



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:

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

Official School Name:

(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.

DocuSigned by:

Mr. Brent Kermen

C26DBB83F6C844B...

(Principal's Signature)

Date:

Name of Superintendent:

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



District Name: Providence Public Schools

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

DocuSigned by: Dr. Javier Montanez (Superintendent's Signature)

Date: 2/8/2024

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: Lisa Odom-Villella (Specify: Ms., 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.

DocuSigned by: Lisa Odom-Villella (Nominating Authority's Signature)

Date: 2/8/2024

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: October 31, 2026

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.

U.S. Department of Education Green Ribbon Schools Award

Rhode Island Pre K-12 School Application
Providence Public School District -
William D'Abate Elementary School

January 15, 2024



01 Nominee Information

School, District, or Postsecondary Institution Name: William D'Abate Elementary School		
Category of Nomination (Early Learning Center, School, District, or Postsecondary): School		
Address: 60 Kossuth Street		
City: Providence	State: RI	Zip: 02909
Twitter:	Facebook:	

Top Official (School=Principal; District=Superintendent; IHE= President):

Title (Mr./Ms./Mrs./Dr.): Mr.	First Name: Brent	Last Name: Kermen
Position/Role (Principal/ Superintendent/ President): Principal		
Email: brent.kermen@ppsd.org	Phone: 401-456-9416	

Lead Applicant (if different):

Title (Mr./Ms./Mrs./Dr.): Mr.	First Name: Brian	Last Name: Lemay
Position/Role (Teacher/ Sustainability Director/ Facilities Director): Senior Director of Facilities and Capital Planning		
Email: Brian.Lemay@ppsd.org	Phone: 401-394-9494	

Check all that apply:

Early Learning	<input type="checkbox"/>	Public	<input type="checkbox"/>	Four Year	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	Charter	<input type="checkbox"/>	Community College	<input type="checkbox"/>
Middle	<input type="checkbox"/>	Magnet	<input type="checkbox"/>	Urban	<input checked="" type="checkbox"/>
High	<input type="checkbox"/>	Non-Public	<input type="checkbox"/>	Rural	<input type="checkbox"/>
Career and Technical	<input type="checkbox"/>	Two Year	<input type="checkbox"/>	Suburban	<input type="checkbox"/>

Provide Percentages, if any are relevant to your school, district or institution:

Pell Recipients:	<input type="text"/>	Limited English Proficient:	<input type="text" value="40.9%"/>	Attendance Rate:	<input type="text" value="73%"/>
Free and Reduced Price Lunch:	<input type="text" value="87.5%"/>	Special Education:	<input type="text"/>		
Minority:	<input type="text" value="89.3%"/>	Graduation Rate:	<input type="text"/>		

Provide the following, if relevant:

Total Enrolled:	<input type="text" value="401"/>	Number of Schools:	<input type="text" value="1"/>	Buildings:	<input type="text" value="1"/>	Campuses:	<input type="text" value="1"/>
-----------------	----------------------------------	--------------------	--------------------------------	------------	--------------------------------	-----------	--------------------------------

02 Project Summary

The newly renovated William D'Abate Elementary School serves students in grades PK through 5 in the Providence Public School District (PPSD). Located in the Olneyville neighborhood, D'Abate is a beloved community school, conveniently located between the Manton Avenue and Atwell Avenue transit corridors. Built in 1960, the project began in 2023 and includes the major renovation of the existing 40,000 square feet, as well as three additions: library/media center, pre- kindergarten wing and an elevator tower for accessibility.

This project is part of the district's Newer and Fewer initiative, and represents one of the first facilities to be renovated to 21st century learning environment standards. As part of the educational enhancements, the building was renovated to provide collaborative learning spaces, breakout spaces, and state of the art classroom environments. The building also included furniture that is better suited to the district's ambitions to meet each student's individual learning style, while providing a variety of options for the delivery of 21st century education. This furniture provides students with multiple modalities for engaging in their learning, which has been shown to improve student behavior and concentration.

The D'Abate Elementary School is well aligned with the tenets of the Green Ribbons Schools, including in all three pillars. From the start, keeping the D'Abate school in the neighborhood it serves, close by to public transportation, the recreation center, and other amenities available to the public, including students, faculty, and administrators, and reusing the majority of the structure was an important first step toward sustainability. Furthermore, the project complied with the Northeast Collaborative for High Performance Schools (NECHPS) protocol version 3.1, including a variety of green practices. The project was targeting 147 points including energy efficiency systems, enhanced filtration, water efficient fixtures, and low emitting materials. In addition, PPSD and the school have committed to the ongoing efficient operation of the facility. Of significant importance, the facility integrates environmental and sustainability education into teaching and learning through various methods.

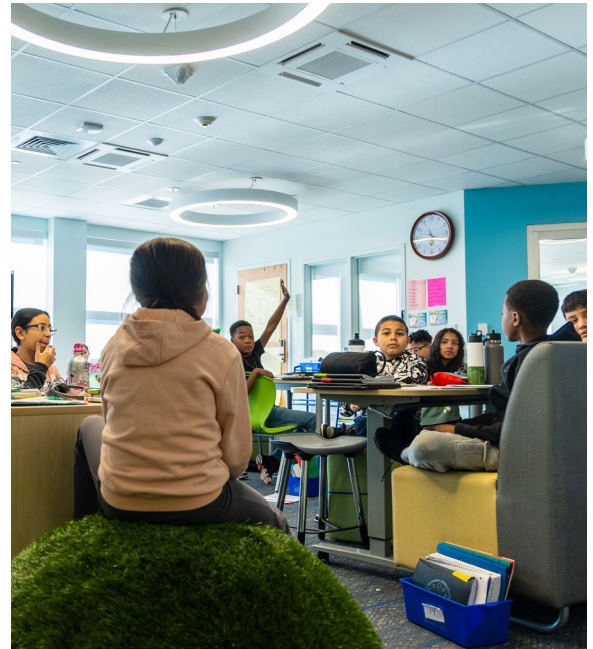


Figure 1.



