



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. Anne Knapke

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

Official School Name: Gwynedd-Mercy Academy Elementary

(As it should appear on an award)

Official School Name Mailing Address: 816 Norristown Road, Spring House, PA 19477

(If address is P.O. Box, also include street address.)

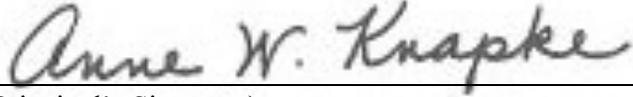
County: Montgomery State School Code Number *: N/A

Telephone: 215-646-4916 Fax:

Web site/URL: <https://www.gmaelem.org> E-mail: aknapke@gmaelem.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.



Date: January 10, 2020

(Principal's Signature)

Name of Superintendent: N/A

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

District Name: N/A

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

N/A Date: N/A

(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.

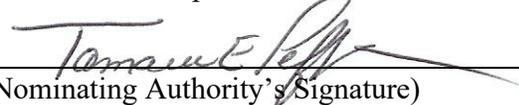
1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and 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: Pennsylvania Department of Education

Name of Nominating Authority: Tamara E Pepper, M.S.

(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.

 Date: N/A

(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.

Summary Narrative: An Overview of Your Work Encompassing All Three Pillars

Gwynedd-Mercy Academy Elementary is a private, Catholic, co-educational academy committed to providing a high-quality education integrated with Gospel values. Founded in 1861 and sponsored by the Sisters of Mercy, Gwynedd-Mercy Academy Elementary combines almost 160 years of academic excellence and innovative teaching methodologies with a mission of Mercy to serve others locally and globally. Gwynedd-Mercy Academy Elementary embodies a rich tradition steeped in Mercy that encourages a sense of humility and compassion for humanity, furthering our commitment to educating the whole child. Our student-centered approach fosters an unsurpassed passion for learning, and prepares students for leadership roles that will leave an indelible mark on our diverse, global society. Our commitment to academic excellence is exemplified in our faculty's unwavering dedication to their profession, as they embrace and utilize innovative learning strategies, relevant sustainability initiatives, and research-based best practices in support of environmental education. This unwavering dedication and progressive approach to education earned our school a National Blue Ribbon



School of Excellence Award in 2017.

Central to our school's identity are the values instilled by the Sisters of Mercy. Catherine McAuley founded the Congregation of the Religious Sisters of Mercy in Dublin, Ireland, on December 12, 1831. The Sisters dedicated themselves to the service of the poor, the sick, and the uneducated, namely teaching young women and children the skills they would need to support themselves in life. Education and service to others are the two building blocks upon which the Sisters of Mercy were built. Their commitment to others is centered around five critical concerns focused on Caring for the Earth, Immigration, Nonviolence, Racism, and Women. To ensure advocacy and action in caring for the Earth, the Sisters of Mercy and Gwynedd-Mercy Academy Elementary are dedicated to increasing awareness of how the choices we make each day have a ripple effect on our local and global community. Our school is committed to reducing our carbon footprint as we work toward the sustainability of life, adopt more environmentally sustainable practices, and take actionable steps that will better our world. Our greatest accomplishments are not just in the visible, concrete changes, but in changing the mindsets and habits of all who enter our school building.

Gwynedd-Mercy Academy Elementary has taken great strides to reduce our environmental impact and costs. We have made very specific, strategic decisions that inspire our teachers, students, and parents to be conscientious about how their actions impact the environment. This was accomplished by replacing all the water fountains throughout the school with water stations that keep a running tally of how many plastic bottles we have "saved," as well as water usage monitoring. These fountains reduce water loss, because students are directly filling water, rather

than allowing water to run down the drain. Our school took a drastic step in eliminating plastic utensils and dishware in the cafeteria by investing in reusable plates, bowls, silverware, and commercial dishwashers. In addition, we have removed the sale of plastic water bottles in the cafeteria and initiated composting food from the cafeteria. Each classroom is equipped with motion-sensor, energy-saving lighting and valves have been installed on steam radiators to control the temperature more efficiently in each room.

