted local apples from Steere Farm and Jaswell's. Chartwells also works with Rochs produce to get local items when available. In November 2021, Chartwells is highlighting locally-grown potatoes and butternut squash.
<i>On-site garden that may supply food for students in the cafeteria or to the community</i>
While we have no on-site garden at the current time, we are in the process of seeking CTE approval for a Culinary program and we are exploring the possibility of including an on-site garden that will be part of this program.
<i>UV protection and skin health promotion, such as the EPA's "Sunwise" Program</i>
Skin cancer screening is conducted in health class. We have resources from the state and pass out a bookmark to each student. We also have brochures posted in our health room.
<i>Describe the school's practice related to physical education and whether they meet or exceed state guidelines and minimum requirements.</i>
Lincoln High School meets the state requirement for Physical Education and Health. We offer PE and Health to each student every year for a semester in a co-educational setting. Our classes are not scheduled in a grade pure setting as our classes are scheduled 9-12. We have an approved standards based curriculum for both Physical Education and Health.
<i>Describe the type of outdoor education, exercise, and recreation activities available to students.</i>
We offer a comprehensive elective curriculum for our students that offers a variety of team, individual and fitness activities. Our outdoor curriculum includes tennis, pickle ball, archery, flag football, ultimate Frisbee, soccer, lifelong leisure activities (bocce, spike ball, croquet) interval fitness training (walking, conditioning and running). Our outdoor facilities include: <ul style="list-style-type: none"> • official track with 6 lanes, a synthetic all-purpose field that allows us to do multiple activities. • 8 outdoor tennis courts • 1 all-purpose field
<i>Describe the school's efforts and progress to improve <u>staff</u> wellness in the areas of nutrition and increased physical activity.</i>
This is an area that we are aiming to improve upon. Our District Health and Wellness Team will work to advance a campaign to bring further awareness of this issue with all staff.
<i>Are there any other actions your school has taken (not covered above) to support Element 2B?</i>
Goals and Transition Program participate in weekly grocery shopping trips which allow students to think about healthy food choices. They buy food items and make simple meals out of them.
Element 2C: Coordinated School Health, Mental Health, School Climate, and Safety
<i>Describe how the school is implementing a range of partnership programs with the local health department, businesses, postsecondary institutions, and other members of the community to improve students' and school staff members' nutrition, fitness, and safety.</i>

We utilize multiple state and nonprofit health resources and agencies to enhance our health curriculum. Some of them include:

- Triple-A (teen driving safety)
- Alcoholics Anonymous (alcohol addiction)
- CVS Drug Store (prescription awareness)
- Town of Lincoln Substance abuse task force
- Our school nurse advises us to current Department of Health concerns that need to be addressed in school
- Gloria Gemma Breast Cancer Foundation (Cancer Awareness)
- RI Department of Health skin cancer screening
- Lindsay Ann Burke Dating Violence and Bullying resources
- Day One Dating violence and sexual assault training
- Rhode Island National Guard

Describe the school's use of a Coordinated School Health approach or other health-related initiatives to address overall school health issues. This could include comprehensive wellness policies and/or a health and wellness committee/team.

Lincoln has a district health and wellness committee that meets quarterly. This committee includes representatives from all district schools, as well as School Committee members, parents, and high school students. Multiple members of the Lincoln High School Physical Education/Health Department participate on this committee. There is a District Health and Wellness policy that has been adopted by the school committee, we are required to give updates to what we are doing in the school for all of its initiatives.

Describe how the school addresses school health professional services for student needs, including the presence of a full-time school nurse in the school and/or a school-based health center.

- Lincoln High School's health office systematically provides preventative health services and direct intervention, which includes ongoing care for students with medical needs, first aid training, injury assessments, medication administration, and management of medically based 504 plans.
- The LHS School Nurse keeps families informed of available support services. Families receive notice at the beginning of the school year that gives the dates for dental and vision screenings, as well as vaccination clinics. These dates are also disseminated closer to the event by the LHS Twitter account and weekly notices. She also reaches out to individual families as needed. The LHS School Nurse also sends announcements through the LHS Broadcast in Advisories and the Principal's school-wide Google Classroom. The general dates for the screenings are also in the Student Handbook that is distributed to all students at the beginning of the school year, and parents have to sign off on.
- Health services personnel also use a daily log, health chart and our student information system (Skyward) to track student medical records. Health services personnel add health concerns on the Skyward system so that teachers can see the alerts for the students in their classes. The school nurse teacher provides yearly training for epipens, blood borne pathogens and relevant PowerPoints on the health services website. The website also provides relevant information for families. Lincoln High School is equipped with six Automatic External defibrillators (AED).

