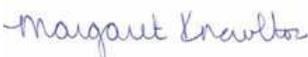


## Applicant Information

School Information					
<b>School Name:</b>	The Grace School		<b>District Name:</b>		
<b>Street Address:</b>	1000 Eddy St Providence, RI 02905				
<b>Facebook Page:</b>	The Grace School		<b>Website:</b>	thegraceschool.org	
School Principal Information					
<b>Name:</b>	Heather Boccanfuso	<b>Phone:</b>	4015339146	<b>E-mail:</b>	hboccanfuso@meetingstreet.org
<b>Principal Signature*:</b>					
Superintendent Information					
<b>Name:</b>	Margaret Knowlton	<b>Phone:</b>	4015339240	<b>E-mail:</b>	mknowlton@meetingstreet.org
<b>Superintendent Signature*:</b>					
Lead Applicant Information (if different)					
<b>Name:</b>		<b>Phone:</b>		<b>E-mail:</b>	
<b>Lead Applicant Signature*:</b>					
*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"/> Public	<input checked="" type="checkbox"/> Private/Independent	<input checked="" type="checkbox"/> Urban	<input type="checkbox"/> Suburban
<input checked="" type="checkbox"/> K-8	<input type="checkbox"/> Middle (6-8 or 9)	<input type="checkbox"/> Charter	<input type="checkbox"/> Magnet	<input type="checkbox"/> Rural	
<input type="checkbox"/> High (9 or 10-12)					
<b>Is your school in one of the largest 50 districts in the nation?</b>				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<b>Does your school serve 40% or more students from disadvantaged households?</b>				<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>% Receiving Free and Reduced Price Lunch:</b>	22%	<b>% Limited English Proficient:</b>	0%		
School Enrollment/Graduation/Attendance					
<b>Total Enrolled:</b>	114	<b>Graduation Rate:</b>	100%	<b>Attendance Rate:</b>	89.47%
<b>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?</b>					
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<b>Program(s) and level(s) achieved:</b>			
<b>Has your school received any awards for facilities, health, or environment?</b>					
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Award(s) and year(s):</b>	LEED Certified 2006 BCBS Superior Worksite Health Award 2019		

Since opening in 2007, the vision of The Grace School has been to become a leader in inclusive education for students in kindergarten through grade 8. Our curriculum was designed “to develop students’ understanding, compassion, and care for people, the material world and the natural environment.” Our school resides at Meeting Street in Providence, RI. Our building was built on ten acres of brownfields which were remediated to residential standards in 2006. Working with the Environmental Protection Agency and the Rhode Island Department of Environmental Management, this space is now home to The Grace School at Meeting Street where over 40% of green space allows students of all abilities to be educated together.

Through education, we aim to teach students how the natural world works and how important it is for us to care for it. Students of all abilities learn in a building which was designed with conservation and education in mind. From the rain gardens in the parking lots to the motion sensor lights in the classrooms, students have an opportunity to experience ways conservation can be included in our everyday lives. Our green space includes an accessible playground allowing all students to have access to play equipment, walking paths, and outdoor classroom space.

Over the past two years, construction of a new wing has brought many energy saving features. The increased number of windows and skylights in hallways and classrooms, allow natural light to permeate the space. The LED cloud lighting responds to the natural light making it often unnecessary for overhead lighting to be used. Creating zoned lighting areas in the classrooms also allows teachers to have more control over the amount of light needed at any given time. Another feature such as water filling stations have saved over 27,000 water bottles from use since 2019 when first installed.

Creating a space conscious of conservation creates a natural environment for students to learn about the importance of preserving our resources. Middle school students kicked off our bottle recycling program in 2018 allowing students at lunch to sort clean plastics to be recycled. Students learning to use their communication devices and working on interpersonal skills, visit classrooms and offices to collect paper to be shredded and batteries to be recycled. These initial efforts led to a change across the school cafeteria. Styrofoam trays and plastic utensils were soon replaced with reusable trays and silverware collected and washed at the end of each lunch

period. Staff in need of a plate or coffee cup found donated plates and mugs which could then be washed and reused.