We have taken serious measures to reduce the amount of paper we use by creating a digital “Mercy Memo” for weekly communications, using our student information system to have all forms completed digitally, displaying songs and responses for masses on a large screen instead of distributing paper pamphlets, removing all individual classroom printers and creating codes for teachers to print on commercial printers. Our school is 1:1 with technology and supports our paperless goals, as we are constantly seeking new ways to reduce our environmental impact. Used textbooks, novels, supplies, uniforms, and furniture are donated each year to schools stricken with poverty, and we partner with local organizations several times throughout the year in holding donation drives for used clothing and household items. Lastly, as the school upgraded our hardwood floors this past year, our Development Office repurposed the existing floorboards by creating small, square, wooden keepsakes imprinted with our school shield.

Gwynedd-Mercy Academy Elementary has made a dedicated effort to improve the health and wellness of our entire school community. In the spring of 2019, our school celebrated the installation of our greenhouse with a ribbon-cutting ceremony in honor of the Sisters of Mercy’s critical concern to care for the earth. This new development has led students to actively



participate in the planting of tomatoes, basil, dill weed, kale, Buttercrunch lettuce, Bibb lettuce, carrots, microgreens, and sunflowers. With the enthusiasm of our middle school Science teacher, students have held salad parties to share in the bounty of the crops which have matured and support healthier eating habits. Healthy habits are also taught in our kindergarten through eighth grade physical education and health classes, encouraged by our teachers in the cafeteria, and carried over into our athletics program and extra-curricular activities.

As part of our school's strategic plan, a guidance center was created to support our full-time, certified school guidance counselor who teaches weekly character education lessons to all primary students and provides opportunities for middle school students to participate in mindfulness practices. In addition, the school guidance counselor sees students on a consultative basis, works with teachers and families to best meet the social and emotional needs of our students, and assists in the process for students diagnosed with learning differences. Aligned with these efforts, new flexible seating was purchased for several classrooms to best meet the diverse needs of our students. The guidance counselor is also a resource for parents by providing speakers and education workshops for parents to learn more about teenage trends in social media, vaping, and other ways to best support their child. New flexible seating was purchased for several classroom to meet the diverse needs of our students.

As a school, we recognize the critical role we play in educating the leaders of tomorrow. This includes providing unique cross-curricular opportunities that support environmental and sustainability education, and STEM-skills that will prepare our students for jobs that have yet to exist. Gwynedd-Mercy Academy Elementary contains an Exploratorium for inquiry-based

learning in kindergarten through fourth grade, two middle school Science labs, a STEM Center, and an outdoor learning area next to the greenhouse. In addition to science lessons supported by Life Lab, a garden-based curriculum, as well as Pearson's Interactive Science series, students develop 21st century skills in a specialty class called Creative Thinking Skills. Many of the opportunities our students have would not be possible without the support of our Parents' Organization, as they provide countless opportunities for our students to actualize their potential through hands-on, project-based, student-directed learning initiatives. Students participated in assemblies, field explorations, STEM Nights, author visits, and other various activities all centered around the themes of Environmental Education and Sustainability. We are incredibly proud of these accomplishments as we work tirelessly to carry out the mission of the Sisters of Mercy and demonstrate our commitment to excellence for the betterment of the world.

Narrative for Pillar 1: Your Efforts to Reduce Environmental Impact and Costs

Reduce, reuse, and recycle are commonly-used school-wide terms as students, faculty, and parents do their part to make a difference in our environment. Students are strongly encouraged to use reusable water bottles throughout the day, and are reminded of the impact they are making on our environment each time they refill their water bottle at the refillable water stations located throughout the school. Students are also encouraged to reduce their use of water both in school and at home. The bottle refill stations significantly reduce the amount of water lost to the drain when compared water lost to a regular drinking water fountain, since the students are directly filling their reusable containers. We have installed plastic gutters on the side of our greenhouse and received funding for the purchase of rain barrels to collect water and redistribute to the plants inside the greenhouse, rather than accessing tap water. All faucets are now equipped with water-saving aerators and toilets are set at 1.6 gallons per flush. We are continuously evaluating

our water conservation efforts as a school-wide community and are committed to expanding these efforts.

The installation of a commercial dishwasher, utilization of reusable dishes and utensils, and cafeteria composting initiatives have drastically reduced the amount of solid waste that comes from our cafeteria. In addition, our efforts to reduce our paper consumption have improved as we have creatively identified ways to limit or eliminate paper use in our everyday practices.

Technology has become the cornerstone between curriculum and the development of 21st century competencies as we prepare students for the digital age. To this end, we have invested in various digital programs and platforms to facilitate this initiative. From sending all communications digitally, emailing report cards to parents, and utilizing G Suite to share and retrieve student assignments, to installing interactive whiteboards and 1:1 devices in every classroom, purchasing document cameras to support instruction, and removing individual classroom printers, we have taken major steps to limit our use of paper.