Describe how the school addresses and implements comprehensive programs to support student mental health and positive school climate (e.g., anti-bullying programs, peer counseling, etc.).

- The school counseling services at Lincoln High School deliver a written developmental program and meet regularly with students to provide personal, academic, career, and college counseling throughout the four years of high school. They employ a variety of strategies, including individual and

<p>group meetings as well as collaborative outreach and referral to community and area service providers to give students the support they need to achieve the school's learning expectations.</p> <ul style="list-style-type: none"> • LHS instituted the "At-Risk Advisories" to purposefully address a specific population of students who were identified as at risk to not complete graduation requirements in a timely manner. The students in these advisories are paired with a specially selected advisor with the ability to offer more individualized assistance in meeting their needs. The advisory provides additional support in completing Exhibition, Portfolio, graduation requirements, tracking grades, attendance, and behavioral records. • The MTSS (multi-tiered system of supports) team meets on average once a week. This team consists of an administrator, two reading specialists, a school psychologist, school social worker, guidance counselor, a special educator, an administrator, and a representative from Community Care Alliance. They review data points on referred students who have outstanding behavioral, academic, or socio-emotional needs. There is a process of follow-up on each student referred for intervention. • As part of meeting the socio-emotional needs of Lincoln's students there are a number of types of counseling sessions offered by our team of professionals. The school social worker works collaboratively with the Speech/Language provider to meet with students in small social skills groups. These groups meet the social skills needs of students. In addition, students are provided with individual counseling sessions or group counseling sessions as determined necessary. • Students in the LHS Journalism and Media CTE program create Public Service Announcements (PSA) which are broadcasted during the Advisory Report to keep LHS student body informed. Students are encouraged to RISE UP, join organizations, etc.
<p>Are there any other actions your school has taken (not covered above) to support Element 2C?</p> <ul style="list-style-type: none"> • We have a full-time school resource officer in the building, who is an integral part of our school community. He supports and contributes to safety initiatives and plans, including evacuation, shelter in place and ALICE protocols. He is a resource for staff and students with regards to related issues. • TAP participants go out into the community each day to a variety of job sites in the community. One of the main ones we go to is the MacColl YMCA where participants are offered membership. Participants learn about the various exercise equipment and classes available. They are encouraged to join the YMCA and participate in any activities they are interested in. • We consult with local community agencies and have a representative from CCA (Community Care Alliance) in the building weekly to discuss an plan interventions for at-risk students • We consult with CPAL (Center for Psychology and Learning) to support and design interventions for students with higher level needs

<p>Pillar 3: Providing Effective Environmental and Sustainability Education</p>
<p>Element 3A: Shared Responsibility for Environmental Learning</p>
<p>Describe the school's focus on environmental literacy specifically reflected through school-wide practices and programs, lesson planning, and/or school curriculum documents.</p> <p>The LHS Science Department offers a comprehensive and extensive curriculum that focuses on improving students' environmental literacy. Our 9th grade Physical Science course, which is required for graduation, includes a project-based learning unit called the Urban Heat Project. This unit challenges students to investigate the effect of human development on heat in urban areas. Activities include an analysis of surface temperatures, a study of whether different surfaces have different temperatures at the same time of day, a study of how color affects the temperature of material, and a comparison of urban area heat versus rural areas. The project culminates with students building and testing a model roof design, with the goal of</p>

minimizing urban heat. In 11th grade Biology, another required course, students take a unit on Ecology, which focuses on several key concepts, including: “Human activities that threaten Earth’s biodiversity”, “Landscape and regional conservation help sustain biodiversity”, and “Earth is changing rapidly as a result of human actions.” Students conduct case studies, analyze populations of wildlife, examine global temperature changes, and study sustainable development in Costa Rica. They also study how climate change has lasting effects on all biological systems.

In addition to the required courses, LHS offers a range of popular science electives that advance students’ environmental literacy. These elective courses include: Marine Biology/Zoology, Environmental Science, and Advanced Placement Environmental Science. These courses present students with opportunities to explore environmental topics in great depth, and to partake in hands-on lab experiments that put environmental literacy at the center of the learning.

It should be noted that the Science Department will soon be piloting a new curriculum, and we anticipate that environmental literacy and sustainability will take on an even greater emphasis.

The Lincoln High School **Design Tech** program, an elective program, features several units, themes, and assessments that highlight environmental literacy topics. For example, Design Tech instruction includes a deep focus on the work of engineers, and specifically the need for them to increase energy efficiency within buildings and homes. One important factor to consider is lighting — which represents a large portion (22%) of overall US energy consumption. Engineers often use physical models to analyze daylighting performance. By creating designs that incorporate daylighting techniques, natural light can be supplied to interior spaces during the part of the day it is needed most. This reduces the amount of artificial light required and creates a more pleasant atmosphere proven to increase occupants’ overall well being and productivity.