Beginning in 2018, a “Uniform Swap” was designed to allow families to donate gently worn uniform shirts, pants, shorts, and skirts to be given to others who may need extra sets. At the end of each school year, old uniforms are brought to the school office to be sorted and stored until our back-to-school event in the fall. Uniforms are also accepted throughout the school year for students who may need a change of clothes or have outgrown their current uniforms. In 2019, an area was set aside for students to borrow coats, hats, mitten, boots, and snowpants in order to go outside to recess if they did not have the appropriate gear.

Time outside is an essential part of our students’ day. With a variety of health needs present in our building, our campus provides numerous trees and canopied areas for students to be outside, but not in direct sunlight. Students use our outdoor campus for learning and for play. Classes meet outside to conduct observations of the plants and wildlife for science, use the outdoor classroom space for writing inspiration, and for afterschool programs such as the Seedlings Club. This club, for students in grades K- 2, meets in the spring to plant seedlings for our raised bed garden. Once planted, students care for the plants until the end of the school year. Over the summer and into the fall, our students attending the extended school year program tend the gardens and have a chance to experience tastes of different herbs and vegetables.

In order to expand the use of our outdoor campus and community resources, our teachers have participated in professional development experiences which enhance their knowledge of the natural world. Bringing this knowledge back to students has brought opportunities for field work in coordination with Roger Williams Park Zoo and the Narragansett Bay Commission. Students visit local waterways to conduct water testing. This year our middle school science teachers will attend the Rhode Island Environmental Education Associations, “Building Climate Literacy for All Students.” This work is essential to our continuous improvement and development of curriculum in the area of environmental studies.



### 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.
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.
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: Heather Boccanfuso

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

Official School Name: The Grace School at Meeting Street

(As it should appear on an award)

Official School Name Mailing Address: 1000 Eddy St. Providence, RI 02905

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

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

Telephone: (401)533-9146 Fax: (401)533-9105

Web site/URL: www.thegraceschool.org E-mail: hboccanfuso@meetingstreet.org

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

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

(Principal's Signature) H Boccanfuso Date: 2/4/2020

Name of Superintendent: Margaret Knowlton

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



District Name:

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

\_\_\_\_\_  
(Superintendent's Signature) *Margaret Knowlton* Date: 2/4/2020

**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) *Angélica Infante-Green* Date: \_\_\_\_\_

**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](mailto: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.

**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.**

The Grace School at Meeting Street is dedicated to reducing its carbon footprint through the use of energy conserving measures such as motion sensing detectors for lighting, the installation of LED lighting throughout 90% of our building including the parking lot and the installation of 338 solar panels. Since 2006 we have been LEED certified, 40-49. Our motion detectors are located throughout the building in classrooms and offices.

**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. *Include data if available on baseline and current energy usage (kBTU/student/year and/or kBTU/sq.ft./year), percentage reductions, and years.***

We have been able to reduce our energy use with the installation of solar panels and LED lighting. The solar panels were installed in June 2014. There are 338 panels and they produce about 86 kW which accounts for 12% of our power usage. This saves us approximately \$12k per year.

**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. *Include ENERGY STAR Rating if possible.***

We do not currently have a tool to track the use of energy.

**Describe how/whether the school's energy is obtained from on-site renewable energy generation, purchased renewable energy, or other renewable/green energy sources. *Include specific energy sources and percentages if possible.***

12% of the school's energy is currently obtained from solar panels positioned on the roof of our building.

**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.**

As our building has undergone new construction and renovation, we have been able to enhance our energy conservation. The entire building has been converted to LED Smart Lights (Wattstopper). All classrooms had additional windows installed and ceilings were angled to maximize natural light as well as maximize the impact of classroom lights. Our stairwells have windows installed instead of increased lighting as well as skylights. Fins have been installed on the west side of the building to refract light from entering the classrooms and maximize the natural light. In addition, lighting clouds have been installed in all classrooms which are responsive to the amount of light entering the classrooms.