Figure 2 & 3. Classrooms

03 PILLAR 1: REDUCING ENVIRONMENTAL IMPACT AND COSTS

Element 1A: Reduced or Eliminated Greenhouse Gas Emissions

What is the school's plan to manage and reduce energy use? Describe an energy master plan, an energy conservation plan, an energy charter, an energy action plan, and/or energy conservation guidelines.

Providence Public School District has the highest energy consumption out of all districts in the state. Energy consumption, and overall reduction, are a top priority in both Spaziano and D'Abate Elementary Schools. Both schools are all electric energy efficient school buildings, using the combination of modern technology and building practices to deliver a school that is green, energy efficient and sustainable for many generations to come. Spaziano and D'Abate have energy efficient windows, insulation, and HVAC components and do not utilize fossil fuels. The schools maximize natural light, have dimmable LED lighting controls with automated energy saving occupancy timers. Programmable HVAC controls allow to regulate temperatures (heating and cooling) during occupancy use only which creates a large energy savings for consumption.

How, and to what degree, does the school 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), the percentage reductions, and years.

The design team conducted a careful Energy Model (Carrier HAP 5.11, in compliance with ASHRAE 90.1-2013), including baseline and proposed building, with a modeled output that corresponds to 42.4% reduction in energy usage (kBTU). The project includes: new roof insulation to achieve/exceed current code required R-value (min. 5.5" CI); new exterior walls with R-22 and tie-in of new VPAB to new roof system/flashing, and all new insulated windows, exterior doors, and curtain wall (double pane with gas).

How does the school track resource use in EPA ENERGY STAR Portfolio Manager or a similar tool and what results has the tracking shown? Include ENERGY STAR Rating if possible.

The D'Abate Elementary School was completed for occupation in September, with punch list items, and commissioning still underway. At this early time in the occupation, PPSD is committed to tracking energy use and optimizing building systems to ensure the optimal performance of the facility, and attaining the energy savings that were projected in the design and planning. PPSD is committed to providing this information at a future date when available.

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

Although on-site, renewable energy was not included in this phase of the D'Abate Elementary School construction, the building was designed as a net zero ready facility in anticipation of opportunities to add on-site, renewable energy. PPSD looks forward to the opportunity to add solar array in order to generate on-site energy to offset consumption.

Was the school constructed or renovated in the past 10 years? If so, which portions of the school building(s) meet "CHPS" standard or have focused on improved energy conservation?

The D'Abate Elementary School was a major renovation with new construction that was completed for occupancy in September 2023. The entire project was designed and constructed to meet the NECHPS version 3.1 protocol, and target 147 points, including all applicable prerequisites.

Are there any other actions the school has taken to reduce or eliminate greenhouse gas emissions?

The school is equipped with an all-electric cooking kitchen and is participating in Operation Bootstrap recycling program (Fall 2024) which teaches students how to reduce food waste, consolidate resources to reuse and recycle.

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

How, and to what degree, can the school 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 D'Abate Elementary School was designed to comply with the NE-CHPS requirements for WE-1.0, including reducing maximum water consumption for toilets from 1.28 gallons per flush, to 1.10 gallons per flush and urinals from 0.5 gallons per flush to .2 gallon per flush including metered faucets. As a result, the school is designed to reduce daily water consumption from 1,480 gallons/day (266,400 gallon/180 day school year) to 1,020 gallons/day (183,600 gallon/180 day school year). This water savings measure is a reduction of 31.08% savings per school year.

What are the school's water-conserving efforts? Include fixtures and appliances (e.g., waterless urinals, dual flush toilets, etc.) and school cultural practices.

The school's plumbing devices meet and exceed the NECHPS requirements and include low flow toilets (1.10 gal) and urinals (.2 gal), as well as metered faucets.

Does the school have water-efficient and/or regionally appropriate plants and landscaping and/or use alternative water sources (e.g., non-potable water) for any irrigation needs?

The site improvements at D'Abate Elementary School provides regionally appropriate landscaping that does not require high amounts of water or maintenance. Landscaping included pollinating plants, which can be incorporated into the schools curriculum and as well as plants that prevent soil erosion.

How has the school reduced storm water runoff and/or reduced impermeable surfaces on school grounds?

The D'Abate school site was designed to ensure that all rain and storm is collected and filtered on site, and not connected to the City sewer. New storm drainage was installed as part of the project to upgrade from prior clay piping. Landscaping, concrete work, retaining walls and catch basin also promoted safe storm water runoff.

How does the school ensure that all school water sources are protected from potential contaminants, including lead?

PPSD is committing to ensuring safe and healthy learning environments, including access to clean and safe water. During the major renovation of the D'Abate Elementary School, all plumbing systems were updated, including piping pumps, meters, water, heaters, faucets, and valves. The design and installation of the entire plumbing system was in compliance with the highest lead free standards. In addition the project features water bottle fillers with a high degree of filtration to ensure a high standard for drinking water quality.