The LHS **English Language Arts** Department includes a grade 11 historically-based unit on Transcendentalism, which allows students to reflect upon the role nature can, does, and could play in the individual’s life. Readings include Emerson’s “Nature” and Thoreau’s *Walden*. Grade 12 features a Romanticism unit with an extended writing project that answers the following prompt: *How can we better value nature through our daily behaviors?* Students read famous British Romantics such as Wordsworth, Shelley, and Keats in this unit. The readings focus on the role nature plays in daily lives, particularly in industrialized societies. Both of these activities are included as part of required courses.

Describe how, and to what degree, the school has integrated environmental and sustainability concepts throughout its instructional program and across subject areas and grade levels.

See above. Also below from the English Language Arts Department:

In the 11th grade, students study Thoreau’s *Walden* and the first portion of Emerson’s essay *Nature*, both of which directly relate to issues germane to the modern environmental unit and the issue of sustainability. In the 12th grade, students learn about environmental concerns with several poems, most prominently Wordsworth’s “The World is Too Much With Us” and Richard Wilbur’s “Advice to a Prophet.”

Describe how your school utilizes the school and its sustainability features as a teaching tool. Indicate if your school is participating in the “School as a Tool” program through RIDE’s School Building Authority.

The Architect of the recent addition and renovation held a discussion with a group of ten students from the STEM Academy, faculty and the school principal on May 21, 2019 to review opportunities under the project to display aspects of the project and allow opportunities for the students to incorporate sustainable thinking into school curriculum. Displays have been located in places like bathrooms, assembly spaces and other selected spaces to emphasize water efficiency, energy use, air quality, recycling, and joint-use of facilities. Each sign

features a description of improvements made under the recent construction project and features a QR code which connects back to the school website. The QR codes can be replaced and a website curated by the school's Green Team to track activities and sustainable issues.

The school will be issuing the 'School as a Tool' application to incorporate sustainable thinking within the school curriculum. This is a requirement under Northeast Collaborative for High Performance Schools and a program the school values in addressing environmental and wellness issues.

Describe educators' use of outdoor spaces around the school and community to enhance the curriculum.

Social Studies

- Civic Responsibility Community Service Projects – Over the years, students have partnered with groups such as Save the Bay and the Blackstone River Watershed Council. Students have partnered with members of these organizations to serve as mentors for their Exhibition Projects, which are interest-driven projects that are required for graduation. These opportunities have enabled students with interest in environmentalism and sustainability to explore the topic in more depth, and outside of the traditional classroom.

English Language Arts

- During the Transcendental and Poetry unit, students are brought outside to think about, honor, reflect on and write about nature in various ways.

Exhibition

- This year we have four students working on projects that have to do with the pollution that comes from plastics. Their objective is to cut down the use of plastics within the student population. Another student has worked with Save the Bay to organize several beach clean-ups. In previous years, we have had students form intellectual products around different forms of sustainable energy.

Math

- Students in AP Statistics regularly complete word problems that incorporate environmental issues and data.

Describe the school's utilization of outside providers that enhance the curriculum with environmental and sustainability education such as field trips, guest presenters, after school partners, etc.

The school is actively developing a Green Team, which is a group of student leaders who will be aiming to address environmental and sustainability issues at LHS. This team will serve as the primary body to identify potential field trips, guest speakers, partnerships, and school initiatives aligned to our environmental and sustainability goals. Students who are interested in joining this group will be identified through their science classes, and by the survey linked below: <https://forms.gle/cL63hsUzvB7Hgh3eA>

Describe how the school's assessment materials across subject areas and grade levels have clear expectations and target proficiency levels for environmental and sustainability concepts. *Include quantifiable measures, indicators, or benchmarks of progress toward environmental literacy and/or environmental proficiency where available.*

In addition to the Urban Heat Project and the Ecology unit (listed above), LHS students are challenged to meet high levels of performance when it comes to environmental literacy. In the science elective classes mentioned above (Marine Biology/Zoology, Environmental Science, and Advanced Placement Environmental Science), students are assessed on the following:

Marine Biology/Zoology

- In marine biology class the focus is on the issues of human impact causing disruption for marine species. This includes activities and information on plastic and fishing nets in the ocean, the damage to species caused by sonar, chemical pollution, oil spills, shark finning, overfishing and bycatch as well as environmental issues in Narragansett Bay.
- Zoology focuses on conservation issues that include the role of banks in financing destruction of forest ecosystems for political profit and gain, the palm oil industry and habitat destruction, animal poaching and endangered species in traditional Chinese medicine. The curriculum is supported with documentaries that include The Thin Green Line (decline in amphibian populations) along with endangered amphibian and mammal projects. Additional topics addressed include; elephant poaching, trophy hunting, species extinction prevention, factory farming and animal welfare issues.