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

Located on ten acres of brownfields which, working with the EPA and the Rhode Island DEM, we have remediated the property to residential standards. Forty percent (40%) of our property is now green space and we have over treed our property. We have installed green islands and naturally irrigated and planted beds throughout our parking areas and also over treed on parking areas. Water wells have been recently added in the parking area. Within the building, low vapor paints have been utilized when painting and renovating the building.

**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.***

Due to the initial construction of our building being completed in 2007, we have added water bottle filling stations in three areas of the school this year. The filling stations have saved 27353 bottles to date.

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

Our building has low water consumption toilets, hands free low water sinks which are temperature controlled.

**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.**

23% of our campus is tree covered. Our irrigation system is on a timer. Some of our native plants and trees include:  
Acer Rubrum red maple  
Quercua Alba white oak  
Vaccinium angustifolium lowbush blueberry

**Describe the school's efforts and results in reducing stormwater runoff from the school site and/or reducing impermeable surfaces on school grounds.**

The plants and trees do help with water run-off and were part of the intent of the landscape design. Two stormwater retention systems that release into the ground over time.

**Describe how the school ensures that all school water sources are protected from potential contaminants including lead.**

There are water filters at each of the drinking fountains in the building including the water bottle filling stations.

**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.**

The grounds, especially the playground, are beautifully landscaped, with a variety of different trees, flowering plants and bushes. These provide a place for birds to nest and feed (insects, etc). Because of the variety of flowers, the place attracts many pollinators: bumblebees, honey bees, butterflies. Rain gardens are installed throughout the parking lot.

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

Provide response here.

### **Element 1C: Reduced Waste Production**

**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.**

Currently, all cardboard, plastic, aluminum and glass are recycled. In 2018, we placed recycle bins in all common areas for paper and empty water bins throughout the agency. For water bottles with some water remaining, we have a separate container where some students empty the water and recycle the bottles. Also in 2018, we replaced all styrofoam trays with plastic reusable trays, plastic utensils with silverware, and styrofoam plates, cups, bowls, and cups with donated reusable items. In addition to the water bottle recycling, we recycle dry produce containers in our cafeteria. Above the bins we have placed pictures of what is expected to be recycled in each receptacle. With the construction and renovations to our school, we installed water bottle fillers in three (3) areas of the building. This has drastically reduced the number of plastic bottles as the majority of staff and students are using refillable bottles. We also collect used fruit pouches and return them to the company and beginning in the summer of 2019, parents began helping to collect and send used markers and crayons to Crayola to be recycled. In addition, in 2018 students began collecting batteries from drop off stations around the building to be sent to Staples to be recycled.

**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.**

Unused paper in our art room is saved to use as scrap paper as students finish their work. Any paper that must be disposed of is put into a bin to be shredded and recycled. This includes but is not limited to wrapping of the reams of paper and unwanted copies. Paper recycling bins are also in classrooms and common throughout the building.

**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.).**

All cleaning products are locked in maintenance closets. Also, all pesticides are stored off site and provided as needed by vendors. Our science kits containing chemicals are secured in the locked science lab closet. In addition, all of our classrooms and common spaces are latex free. There is also a sharps container located in the nurses' office.

**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.***

All lamps, ballasts and batteries throughout the building are recycled using a mail back system. In addition, in 2018 students began collecting batteries from drop off stations around the building to be sent to Staples to be recycled.

**Describe the school's green cleaning custodial practices, including green cleaning products, services, advanced equipment, and/or policies.**

N/A

**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.**

With the discussion of our operating budget and how to streamline ordering, we are looking for ways/processes to buy in bulk.