How has the school planned and/or developed the school grounds to be ecologically beneficial? For example, have rain gardens, wildlife and native plant habitat, and/or outdoor classrooms been created? What percentage of school grounds are for school gardens, xeriscaping, etc.?

William D'Abate Elementary School is the recipient of the Learning Inside Out (LIO) grant, a State finding that will provide \$100,000 towards outdoor classroom development extending the classroom beyond the traditional four walls of the school. The tenets of the Learning Inside Out grant, include:

- *Increase Environmental Literacy* - In alignment with PPSD curriculum outdoor classrooms will provide opportunities for students to engage in authentic scientific practices and develop an understanding of the nature of science.
- *Mitigate Effects of Climate Change* - The projects include tree planting, rain gardens, and depaving - all these activities are geared towards providing learning opportunities while addressing the effects of climate change including stormwater management, reducing impervious surfaces, and reducing the heat island effect that disproportionately affect the urban areas of Providence.
- *Create more Equitable Access to the Outdoors* - There are few communities in Rhode Island that are as densely populated, and have such limited opportunities for access to the outdoors.
- *Foster Community Connection* - PPSD also recognizes the important role that schools play in the fabric of neighborhoods and communities. Schools are hubs of mutual respect and collaboration, and provide an opportunity to model and share best practices. At some school sites, gardens and other site features are points of pride and engagement for families and other community members.

The D'Abate Outdoor Classroom will be substantially complete by September 2024.

Are there any other actions the school has taken to improve water quality, efficiency, and/or conservation?

PPSD and the D'Abate Elementary School recognize that ensuring the conservation of water resources requires a continuous, collective effort. Taking advantage of the building's efficient systems, the school's teachers, staff, and students are committed to the responsible and efficient use of water.

Element 1C: Reduced Waste Production

How, and to what degree, does the school implement 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.

PPSD has partnered with Operation Bootstrap on a recycling waste reduction program that is currently in six PPSD locations. D'Abate has been training students as 'Recycling Rangers' diverting 1.8 tons of waste from the landfill, equivalent to the weight of a car. 1.8 tons is the equivalent to 1,440lbs. and is a reduction of 40%. There has also been a significant 89% reduction of lunchroom waste recovering 632 lbs of food, equivalent to 526 meals.

How does the school nutrition staff minimize waste during food production and service? For example, are students included in menu planning to increase acceptability? Are staff trained on the required components of a meal? Is the Offer vs. Serve method of service utilized and/or the Smarter Lunchroom Scorecard guidelines employed to improve consumption of foods offered (such as slicing whole fruits and veggies)?

PPSD's food service vendor, Sodexo, recognizes that it has a major role to play to conserve natural resources and limit the production of waste. Sodexo has committed to following the principles of a circular economy through sustainable sourcing, responsible consumption and recycling. Specifically Sodexo is saving resources through four key actions: preventing food waste, preserving water, phasing out plastic single use products & packaging. In addition, the district has a Farm to School Action Plan that provides a comprehensive framework for the systemic implementation of a local, seasonal food menu. The myriad benefits of this program include supporting local food systems, increase access to fruits and vegetables, and provide learning opportunities students.

How, and to what degree, does the school use office/classroom paper content that is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

PPSD has implemented purchasing practices that exclusively procure biodegradable paper, which is SFI Certified, indicating sustainable forest management in the making of this product. Paper is acid free and is made from wood that came from a certified managed forest. Each office, and school, has access to visible recycling options.

What are 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 science, art and custodial areas have lockable cabinets for storing potentially hazardous materials away from student access. Any hazardous materials are handled by trained staff members and disposed of in accordance with all State and Federal guidelines. Pest control utilizes measures to ensure student and staff safety. No pest control products are stored on site, and services are provided by a third party vendor licensed in Rhode Island for pest control services.

How, and to what degree, has the school reduced/eliminated hazardous waste generation over a measurable baseline? Include specific waste such as batteries and CFL light bulbs.

PPSD has phased out CFL light bulbs across the district. All new construction and major renovations are currently using LED lighting. Together, the shift to new lighting technology is reducing the need for disposal of CFL bulbs. PPSD also does not use harsh or caustic cleaning products, which could contribute to hazardous waste.

What are the school's green cleaning custodial practices including green cleaning products, services, advanced equipment, and/or policies?

The district's custodial and maintenance vendor, ABM Industries, uses cleaners that meet Green Seal certification, Ecologo and Greenguard standards. All cleaners are free of ammonia, butyl, and contain no added dyes or fragrance. Employees are trained on safe handling and disposal of cleaning products and have brand new cleaning equipment providing efficient cleaning measures.

What is the school's plan to prepare for the Styrofoam waste ban (which will take effect on January 1st, 2025)?

Sodexo, the district's food service vendor, has committed to eliminate single use plastic bags and stirrers by 2019, polystyrene foam items such as cups, lids and food containers by 2025, and shift straws to a "by request" item that will still be available to customers who need them while moving toward more sustainable materials. PPSD recently attended the unveiling of RIDE's new program Get the Foam Out, with grant application submission due in April 2024 to promote reusable lunch trays and biodegradable lunch server items.

How do 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?