We have found a variety of ways to reuse or repurpose items to prevent waste in the environment. In doing so, we were thoughtful with the creation of keepsakes made from the hardwood floors that were replaced in our main hallway, our printer toner is sent back to the company and reused, we donate used curricular items, furniture, uniforms, and other household items to several charitable organizations throughout the year, the foundation of our playground equipment is made out of reusable rubber, and the bamboo that was overgrown next to the school was cut down and used in our woodworking elective class. Our recycling program provides recycling receptacles in every classroom, office, and kitchen area, and a shredding company is

called twice a year to help us dispose and recycle confidential documents. Students are cognizant of their waste and make a conscious effort to recycle instead of throwing something into the trash.

We have taken very specific actions to implement energy efficient, cost-effective best practices throughout the overall operations and facilities plan of our school. We have partnered with PECO (Philadelphia Electric Company) who assessed our facility and identified the need for LED lighting throughout the school. Therefore, we removed all T8 florescent lamps, and replaced them with LED 4ft linear tube lamps. We also removed all electronic ballasts. Each classroom is equipped with motion-sensor, energy-saving lighting and valves have been installed on steam radiators to control the temperature more efficiently in each room. Indoor air quality and proper ventilation is critical in the overall health and safety of our students and faculty. For this reason, the HVAC system is inspected bi-annually and the filters are changed quarterly. Students are not allowed to place books or papers near the vents to ensure there is proper ventilation. Carbon monoxide detectors are used to monitor the gas-fired boilers and gas-fired water heaters.

In an effort to increase effectiveness in transportation and busing, our school shares busing with our sister school, Gwynedd-Mercy Academy High School as well as with students from local school districts to reduce emissions in the environment. Additionally, students are bused or carpool to attend sporting events that are located on other school campuses or to attend after school activities that require travel to the same location. Several families carpool to and from school each day, and any families who live locally will occasionally walk to school. After school

on nice days, students and faculty enjoy walking to the many local eateries located just outside our school grounds. Students are always encouraged to carpool with friends and be mindful of the many ways they can protect our environment. When communicating about school programs that may be off site, we offer to help facilitate carpooling.

Narrative for Pillar 2: Your Efforts to Improve the Health and Wellness of Students and Staff

As a mission-based organization, the faculty and staff at Gwynedd-Mercy Academy Elementary are challenged to establish a nurturing environment that is centered around the whole child, preparing them to become leaders in a global society. To fulfill this mission, our school uses a blend of differentiated instruction, flipped learning, flexible seating, cross-curricular lessons, creative thinking skills, and technology integration, all of which are teacher-driven and supported by ongoing professional development. Our teachers work diligently to meet the diverse needs of our students by providing support or enrichment as needed. When students' academic, social, and emotional needs are met appropriately by their classroom teachers, in their honors classes, through the McAuley Learning Center, within our Gifted and Talented Enrichment Program, through our school counseling center, or by the services provided by the Montgomery County Intermediate Unit, students develop the confidence they need to achieve success and develop in to the people they will be for the rest of their lives.

The development of our new school counseling center was purposeful as concerns for students' mental health and overall well-being is on the rise. The implementation of weekly character education lessons and mindfulness practices are offered by our full-time school guidance counselor. The guidance counselor also develops programming for students and families around

common trends in social media and harmful ways students are interacting with the world around them. This may occur in the form of a speaker series, the sharing of resources, and/or one-on-one consultative services. This year, our school invested in a program called Safe Students Online which allows parents to be alerted of inappropriate or concerning content across a wide array of social media platforms. The school purchased an account for every child in an effort to be proactive against harmful online material and potential bullying issues. In addition, Gwynedd-Mercy Academy Elementary participated in a “You Matter” gratitude campaign and continues to seek out opportunities in which we are able to express our gratitude either with letters to our Veterans, placemats for assisted living facilities, cards for first responders, writing letters of gratitude to their family members, running food drives, and other ways to demonstrate our appreciation for all of humanity. Each year, faculty, staff, and students of Gwynedd-Mercy Academy participate in Dr. Martin Luther King’s Day of Service with a school-wide service project. Yearly themes like “Make Mercy Real” and “Mercy is our Compass” also serve as guides as we work as a school community to have Mercy shine through in our thoughts, words, and actions. After school extra-curricular programming also plays a part in promoting health, wellness, and STEM practices. Offerings such as the Friends of Mercy Service Club, Coding Club, STEM Club, Lego Club, Creative Writing, Make and Break Club, Super Sports, Dance, Yoga Club, Intramural Basketball, Girls on the Run, and Tennis are all examples of clubs that provide opportunities for students to further enhance their school experience. In addition to clubs, Varsity and Junior Varsity sports including basketball, soccer, swimming, lacrosse, field hockey, flag football, swimming, and track and field keep students active and engaged in their school community several days throughout the week.