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

In 2018, we instituted a Uniform Swap at our back to school event in August. Families can donate clean used uniforms to be used by other families in place of buying multiple uniforms. During the event, families pick out what they need and leave their name if their child's size is not available in the event someone turns in additional uniforms.

In 2019, we started a Free Table for teachers to donate materials instead of throwing them into the trash. We also include some of the items from lost and found that have not been claimed. Staff and

students are able to take the items home. Remaining clothing items are added to our outdoor clothing rack for students to borrow as needed for recess. Boots, hats, gloves, and coats are available for students to borrow so they will be able to go outdoors for recess.

### **Element 1D: Use of Alternative Transportation**

**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.**

The Grace School is located on a public transportation route. Bike racks are provided to encourage bike use. We will be installing two (2) EV charging stations this coming year in connection with our construction of an additional building.

**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.**

It is a school practice that parents do not leave their car idling in our drop off area. During arrival and dismissal times, busses are not allowed to idle in front of the school.

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

In 2019, we made the transition from weekly paper newsletters to sending them electronically. We have also made the same transition for family event notices and the majority of all other school to family communication. We utilize Google shared documents, SignUp Genius, and Remind.

## **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.**

The Grace School at Meeting Street's Integrated Pest Management (IPM) plan was implemented in 2009 and is overseen by FM Pest monitoring and completed monthly by Griggs and Brown. All inspection results are maintained in the IPM binder in our facilities department. If monitoring shows signs of activity, notice will go out to our families and employees 48 hours prior to application.

**Describe how, and to what degree, the school's efforts and practices have minimized/eliminated student and staff exposure to potentially hazardous contaminants such as: cigarette smoke, mercury, carbon monoxide, fuel burning combustion appliances, airborne contaminant sources, asbestos, radon, chromated copper arsenate, and lead.**

Meeting Street has a no smoking policy on its entire campus. There is no asbestos containing materials used in school and testing for radon is done every three years. Carbon monoxide sensors are located in all classrooms and the use of burning appliances, such as toasters and heaters, is prohibited during school hours. A notice will go out to our families and employees 48 hours prior to application of any pesticides on campus. All painting is done after hours.

**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.**

All ventilating systems are inspected quarterly and filters are replaced using either MERV8 or MERV11 filters.

**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 mechanical systems were designed and are maintained to meet state and federal outside air requirements.

**Describe how the school has taken specific and comprehensive actions to prevent exposure to asthma triggers in and around the school.**

Asthma trigger prevention in and around the school consists of:

1. Environmental Recovery Ventilation.
2. Asthma care plans are in place for students diagnosed with asthma.
3. Student and parent education in the classroom, nursing clinic and in newsletters.

We complete continuous daily maintenance to include pest, dust, mice, and mold prevention. Air fresheners are not allowed in student areas to avoid triggering allergies and asthma. There is no smoking anywhere on the school campus.

**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.**

Martins Maintenance walks the building with our facilities director to check all areas on a weekly basis. Checklists with all areas are completed and issues are addressed in order of importance. The Health and Safety Committee meets six (6) times over the course of the year to review incident and injury reports to discuss changes that need to be made if the incident or injury was caused because of the condition of the property and/or some other common trends.

**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).**

No pesticides are used in the building without 48 hours notice and are only applied after school hours. Only hydrogen peroxide based cleaning solutions are allowed during school hours. Fuel burning devices are not allowed during school hours and painting is done after hours.

**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.**

In addition, an inspection for water damage is conducted monthly. Any water damage is addressed promptly by our facilities department.

**Are there any other actions your school has taken (not covered above) to support Element 2A?**

Provide response here.

### **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.**

***· Nutrition and fitness recognition programs (such as USDA's HealthierUS School Challenge and the Governor's Nutrition and Physical Activity Awards Program)***

Our physical education program does not participate in the recognition programs, however our physical education curriculum includes fitness in each physical education class and addresses the Rhode Island Physical Education Framework. The health curriculum incorporates information about nutrition and addresses the Rhode Island Health Education Framework. Our middle school students meet with our food service program, Aramark, to discuss how the menu is decided on including how they create a balanced menu as well as to provide input on preferred selections.