PPSD Purchasing Department leverages partnership with their numerous vendors to promote reusable consumable products for both students and staff members. Examples include refillable water bottles, student backpacks, recycled paper products, compostable and biodegradable gloves and kitchen server items. Most furniture sections contain recycled plastics. Whiteboard walls and smartboard technology has significantly reduced the need for paper student handouts.

How does the school comply with the School Waste Recycling and Refuse Disposal Law (R.I. Gen. Law § 16-111-5)? This State Law went into effect in the 2022 School Year and requires schools to prevent food waste, recover edible food that would otherwise be wasted, divert food scraps and use share tables at all schools.

As part of the partnership with Operation Bootstrap, PPSD is invested in diverting waste items from the landfill and providing recoverable edible food to those who are hungry and/or donate said items to those in need. Through Operation Bootstrap, there is a dedicated refrigerator and sharable table dedicated to access to food that would otherwise be discarded. PPSD is committed to waste reduction and providing food equity to students.

Will the school discontinue use of disposal food service containers (R.I. Gen. Law § 21-27.2-) such as Styrofoam food service cafeteria trays? If so, how?

PPSD is actively working to transition away from disposable service containers, including styrofoam products. The D'Abate Elementary School's new cafeteria kitchen is equipped with a tray return and dishwashing station. Furthermore, PPSD is applying to the Rhode Island Department of Education's *Get the Foam Out* grant (April, 2024), to increase district reusable trays and increase biodegradable kitchen server items.

Are there any other actions the school has taken to reduce waste production?

The William D'Abate Elementary School has engaged in a hands on project, through Operation Bootstrap, to help inform students directly engage in waste reduction, while understanding the full food-waste cycle. So far this year, the school has diverted 1.8 tons of food from the waste and toward composting. This amounts to more than 80% reduction in food waste, and results in more than 1,400 pounds of compost. The program is also able to divert more than 600 pounds of food to a share table - this is the equivalent of more than 500 meals. Through these activities, students learn that if we all do a small amount to contribute, the planet will be healthy for generations to come as we make conscious efforts to reuse and divert from our landfill.

Element 1D: Use of Alternative Transportation

How is the school reducing its transportation energy use through means such as: encouraging a) walking or bicycling to and from school; b) expanded school bus use; and/or c) EV charging stations? Include data and results of the efforts if available.

Has the school implemented green transportation practices such as: a) efficient carpooling; b) no-idling loading areas; c) safe routes to school; and/or d) expanded bicycle storage?

Are there any other actions the school has taken related to the use of alternative transportation?

The D'Abate Elementary School is located in a densely populated area in Providence, Rhode Island. The school is located between two major transit corridors, Manton Avenue and Atwells Avenue, providing it with easy access to public transportation for teachers, staff, and other visitors. The decision to conduct a renovation of this facility was purposeful and thoughtful as it recognized the neighborhood demographics and the need for accessible schools. The PPSD bus policy provides busing for all students that live more than a mile from school, and encourages walking for students within a mile. The school is located between two major transit corridors, Manton Avenue and Atwells Avenue, providing it with easy access to public transportation for teachers, staff, and other visitors. 33% of students at William D'Abate Elementary School are assigned busing. 40% of PPSD students use bus transportation. PPSD recently launched the district's first all-electric school buses along with their partner, First Student.

04 PILLAR 2: IMPROVING THE HEALTH AND WELLNESS OF STUDENTS AND STAFF

Element 2A: Integrated School Environmental Health Program

How is the Integrated Pest Management (IPM) plan being implemented at the school? Include: year of implementation; program responsibility/oversight; pest monitoring process; record keeping; notification practices; and efforts to reduce pesticide use.

As required by NECHPS standard, the D'Abate Elementary School has an Integrated Pest management Plan. The plan implementation upon substantial completion and program. Responsibility and oversight is the purview of Brian Lemay, PPSD Senior Director of Facilities and Capital Planning.

How, and to what degree, is the school minimizing and/or eliminating 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?

The minimizing and or eliminating exposure to potentially hazardous contaminants, is a critical goal of creating healthy and safe learning environments. PPSD implements practices that are intended to reduce exposure to the contaminants listed above. In order to ensure healthy indoor environmental quality, the building was designed in alignment with the best practices in indoor air quality management. As required by law, the facility is tested periodically for radon. There are no fuel burning combustion appliances. Facilities in the district have up-to-date reports that track the presence of asbestos. All PPSD vendors must sign in under a Contractor Acknowledgement Binder, this binder displays all known building asbestos information for contractor awareness. This information is also available electronically to maintain both safety and awareness. It is critical to note that as part of a new construction project, all hazardous materials were abated. In compliance with NECHPS, and with the goals of creating healthy learning environments, the low VOC materials were prioritized in the design and construction of the facility. Finally, water bottle filler stations provide filtration that removes lead and other contaminants.

What is the plan and timetable for inspecting and maintaining the school's ventilation systems and all unit ventilators to ensure that the systems are clean and operating properly?

Per the NECHPS standards, the William D'Abate Elementary School has a Systems Maintenance Plan and an Indoor Environmental Management Plan. Together these plans ensure that the high-performance systems have all the scheduled preventive and routine maintenance required by each system. Frequency and timing of regularly scheduled maintenance tasks are tailored to each system, and include cleanings, calibrations and general inspections.

How, and to what degree, does the school ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation recommendations and standards?