Environmental Science and AP Environmental Science

Essential Questions include the following:

- How can we ensure everyone has clean air to breathe?
- Why are we running out of water?
- How can we ensure everyone has clean drinking water?
- How do our choices as consumers and waste producers affect our environment?
- What is the relationship between environmental health and our own health?
- How do we manage resources for sustainable use?
- Should every country reduce their carbon footprint?
- How can we balance our growing demand with our need to protect the environment?

Skills:

- Explaining the negative effects of agriculture on the land and the benefits of sustainable agriculture
- Comparing and contrasting biodegradable and non-biodegradable wastes and their significance in landfills
- Identifying how water is used in society and how water use affects ecosystems
- Describing the ecological, political, and economic, and social issues of the Narragansett Bay
- Describing the impact of air pollutants on human health
- Identifying and describing the different types of nonrenewable and renewable energy resources.
- Describing the nuclear fission process
- Describing the inherent dangers of nuclear waste disposal and nuclear accidents
- Identifying the potential for fusion based energy

Describe the school's professional development in environmental and sustainability education that is encouraged or offered to teachers. *Provide examples of these professional development opportunities teachers have participated in if possible.*

The elementary science program is aligned to the FOSS Science Kits, in collaboration with the East Bay Educational Collaborative. The FOSS kits place an emphasis on "taking science outside" to interact with the natural environment. The elementary teachers are provided with professional development from EBEC. Topics related to environmental education may include: "leaf litter critters", "plant patterns", "plant vascular systems", "water in nature", etc.

Are there any other actions your school has taken (not covered above) to support Element 3A?

N/A

Element 3B: Use of the Environment and Sustainability to Develop STEM Content

For a secondary school: Describe how, and to what degree, the school makes available environment-related courses and measures (e.g., AP Environmental Science, International Baccalaureate Environmental Systems;

and postsecondary dual enrollment courses, etc.). <i>Include student outcome measures and program enrollments as appropriate.</i>
AP Environmental Science is offered in our Program of Studies (see answer to question in section 3A for details)
Describe how the school uses sustainability and the environment as a context or theme for connecting/learning STEM thinking skills and content knowledge.
Students participated in a STEM project that looked to make use of technology to improve irrigation systems and conserve water. By creating a program that tested for soil saturation beneath the surface, a program would alert the sprinkler zone to activate and saturate the area until a certain amount of water was present in the soil.
Describe the school use of sustainability and the environment as a context for connecting and learning green technologies and career pathways.
Course offerings in environmental science, biology, design technology and marine biology and zoology electives include various current contexts for highlighting green technologies and sustainability and include opportunities to explore career pathways in these fields.
Describe how the school's environmental and sustainability focus supports an age-appropriate understanding of natural systems.
All courses mentioned in the above question are aligned to high school standards, which include understandings of environmentalism, sustainability, and natural systems.
Are there any other actions your school has taken (not covered above) to support Element 3B?
N/A
Element 3C: Development and Application of Civic Knowledge and Skills
Describe the school's emphasis on outdoor learning as a tool to: a) teach an array of subjects in context; b) engage the broader community; and c) develop important civic skills.
Civic Responsibility Community Service Projects - Save the Bay, Blackstone River Watershed Council
Describe: a) how/whether, and to what degree, the school promotes and encourages students to conduct class or individual, age-appropriate, civic/community engagement projects; and b) the important outcomes that have been achieved (using data as appropriate).
Civic Responsibility Course requires all students to complete a community service project that fulfills the Civic Expectation of the graduation requirement. Students have accessibility to organizations that contribute to environmental protection and sustainability.
Describe the innovative practices and/or partnerships the school promotes and participates in to support environmental and sustainability education.
The school has been reaching out to organizations in the community in order to pursue strategies in sustainability and wellness. This has been done through our district Wellness Team, as well as our CTE Advisory Boards.
Describe how, and to what degree, the district's environmental and sustainability education efforts have shown growth in academic achievement among students over time. <i>Include data as applicable.</i>
Lincoln High School students perform well above statewide averages on a variety of assessments that include environmental and sustainability material, including Advanced Placement, SAT, PSAT, and Next Generation Science Assessment.
Are there any other actions your school has taken (not covered above) to support Element 3C?
N/A