***· A "farm to school" program to use local, fresh food and/or a food purchasing programs identified as "environmentally preferable"***

Since 2016, students are presented with a variety of local fruits and vegetables offered at the fruit and veggie bar when they order a school lunch. Our food service provider, Aramark, will order food from Rhode Island and around New England as available.

***On-site garden that may supply food for students in the cafeteria or to the community***

Students also have an opportunity to try the fruits and vegetables grown in our on-site garden. Each year, we have an on-site garden that begins in the spring, with an afterschool program called the Seedling Club. During this time we teach children how to grow plants, beginning from when they are seeds. They learn how to plant them the best way, how to take care of them, giving them the proper amount of water and sunlight. We discuss the importance of plants to both feed people and attract pollinators. The plants are put into raised garden beds for increased accessibility. During the summer our students with special needs are able to take care of the garden. This is tremendously beneficial to them because they learn how to take care of the plants, fully engaging their senses in all the garden has to offer. They become immersed in the vibrant colors, touch and feel of the soil, scents of the flowers and herbs, and working with fine motor skills. At the end of the growing season, they are able to sample many of the vegetables and herbs and then take the harvest home to their families. Students in the independent living center will bake with these items and sell them in the store.

During the 2015-2017 school years, our beehive was used to harvest honey and to make various wax/honey items. Sadly, we lost our hive due to infection in the hive. This was a learning experience for both our staff and students as was new information that bees were able to get an infection in their nose. We made a decision to hold off on reestablishing the hive until construction on campus was completed. We are now sending 2 staff people to bee school to start the beehives this year.

***UV protection and skin health promotion, such as the EPA's "Sunwise" Program***

In order to promote skin health, the school has a sunscreen policy in the family handbook, requiring families to apply sunscreen prior to coming to school on certain days. Sun safety education is provided through the nursing clinic and newsletters. Since students utilize our outdoor campus year-round, we make sure students are dressed appropriately and use umbrellas or shade as needed. Our trees and tented pavilion also provide additional shade for students when outside for physical activity and/or learning.

**Describe the school's practice related to physical education and whether they meet or exceed state guidelines and minimum requirements.**

In Rhode Island, students in grades 1-12 must receive 100 minutes of health and physical education each week. Students in grades K-8 participate in physical education for one hour weekly. In addition, students in grades K-4 participate in swim once every 4 weeks for 30 minutes. Students in K-8 also receive 30 minute health classes and 30 minute social emotional learning blocks. This exceeds the minimum state requirements.

**Describe the type of outdoor education, exercise, and recreation activities available to students.**

During physical education, students use outdoor areas as the weather and unit of study permits. They utilize the school's track and soccer field as well as a playground that has sidewalks wide enough for bikes and walking. Students in grades 3-5 are invited to participate in the Bike Club during the spring after school program where they travel to different bike paths and trails across the state to ride. Other opportunities for middle school students include cross country and basketball teams. This spring we will also be offering an opportunity to join the wrestling team for students in grades K-4. Students who receive occupational and/or physical therapy during the school day often participate in sessions outdoors on our walking paths, playground, and specialized area with different surfaces.

Students in K-2 have an opportunity to participate in the Seedling Club during the spring after school program. Care for the seedlings are continued by the high school program over the summer and into the fall.

**Describe the school's efforts and progress to improve staff wellness in the areas of nutrition and increased physical activity.**

At The Grace School at Meeting Street we have worked to improve staff wellness throughout the year. Each fall we hold our annual Wellness Fair. We offer flu shots to all employees, students and families. We also hold biometric screenings including hand grip, body composition, and blood pressure screenings.