The D'Abate Elementary School was carefully engineered to ensure that indoor educational spaces were adequately ventilated according to state code, and ventilation standards. PPSD recognizes the importance of adequate ventilation and filtration, particularly in the context of lessons learned during Covid. The construction of the William D'Abate Elementary school is designed to ensure that all classrooms and other critical spaces are adequately ventilated with outdoor air. In order to achieve this, mechanical systems were designed and installed consistent with code required ventilation.

What specific and comprehensive actions does the school take to prevent exposure to asthma triggers in and around the school?

Several actions intended to prevent exposure to asthma triggers, including the selection of low VOC materials, and the integration of high efficiency (MERV) filtration.

What are the steps the school has taken 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?

PPSD is committed to providing the highest quality indoor air quality and has consulted with Boston Public Schools who recently installed air quality monitors in their school locations. Given the new construction of William D'Abate school, PPSD is continuing to monitor air quality and make improvements such as replacing filters post construction and eliminating construction coverings. All systems are currently being commissioned as we continue for raise the bar for air quality measures.

What is the school maintenance plan to manage and control student and staff exposure to chemicals that are used in the school (e.g., pesticides, cleaning supplies, fuel, paint)? How is it implemented and enforced?

PPSD works in partnership with our service provider, ABM Industries, on developing scheduling so that there is little to no exposure to cleaners or paint during school hours of operation. ABM is committed to training all staff members in the areas of custodial, grounds and maintenance with the latest State and Federal safety guidelines for healthy school maintenance and operations. ABM is currently providing services for over 400 K-12 school facilities across the country and are equally committed to safety and training. There is no fuel stored on site at any school location. Cleaning products are stored in locked custodial closets, all paints are low-voc and applied off hours. PPSD has also developed construction standards which in most cases eliminates VCT flooring, avoiding the need of strippers and waxes by choosing flooring types such as LVT or Kinetex, which have a reduced environmental footprint.

What are the routine inspections and actions that the school engages to: a) control moisture from leaks, condensation, and excess moisture; and b) clean up mold or remove moldy materials promptly when found?

PPSD Facilities Team along with the support of their service provider, ABM Industries, collaborate to conduct ongoing inspections of building facilities for leaks, moisture, condensation, and any other similar issues.

Element 2B: Nutrition and Fitness

How does the school implement the following programs (or programs with similar intent) and what are the results and outcomes related to these targeted efforts?

- o Nutrition and fitness recognition programs such as USDA's Healthier School Meals Recognition program, the My Plate Ambassador program and/or the Governor's Nutrition and Physical Activity Awards Program
- o A farm to school program that establishes a team inclusive of a school administrator, teacher, school food representative, and community member, parent, or wellness committee representative to lead efforts to incorporate farm to school programming in the three "C"s of Cafeteria, Community, Classroom

The district has a Farm to School Action Plan that provides a comprehensive framework for incorporating local products into meal and menu planning, providing consistent messaging and education about the local food connection to nutrition, development and use of school gardens, offering field trips to local farms or local food producers and having special promotions or taste tests that highlight local foods.

Does the school utilize any values-based procurement practices to guide healthy and sustainable food purchases, such as the Good Food Purchasing Program?**Does the school have an on-site garden that may supply food for students in the cafeteria or to the community, or be used to educate students about growing healthy local food?**

Per the PPSD Wellness Policy, the district “recognizes the importance a Farm-to-School approach plays in helping students eat with the seasons, develop lifelong healthy eating patterns, support the local economy and reduce food miles and food carbon footprints and learn about origins of food and how it is grown or sourced. Schools are encouraged to offer and promote seasonal, locally sourced produce and ingredients in every cafeteria and every location in the school building where food is offered or sold.”

As the district looks to expand its Outdoor Classroom initiative, William D’Abate students may have the opportunity to implement a school garden as part of outdoor learning. The Outdoor Classroom for D’Abate is currently in planning and will be in place by the 2024-25 school year.

How does the school promote UV protection and skin health? Does the school use the EPA’s “Sunwise” Program?**How does the school implement the district’s wellness policy and create supportive school nutrition and physical activity environments to enhance health and learning outcome for students?**

The Providence School Board adopted Wellness Policy with the belief that improved health and wellness helps students achieve their academic potential, and optimizes staff effectiveness and professional development. The policy strives to create “healthy learning environment...in which good nutrition is available; students engage in regular physical activity; physical and health education are regarded as essential to the core educational program; social and emotional wellness are promoted and actively modeled throughout all schools; and students and staff learn and practice positive lifestyle behaviors. The D’Abate Elementary School follows this policy and actively supports students and staff to engage in healthy activities.

What is the school’s practice related to physical education and does it meet or exceed state guidelines and minimum requirements?**What types of outdoor education, exercise, and recreation activities are available to students?**

As mandated by State law, D’Abate students receive 100 minutes of physical education per week. In addition, students at D’Abate receive at least 20 minutes of outdoor recess daily. The D’Abate Elementary School shares a site with a Recreation Center, which provides students with access to physical activity after school. In addition, the school site includes a water park, and other amenities that encourage outdoor recreation.

What are the school’s efforts and progress to improve staff wellness in the areas of nutrition and increased physical activity?

The PPSD Wellness Policy recognizes that “Staff health education and wellness promotion helps improve personal wellness, improves staff morale and creates positive role modeling for students” As such, “school staff is encouraged to model healthy behaviors in the presence of students, including healthy eating and physical activity. Schools should encourage teachers to seek new information and training on wellness, including professional development opportunities that support improved health and increased physical activity.” As part of the construction project, the staff also received a new lounge, which contains natural light including cabinets for food storage options, microwave and refrigerator.