In addition to counseling classes and ways we improve social and emotional health, our physical education classes emphasize physical health and fitness, skill development, and movement. The program in kindergarten through second grade focuses on self-spatial awareness, body management, and safety, while performing various fundamental movement activities. In third through fifth grade, students build upon skill themes that provide the foundation necessary to excel in various team, individual, and cooperative sports. Group activities in sixth through eighth grade emphasize physical fitness, skill development, rules interpretation, and spontaneity through lead-up games, as well as other group and competitive activities. Health classes are offered weekly to all students focusing on nutrition, systems of the body, physical and mental health, drug and alcohol awareness, and personal health concepts.

Professional Development at Gwynedd-Mercy Academy Elementary is continuous. Faculty and staff establish annual professional goals that provide the framework for ongoing professional development. All of our educators are committed to staying current with best practices in education and realize the importance of being lifelong learners. The time and effort spent to enhance their teaching instruction is evident in every classroom every day. Our faculty and staff pursue enrichment in ways that will benefit them both professionally and personally, as well as in their classrooms and the entire school community.

Our facilities and operations teams are conscientious in their decision-making when it comes to the health and wellness of our school. All cleaning and sanitizing supplies are eco-friendly and every effort is made to eliminate as much waste as possible. No hazardous chemicals are kept or used on campus. The entire school is cleaned and sanitized every night using green, eco-friendly

products. We have an integrated pest management plan as per the *PA Integrated Pest Management Plan for Schools* and contract with a local pest control company who assesses our campus building and grounds both for culture conditions that may support pest or fungal populations such as moisture/water infiltration and issues with food debris. Additionally, in an effort to ensure environmental air quality within the school, we recently conducted a mold and asbestos assessment, which both produced negative results. Routine monitoring for moist areas that could host mold is part of our IPM process. Using only eco-friendly, student-safe products, we work with our contractors and staff to ensure our school community is safe from pests and harmful contaminants.

As part of our strategic plan, new health and safety initiatives were implemented and include interior and exterior security cameras around the school, a double entry door for the two main entrances into the building, a license scanning system for all visitors, required clearances for all volunteers, a daily police supervision walk-throughs, and classroom presentations with the fire department, police department, and Montgomery County Department of Public Safety. Our school nurse provides universal precautions trainings and facilitates the trainings to be trained in First Aid/CPR, Diabetes, and EpiPen. Routine fire drills and lock down drills ensure safety practices are in place.

Narrative for Pillar 3: Your Efforts to Ensure Effective Environmental and Sustainability Education

One of the primary beliefs of Catherine McAuley, foundress of the Sisters of Mercy, is “to whom much is given, much is required.” Students, parents, faculty, and staff at Gwynedd-Mercy Academy Elementary are blessed to be part of a strong school community, built on Mercy, rooted in Gospel Values, and committed to excellence. Opportunities to support students’

academic, social, and emotional growth abound in and out of the classroom as student voice and student choice play a critical role in our academic program. Middle school students are encouraged to explore and showcase their interests through elective classes that range from STEM, coding, and broadcasting, to school leadership, history, current events, woodworking, and the Arts. Through traditional and non-traditional lessons and projects, students are encouraged to not just think “outside the box,” but to get rid of “the box” entirely as they explore ways to develop more environmentally sound decisions focused on sustainability across the curriculum. These opportunities enhance learning, allowing students to demonstrate their knowledge and creativity in a way that is meaningful to them and connects them to their environment and personal impacts, as well as affirm our teachers’ commitment to 21st century learning. Most recently, students then have numerous opportunities to share their talents in front of a wide variety of audiences during our weekly Community Gathering, special assemblies, and frequent grade-level or school-wide performances, resulting in a student-body of poised and eloquent speakers. Our newly created Exploratorium, Imaginarium, two science labs, and STEM Center are all innovative/integrative learning spaces used to create these unique academic experiences across all grades and subject areas.