In October 2019, during our annual benefits open enrollment, we introduced our employees to Virgin Pulse through Blue Cross and Blue Shield of Rhode Island (BCBS). Employees can earn back a percentage of their deductible responsibility by completing the requirements listed below and earning points through Virgin Pulse. Employees must earn 40,000 points throughout the year in order to earn back the entire deductible.

Staff can earn points by participating in the following activities:

- Complete an annual physical between 9/1/2019-8/31/2020
- Maintain a tobacco free status or take an online course to assist in becoming tobacco free
- Connect a step tracker to earn points for workouts and steps throughout the day
- Participate in a variety of wellness challenges with and developed by colleagues.

We were awarded the 2019 Worksite Health Award- Superior from Blue Cross and Blue Shield of Rhode Island.

**Are there any other actions your school has taken (not covered above) to support Element 2B?**

During our extended school year program, students with special needs care for the garden over the course of the summer. They have an opportunity to learn about a variety of vegetables and either eat or taste samples depending on their ability to eat. Some students may have an opportunity to simply touch the food to their tongue while others may take bites. Many of our students have aqua therapy in their therapy plan which allows the therapists to work with students individually to stretch muscles and provide students with limited mobility to move. In addition, most of our physical education equipment is adapted for all students to participate in all physical education curriculum units. Adaptive bikes also make it possible for students to keep up with their peers and receive movement experiences.

**Element 2C: Coordinated School Health, Mental Health, School Climate, and Safety**

**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.**

Partnerships with local businesses for health promotion:

1. The Wellness Company for Influenza Vaccinations
2. RI School for the Deaf - hearing screenings
3. A WIC program for community nutrition is located within the school building
4. Lions Club for vision screening

5. Mindfulness program offered by the Department of Public Health

6. Virgin Pulse Program offered by Blue Cross Blue Shield

Our school therapists, physical, occupational, and speech, have an opportunity to attend professional development in their field. Our speech therapists attended the American Speech-Language-Hearing Association (ASHA) conference this year. For the past two years, our physical therapists attended The Academy of Pediatrics conference, The Neuro Rehabilitation Conference, and The Innovations to School Based PT Practice Conference.

**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.**

Our Health and Safety Committee meets every other month to review incident and injury reports to determine if changes to the building or any programs are needed. The school has also adopted a Narcan policy, providing interested staff with the opportunity to be trained in case a need arises.

**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.**

The Grace School at Meeting Street addresses school health professional services for student needs by providing three full-time school Registered Nurses, which also allows us to always have a Registered Nurses for field work placement and field trips for those students requiring skilled nursing services. The school nurses work collaboratively with nineteen 1:1 nurses that are with our medically fragile students. Two certified nursing assistants work with students and staff to assist with feeding and toileting needs in addition to providing direct care and support to all students. Our medical director meets onsite weekly with staff to provide professional development.

**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 Grace school has adopted the Responsive Classroom approach to social and academic learning. All teachers are trained in the program providing support with social skills to all students. We also are in the process of training all teachers in Restorative Justice. Our school social worker meets with students in grades K-4 once a week based on student need. In grades 5-8, she meets with students once a week for social skills class as well as collaborating with teachers for advisory. Our school expectations are set around the Positive Behavioral and Intervention Supports (PBIS) structure. We are the Huskies and we BARK (Be kind, Act responsibly, Respect yourself and others, Kee safety in mind.) Students who are referred to the Response to Intervention team for concerns with social emotional well-being, may receive additional support from the school social worker during one to one sessions or in a small group. As we continue to identify students who need support, we will form groups based on need. Groups for students with parents who may be incarcerated or students who have lost a parents, are examples of such groups.

**Are there any other actions your school has taken (not covered above) to support Element 2C?**

This school year, we have moved our behavioral support staff, including our behavior specialist and social worker, into the same Student Support Office to provide an opportunity for collaboration in an effort to better support our students.