Are there any other actions the school has taken related to nutrition and fitness?

The school is collaborating with Operation Bootstrap to promote food equity as well as recycling processes to promote sustainability. The school will also have a sensory path included in construction plans to have an educational pathway that promotes healthy body and minds.

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

How is the school 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?

What is 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.

What are the school's health professional services for student needs? Is there a full-time school nurse in the school and/or a school-based health center?

The D'Abate Elementary School has a comprehensive health and physical education curriculum that is consistent with the State's standards and aspires to ensure that students learn healthy habits. The school's health related initiatives are coordinated by the full time nurse, who provides a critical link between the school, students, families, and health care. The D'Abate School Nurse is responsible for ensuring that students can participate in the classroom setting and learn to their maximum potential. The School Nurse also performs health screenings and appropriate referrals, administers and monitors medications, monitors immunization compliance, and provides health education and counseling.

How does the school address and implement comprehensive programs to support student mental health and positive school climate (e.g., anti-bullying programs, peer counseling, etc.)?

Are there any other actions the school has taken (not covered above) to support school health, mental health, school climate, and safety?

05 PILLAR 3: PROVIDING EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION**Element 3A: Shared Responsibility for Environmental Learning**

What types of school-wide practices and programs, lesson planning, and/or curricula focus on environmental literacy?

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

In addition to the Amplify science curriculum and the Project-Based Learning (PBL) program projects, the D'Abate Elementary School employs a variety of practices and programs to enhance environmental literacy. One key element involves the establishment and support of environmental clubs and extracurricular activities, providing students with hands-on experiences, field trips, and community engagement opportunities related to environmental issues. Outdoor education and nature-based learning are also integral components, allowing students to connect with the environment firsthand through activities such as field trips and nature walks. Sustainability initiatives, such as recycling programs and energy conservation efforts within the school, instill a sense of environmental responsibility. Cross-curricular integration ensures that environmental themes are woven into various subjects, not confined to science alone. Inviting guest speakers and experts to share their insights provides students with real-world perspectives on environmental challenges. Expanding on the existing Project-Based Learning program, educators design interdisciplinary projects focused specifically on environmental literacy, incorporating research, problem-solving, and community engagement. The creation of green infrastructure on campus, including gardens and green spaces, serves as a living laboratory for students to learn about ecosystems and sustainable practices. Integrating technology through simulations and online resources enhances students' understanding of environmental concepts, while community partnerships with local environmental organizations provide mentorship and engagement opportunities. Assessments and reflection activities are implemented to gauge and reinforce students' understanding and commitment to environmental stewardship. Together, these initiatives create a comprehensive approach to environmental literacy, enriching students' education across multiple dimensions.

Does the school utilize the school building and its sustainability features as a teaching tool? Is the school participating in the “School as a Tool” program through RIDE’s School Building Authority?

Although the Providence Public School District has not formally adopted the School as a Teaching Tool program, the district has made tremendous progress in alignment with the protocol. As documented herein, the district and the school integrated environmental literacy across the curriculum and through cross-curricular project based learning. The D’Abate school also has an actively engaged community, and works with a mix of partner organizations to increase student’s real world learning experiences and share sustainability progress with community partners.

How do educators use outdoor spaces around the school and in the community to enhance the curriculum?

Teachers use school and community outdoor spaces to enhance the curriculum through experiential learning and environmental participation. These outdoor spaces extend the classroom and offer unique curriculum enhancement opportunities. Outdoor places are used for hands-on learning. Teachers can conduct science experiments, ecological research, and environmental observations outdoors. This helps students apply classroom principles to real-world circumstances, deepening their comprehension. Nature is often included in instructional ideas. Teachers provide activities that encourage pupils to explore and discover the natural world. Nature hikes, plant identification, and wildlife observation are biology and ecology-related activities.

Physical education and recreation are best outdoors. Open spaces can be used for sports, fitness, and team-building in physical education classrooms. Outdoor spaces offer unstructured play and relaxation beyond classrooms, improving students’ well-being.

Using outdoor spaces requires community involvement. Field outings to parks, wildlife reserves, and community gardens let children connect with their surroundings and appreciate the environment. Community programs like tree planting and clean-up allow kids to help their local environment. Outdoor learning typically incorporates sustainability. Outdoor spaces can be used as living laboratories to teach conservation, waste reduction, and eco-friendly behaviors. Additionally, outdoor places allow for artistic expression and creativity. Art schools can use nature as inspiration for drawings, paintings, and sculptures, connecting art to the environment.

In conclusion, educators employ outdoor areas for hands-on learning, exploration, physical activity, community participation, environmental education, and art. These features enrich the curriculum and give pupils a well-rounded, immersive education outside of the classroom. In addition, as part of the LIO grant, RIDE is providing professional development services to maximize outdoor spaces as an extension of the classroom. Services are tailored to programming utilizing existing school based curriculum.

Does the school partner with community-based and nonprofit organizations to enhance the curriculum with environmental and sustainability education? Do these include such activities as field trips, guest presenters, after school programs, and more?

The D’Abate Elementary School has multiple partnerships with community based and nonprofit organizations that help enrich the students’ experience and education through field trips, guest speakers, and after school programs.

Do 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.