A critical component to our strategic plan focuses on environmental education and sustainability. For this reason, a variety of deliberate, purposeful actions have been taken to begin to meet these goals. The establishment of a Director of STEM as well as a Director of the Greenhouse were necessary to manage the magnitude of the initiatives we were embarking on throughout the year. Each Director is a classroom teacher who assumes additional responsibilities to oversee, manage, and supervise these two very important curricular areas. In addition to teaching Creative

Thinking Skills classes with a holistic, integrated STEM focus, our STEM Director serves as a resource for teachers and assists with the infusion of STEM-related activities across the curriculum aligned to the Next Generation Science Standards, Philadelphia Archdiocesan Standards, and the Pennsylvania Department of Education's Environment and Ecology, and Science & Technology Academic Standards. As an example of integration of environmental and sustainability themes into curriculum and assessment, recently in their STEM class, middle school students applied what they learned about ecology and the environment and developed prototypes of sustainable cities that had to include where housing would be located, where energy sources are located, the type of renewable energy that would work best in that particular environment. They also had to select a biome to tailor their city for that locale. That involved researching a biome including geographic features, resource availability, and infrastructure needs. They had to decide where to locate both natural and man-made resources to supply necessities and make things accessible for residents, as well. Such cross disciplinary work with environment and sustainability themes is replicated across our entire school culture.

Together, with the Director of Curriculum, and the financial support of our Parents' Organization, the STEM Director develops our annual "STEM Night". This is a night solely dedicated to students working with their families to complete experiments, better understand the global impact they have on the environment, and foster a sense of community around STEM. Examples of these activities include plantings, tours of the greenhouse, contests to assess their knowledge of ecology and the environment, and the use of recycled or repurposed wood and reusable materials to create objects or games. The STEM Director also created STEM backpacks filled with experiments for students to "check out" throughout the year and complete at home

with their family. These activities are centered around the use of reusable materials most families have in their homes, like toilet paper rolls, tissue boxes, plastic bottles, and cardboard. This home-school connection makes the students' experiences and the lessons learned much more meaningful. The Director of the Greenhouse is responsible for overseeing, managing, and supervising the environmental education and sustainability initiatives related to our newly build greenhouse. In this position, the Director of the Greenhouse works with the Director of Curriculum to assist teachers in our newly purchased Life Lab curriculum to provide students with hands-on experiences in the greenhouse. Students had "salad parties" after growing a variety of vegetables, and samples are always shared with the faculty and staff.

In addition to supporting our STEM Night and greenhouse initiatives our Parents' Organization plays a vital role in upholding our commitment to the critical concern of caring for the Earth. They aligned with our mission to create a year-long plan dedicated to environmental education and sustainability. The Parents' Organization set up school-wide author visits focused on student health and well-being, brought in assemblies for all students focused on conservation and animals in our environment through the Elmwood Park Zoo and Briarbush Nature Center, and are in the process of planning a school-wide field trip to a local farm for a service-learning experience. To further support our environmental education initiatives, various grade levels take field trips to the Morris Arboretum, Perkiomen Valley Water Shed, Longwood Gardens, Camp America, and the Science Center in Harrisburg to support experiential learning. Teachers in all grade levels support project-based learning tied to STEM, the environment, and sustainable practices to impact our world. Most recently, 2nd grade students raised money to support children in impoverished countries to buy them rice, grains, a goat, and other items needed to meet their

biological needs. Each year, 7th grade students participate in a Body Systems Practicum where the culmination of their unit is to hold a Blood Drive with the American Red Cross. Wind mill projects, hatching chicks, sustainable living projects, dissecting owl pellets, plantings in the greenhouse, taking care of class pets, and hatching monarch butterflies are only a few of the many ways students actualize their potential to make a difference.

There is a direct correlation between student achievement and the involvement and engagement of all members of the Gwynedd-Mercy Academy Elementary community, demonstrated by the success of our graduates each year. After years of growing and learning in our unique community, our graduates are accepted into competitive college-prep high schools where they are capable, prepared scholars and leaders. We are incredibly proud of the efforts we have taken in addressing the Sisters of Mercy's critical concern for Earth, and look forward to furthering our commitment and making a difference each day for the betterment of society and all of humanity.