### **Pillar 3: Providing Effective Environmental and Sustainability Education**

#### **Element 3A: Shared Responsibility for Environmental Learning**

**Describe the school's focus on environmental literacy specifically reflected through school-wide practices and programs, lesson planning, and/or school curriculum documents.**

The school's science curriculum has three strands each year for grades 2 – 8 that include life, earth, and physical science. The three strands combine are designed to prepare students to understand scientific phenomena of the environment and human impact upon it. We also strive to integrate citizenship and values education so students see themselves as stewards of the environment as informed and active citizens. Students in grades K-1 have four strands each year which blend literacy with science and social studies topics.

The following list shows each grade level and the corresponding topics in science. Since we work on trimesters, there are 3 areas of study for students in grades 2-8.

Kindergarten: Our Community, Animals & Habitats, Construction, Our Earth

First Grade: Building Strong Communities, Animals Surviving & Thriving, Resources in Our Community, Communicating with Sound & Light

Second Grade: Pebbles, Sand, and Silt, Solids and Liquids, Insects and Plants

Third Grade: Water and Climate, Matter and Motion, Structures of Life

Fourth Grade: Oil, Rocks, and Landforms, Energy, Environments

Fifth Grade: Earth and Sun, Mixtures and Solutions, Living Systems

Sixth Grade: Weather and Water, Electromagnetic Force, Diversity of Life

Seventh Grade: Earth History, Chemical Interactions, Populations and Ecosystems

Eight Grade: Planetary Science, Gravity and Kinetic Energy, Human Systems Interactions

**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.**

As indicated in the curriculum map above, environmental studies thread through the curriculum, Kindergarten through grade 8. In addition, environmental topics are addressed in our literacy program as students study the craft of writing opinion and persuasive pieces. Topics of inquiry and readings are environmentally based in grades 4 – 8, culminating in middle school students reading of Al Gore's book, *An Inconvenient Truth*.

Our middle school science teachers were selected to be part of the Rhode Island Environmental Education Association's (RIEEA) 2020 PD Series, Building Climate Literacy for All Students. Last year, our science teachers participated in the Summer Field Institute at Roger Williams Park Zoo.

**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 school’s landscape has also been very beneficial in teaching students about nature, plants, and the natural world. Our teachers and staff have many conversations about what students observe about nature in this kind of landscape, so it is very much an outdoor classroom. Some of our fondest memories as educators have come from moments with the students learning about the wonders of flora and fauna we have here, captivated by the beauty and the great mystery of their interdependence. We feel this is especially important for students from the urban areas, who may have very few chances to engage in nature in this way. We know that by giving them such an opportunity, we can spark a curiosity and interest in protecting our ecosystems.

We are revisiting composting and having non compostable food scraps picked up to be delivered to pig farms. With professional development, teachers will be able to use the solar panels as another opportunity for learning.

We are a private independent school and do not participate in the Rhode Island Department of Education’s “ School as a Tool” program.

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

The Grace School utilizes its outdoor space as a science lab as lessons across many units engage students in outdoor inquiry. More directly we have a collection of raised beds that are prepared in spring, planted in summer, and harvested in fall. We also have a facility for bee-keeping which is temporarily dormant due to infection and construction but will be re-established following training of two staff members this spring. Because it is such a comfortable (shaded) environment, we often bring students outside to read and discuss books we are reading and what they are learning from these stories. We also use this space to do science experiments centered on how things play out in the natural world. In addition, field work and field trips are conducted regularly in the community. Students visit places like Roger Williams Park Zoo, Biomes, Browning Mill, local apple orchards and other places to apply what they have learned or to build concepts prior to units of study.