The school's assessment materials are thoughtfully designed to incorporate transparent expectations and proficiency targets for environmental and sustainability concepts across various subject areas and grade levels. In science classes, assessments feature questions and tasks that gauge students' comprehension of environmental concepts, evaluating proficiency based on the accuracy and depth of responses. Mathematics assessments incorporate problems related to environmental data analysis, while language arts assessments include reading comprehension passages or writing prompts centered around environmental issues. Cross-curricular projects are assessed using rubrics that evaluate students' ability to apply environmental concepts in practical scenarios, producing tangible outcomes such as presentations or models through the PBL model. Additionally, specific assessments dedicated to environmental literacy may be implemented, including standardized tests or quizzes tailored to measure overall proficiency. Community-based assessments tied to projects measure students' impact on the local environment with quantifiable measures such as waste reduction, tree planting, or community awareness. This comprehensive approach ensures that both educators and students have a clear framework for understanding and working towards established expectations in environmental literacy.

What types of professional development in environmental and sustainability education are encouraged or offered to teachers?

Teachers at the D'Abate Elementary School are actively encouraged to partake in professional development opportunities centered on environmental and sustainability education, with a specific emphasis on Project-Based Learning (PBL) workshops and spatial professional development. Workshops dedicated to PBL guide educators in designing and implementing projects that emphasize real-world problem-solving in the context of environmental issues. Additionally, spatial professional development equips teachers with geospatial tools and technologies to integrate spatial thinking into their environmental lessons. Teachers also benefit from attending environmental education seminars and conferences, collaborative planning sessions, and resource-sharing platforms, fostering a collaborative approach to innovative teaching strategies. Expert speaker sessions provide valuable insights, and the establishment of Professional Learning Communities (PLCs) allows for ongoing discussions and collective efforts to enhance environmental education practices. Action research projects further empower teachers to explore and implement innovative teaching methods, contributing to the continuous improvement of environmental education at our school. Through these multifaceted professional development initiatives, educators gain a comprehensive skill set to effectively integrate environmental and sustainability education, ultimately enhancing the learning experience for students.

Are there any other actions the school has taken (not covered above) to support environmental learning?

William D'Abate Elementary School utilizes the outdoors into their science curriculum to include observations, life cycle and project based learning opportunities.

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

How does the school use sustainability and the environment as a context or theme for connecting/learning STEM thinking skills and content knowledge?

D'Abate Elementary School integrates sustainability and environmental themes into STEM (Science, Technology, Engineering, and Mathematics) in multiple ways, including:

-Project-Based Learning (PBL): Students work on hands-on projects to apply STEM concepts in practical ways. D'Abate drives Project Based Learning (PBL) through science instruction. Students design solutions focused projects in response to environmental challenges facing their community.

Below are examples of NGSA Disciplinary Core Ideas our students are grappling with this year:

Kindergarten: Needs of Plants and Animals

- ESS3.A-P1: Living things need water, air, and resources from the land, and they live in places that have the things they need.
- ESS3.C-P1: Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
- SYS-P2: Systems in the natural and designed world have parts that work together.

Grade 3: Weather and Climate

- ESS2.D-E1: Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
- ESS2.D-E2: Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.
- Inheritance and Traits
- LS3.A-E2: Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.
- LS3.B-E2: The environment also affects the traits that an organism develops.
- Environments and Survival
- LS4.C-E1: For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
- LS4.D-E1: Populations live in a variety of habitats, and change in those habitats affects the organisms living there.
- LS2.C-E1: When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, and some die.

Grade 5: Ecosystem Restoration

- PS3.D-E2: The energy released [from] food was once energy from the Sun that was captured by plants in the chemical process that forms plant matter (from air and water).
- LS1.C-E1: Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.
- LS1.C-E2: Plants acquire their material for growth chiefly from air and water.
- LS2.A-E1: The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plant parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life.
- LS2.B-E1: Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases and water from the environment and release waste matter (gas, liquid, or solid) back into the environment.

-**Outdoor Education:** D'Abate integrates outdoor activities and field trips into the curriculum to provide students with hands-on experiences in natural environments.

-**Cross-Disciplinary Integration:** Teachers at D'Abate often collaborate across different subject areas to create interdisciplinary lessons that combine STEM concepts with environmental themes.

-**Data Collection and Analysis:** Students at D'Abate can collect and analyze data related to environmental issues. This may involve studying the growth of plants, local ecosystems, monitoring pollution levels, or analyzing climate data.

Does the school use sustainability and the environment as a context for connecting and learning green technologies and career pathways?**How does the school's environmental and sustainability focus support an age-appropriate understanding of natural systems?**

D'Abate's curriculum provides multiple opportunities for using environmental and sustainability education to support an age-appropriate understanding of natural systems among students. At the earlier grade levels (K-2), students can make a basic connection to nature through outdoor exploration while learning the basics of natural systems. As they progress to upper elementary grades (3-5), students begin to study more sophisticated concepts including age appropriate environmental issues regarding pollution, conservation and the human impacts on natural systems.

Are there any other actions the school has taken (not covered above) to use the environment and sustainability to develop STEM content?**Element 3C: Development and Application of Civic Knowledge and Skills**

How does the school use 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?

The school strategically employs outdoor learning as a versatile tool to achieve several educational objectives. Firstly, outdoor learning serves as a dynamic platform to teach an array of subjects in context. Science classes, for example, utilize outdoor spaces for hands-on experiments, ecological studies, and environmental observations, providing students with real-world applications of scientific concepts. Math lessons may involve outdoor data collection and analysis, connecting mathematical principles to environmental observations. Language arts classes may use the outdoor environment as inspiration for creative writing or reading comprehension activities.