**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.**

Throughout the curriculum we plan for fieldwork opportunities to support student engagement with the environment in ways that support their science and social studies learning. For seven consecutive years, third grade has participated in the year-long education program provided by the Narragansett Bay Commission. Students regularly do fieldwork at Roger Williams Park Zoo and Planetarium. In the spring of 2019, Max Man visited to educate students from K- 8 on the importance of recycling. Our grade 2 classroom has also visited the Rhode Island Resource Recovery Corporation (RIRRC) as part of their learning. Every year we bring in the Narragansett Bay Commission for several weeks to teach the students what we must do to keep our waterways clean for plants, animals, and humans; to instill in them a curiosity, understanding and respect for how all these aquatic ecosystems work together. We have taken them every year on a field trip to visit the NBC to see and experience the process this

organization employs in treating our waterways. Students learn how to take water samples to complete water quality testing. Also, we have had people from Rhode Island Resource Recovery Corporation come and give talks to the students and faculty about how they can be good citizens in protecting our environment and practice responsible recycling. As we continue to educate our students about being stewards of the environment, we would like to establish new partnerships by becoming more involved with the Rhode Island Environmental Education Association. It is important for us to continue making connections in order for students to explore options and become more informed.

**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.**

Referring to the K-8 curriculum map previously described, teachers perform formative and/or summative assessments in all areas. The science kits used in the classroom which are loaned from the East Bay Educational Collaborative provide all the materials needed for teachers to assess students while they apply the concepts being learned.

**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.**

Middle school science teachers participated in the Summer Field Institute at Roger Williams Park Zoo last year to provide our teachers with the knowledge to share information about the environment and biodiversity in New England. Our middle school science teachers will participate in the Rhode Island Environmental Education Association (RIEEA) climate literacy professional development series and the food waste summit.

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

Provide response here.

### **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.). Include student outcome measures and program enrollments as appropriate.**

N/A

**Describe how the school uses sustainability and the environment as a context or theme for connecting/learning STEM thinking skills and content knowledge.**

In grades K-8, we study life science during one semester. We learn about habitats and different ecosystems. Students also use this knowledge to apply thinking toward making habitats for animals. In grade 1, students create anemometers which they will then use to take outside and learn about weather. We also utilize going outside to learn about the sun and solar power. Students have to engineer different ways or uses for solar power. We also go outside to explore different animals we would find in our schools ecosystem(worms, butterflies, etc.) .

**Describe the school use of sustainability and the environment as a context for connecting and learning green technologies and career pathways.**

N/A

**Describe how the school's environmental and sustainability focus supports an age-appropriate understanding of natural systems.**

Our middle school life science curriculum provides students with the age-appropriate knowledge they need to understand natural systems as outlined in the K-8 curriculum map previously provided.

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

Provide response here.

### **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.**

As indicated in the curriculum map previously provided, environmental studies thread through the curriculum, Kindergarten through grade 8. In addition, environmental topics are addressed in our literacy program as students study the craft of writing opinion and persuasive pieces. Topics of inquiry and readings are environmentally based in grades 4 – 8, culminating in middle school students reading of Al Gore's book, *An Inconvenient Truth*.

**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).**

Fifth grade students recently held a "teach-in" for fellow middle school students about global warming to explain the meaning of one's carbon footprint. This was prompted by questions students posed during their study of the atmosphere.

**Describe the innovative practices and/or partnerships the school promotes and participates in to support environmental and sustainability education.**

Our partnerships with Roger Williams Park Zoo and the Narragansett Bay Commission allow students to learn first-hand about sustainability and how they can play a role in supporting our environment. Providing our staff with professional development in this area allows them to pass along current knowledge to students.

**Describe how, and to what degree, the district's environmental and sustainability education efforts have shown growth in academic achievement among students over time. *Include data as applicable.***

As our school has grown over the past 10 years, we have grown our curriculum in response to our students needs. Students have taken on a natural role of becoming social and environmental activists. Supported by professional development for teachers and knowledge of our staff members, we have been able to structure and grow programs which support our students in these ways. Material is presented; Issues are raised and our students feel moved to solve those problems to make this world a better place and more environmentally sustainable for future generations.

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

Provide response here.