In addition to subject-specific learning, outdoor spaces are leveraged to engage the broader community. The school organizes community events, nature walks, and open houses that invite parents, local residents, and community stakeholders to participate. This engagement fosters a sense of community involvement and shared responsibility for the environment. Furthermore, collaborative projects, such as community gardens or clean-up initiatives, provide opportunities for students and community members to work together towards common environmental goals.

Outdoor learning is also instrumental in developing important civic skills. Through community engagement initiatives, students learn about environmental issues, local ecosystems, and the importance of sustainability. These experiences contribute to the development of civic skills such as environmental stewardship, teamwork, and community advocacy. Students actively participate in projects that address local environmental challenges, fostering a sense of civic responsibility and instilling values related to environmental sustainability.

Overall, the school's use of outdoor learning as a teaching tool extends beyond subject-specific applications to encompass community engagement and civic skill development. This holistic approach not only enhances academic learning but also cultivates a sense of environmental awareness, responsibility, and active citizenship among students.

How, and to what degree, does the school promote and encourage students to conduct class or individual, age-appropriate, civic/community engagement projects? Include important outcomes that have been achieved (using data as appropriate).

Through project based learning the school actively promotes and encourages students to engage in class or individual, age-appropriate civic and community projects, fostering a culture of active citizenship. Students are provided with opportunities to identify, plan, and implement projects that address local community needs and environmental challenges. The promotion of civic and community engagement is integrated into the curriculum, and students are supported in translating classroom learning into meaningful actions. The degree to which students engage in such projects varies based on grade levels and individual interests.

Class projects often involve collaborative efforts where students work together to address specific community needs. For instance, younger students may participate in initiatives like school-wide recycling programs or beautification projects, while older students might undertake more complex endeavors such as organizing environmental awareness campaigns or partnering with local organizations on sustainability initiatives.

Individual projects are encouraged as well, allowing students to pursue causes they are passionate about. These projects range from awareness campaigns and advocacy efforts to hands-on activities such as community clean-ups or tree planting. The school provides mentorship and resources to guide students in project planning and execution.

To measure the impact and outcomes of these projects, the school collects data on various parameters such as the number of participants, community engagement levels, environmental impact, and any positive changes observed. For example, data may indicate increased recycling rates in the school, improved community awareness of environmental issues, or measurable changes in local ecosystems resulting from student-led conservation efforts.

What types of innovative practices and/or partnerships does the school promote and/or participate in to support environmental and sustainability education?

D'Abate is in its pilot year of a food waste reduction program through a partnership with the RI Schools Recycling Club. Student leaders guide their peers through a sorting station during lunches. Since the program launched this fall, we are proud to report that we have diverted over one metric ton of cafeteria trash to recycling or compost. We have also started a share fridge with recoverable food that students are able to take from when they get hungry.

How, and to what degree, has the school's environmental and sustainability education efforts shown growth in academic achievement among students over time? Include data as applicable.

PPSD recognizes that environmental and sustainable education, and its connection to STEM topics, can support growth in academic achievement for students. PPSD and D'Abate look forward to documenting the progress of students in this and other categories. At the moment, given the recent re-opening of the school, there is not enough data available.

Are there any other actions the school has taken (not covered above) to develop and apply civic knowledge and skills?

D'Abate has leveraged the additional 30 minutes added to the school day to extend the science block in grades K-5. K-2 students have 50 minutes and 3-5 students have 60 minutes for science instruction. The additional time allows students to dig deeper into authentic challenges facing their school community and use 21st century skills to design solutions while working towards mastery of grade level NGSS standards.



Figure 6.



Figure 7 & 8. Hallway+ Learning Commons

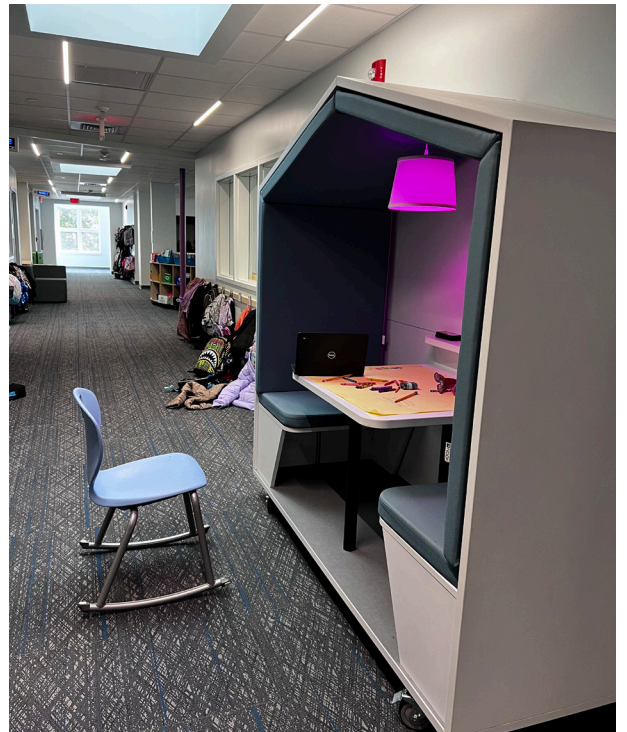


Figure 9 & 10. Maker Space + Breakout Space



Figure 11.