ELIGIBILITY CERTIFICATIONS

School and District’s Certifications
The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true and correct to the best of their knowledge. In no case is a private school required to make any certification with regard to the public school district in which it is located.

1. The school has some configuration that includes grades early learning to 12.
2. The school has been evaluated and selected from among schools within the Nominating Authority’s jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.
8. The school or its district has in place and is willing to provide a link to or a copy of a non-discrimination policy, upon request. The U.S. Department of Education reserves the right to disqualify a nomination and/or rescind an award if unlawful discrimination is later discovered.

U.S. Department of Education Green Ribbon Schools

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

Official School Name: East Providence High School
(As it should appear on an award)

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

I hereby acknowledge and certify that to the best of my knowledge all information is accurate.

Principal’s Signature

Date: 2/1/2022

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)
District Name: East Providence Public Schools

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

(Superintendent's Signature)  Date: 2/1/2022

Nominating Authority’s Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true and correct to the best of the Authority’s knowledge.

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Rhode Island Department of Education

Name of Nominating Authority: Angélica Infante-Green

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

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

(Nominating Authority’s Signature)  Date: 2/1/2022

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: December 31, 2023

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.
Project Summary

The new East Providence High School construction program is a culmination of a five-year effort by the entire East Providence community to transform one of the state’s oldest and most impaired facilities into a modern, 21st century learning environment and community asset. After receiving RIDE approvals, the district and school building committee embarked on rapid team selection and commencement of design. Construction began in 2019. The new, state-of-the-art 306,562 sq. ft., comprehensive high school officially opened in the fall of 2021. Career technology pathways, academic space and state-of-the-art athletic and performing arts are integrated throughout the four-story building and surrounding athletic fields. Phase 2 athletic fields upgrades will be completed in the fall of 2022.

Kathryn Crowley, Superintendent

Roberto L. DaSilva, Mayor

School Committee Members
Joel Monteiro, Chair
Jenni Azanero
Jessica Beauchaine

Max Brandle
Charles Tsonos

Project Team
Peregrine Group, LLC in partnership with CGA Project Management
Owner’s Project Manager
Gilbane Building Company
Construction Manager
Ai3 Architects
Architect
ABOUT THE PROJECT

$189.5 million
Project Cost

306,562
Square Feet

Fall 2021
Phase 1 Completion Date

Fall 2022
Phase 2 Completion Date

1,600
students
Grades 9–12

$95.3 million
Total State Support

20%
Housing Aid
Bonuses

74.4%
Final
Reimbursement Rate

$16.5 million
Pay-As-You-Go
Funding

Bonuses Realized & Valuable Outcomes

HEALTH & SAFETY

- The original building was classified by engineers as operating on “a wing and a prayer.”
- One failure in the 70-year old building’s electrical, HVAC or sewage system would have led to a closure of weeks or months.

EDUCATIONAL ENHANCEMENTS

- The original building had a single science laboratory serving 1,600 students. There are now 11 science laboratories.
- Each classroom has state-of-the-art technology to enhance teaching and learning.
- All spaces are climate controlled to ensure a comfortable environment at all times.

REPLACEMENT

- The original building was constructed in 1952 and was not conducive to modifications.
- The sewage system, which traversed the quarter-mile length of the building, was close to failing, which would have created a massive hazardous waste issue.
- The HVAC system was antiquated, was not energy efficient and lacked appropriated controls.
- The extensive windows were not energy efficient.
- The administrative offices were located for 1952 needs when there was minimal concern for security. The new building resolves all of these issues.

NEWER & FEWER

- The savings in combining the Career & Technical Center programs with the high school involve not only finances, but also student time in moving between two buildings.
- Combining the two programs (traditional program and career & technical training) in one building will foster an integration of learning programs to benefit students.

“The magnificent new school building has been a morale booster for the citizens of East Providence, as well as for the faculty and students. Townie Pride is a tangible East Providence characteristic, and the new building gives that characteristic a concrete image.”

— Kathy Crowley, Superintendent
The East Providence School Department recently completed construction of a brand new comprehensive state-of-the-art high school. It is the first of its kind in the State of Rhode Island. The new school, benchmarked for the EPA Portfolio Manager, features LED fixtures, daylighting, efficient HVAC systems, bioretention areas, and pervious surfaces. Meters were incorporated into the design of the school to provide students and staff real time energy and water consumption data which is displayed through an interactive panel in the main entry corridor. The cafeteria uses locally sourced vegetables and fruits; which are highlighted on Apple Crunch Day, Harvest Meal Day, and incorporated into the monthly menu at all schools. The school features one outdoor and two indoor greenhouses. They provide our science students an opportunity to cultivate a variety of crops that are harvested by our CTE culinary students. The indoor greenhouses utilize soil, hydroponic and aquaponic systems. Fish waste products from the aquaponic system act as a fertilizer for all the crops. The produce is used by our CTE students in the culinary program to create quality meals for purchase by staff and the residents of East Providence.
## Applicant Information

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>East Providence High School</th>
<th>District Name:</th>
<th>East Providence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address:</td>
<td>2000 Pawtucket Avenue, East Providence, RI 02914</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facebook Page:</td>
<td></td>
<td>Website:</td>
<td>Epschoolsri.org</td>
</tr>
</tbody>
</table>

### School Principal Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>William Black</th>
<th>Phone:</th>
<th>435-7806</th>
<th>E-mail:</th>
<th><a href="mailto:wblack@epschoolsri.com">wblack@epschoolsri.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Signature*:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Superintendent Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sandra J. Forand, Ed.D.</th>
<th>Phone:</th>
<th>383-5566</th>
<th>E-mail:</th>
<th><a href="mailto:sforand@epschoolsri.com">sforand@epschoolsri.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent Signature*:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Lead Applicant Information (if different)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Craig Enos</th>
<th>Phone:</th>
<th>270-8243</th>
<th>E-mail:</th>
<th><a href="mailto:cenos@epschoolsri.com">cenos@epschoolsri.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Applicant Signature*:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

### School Demographics

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>School Type</th>
<th>School Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏ Early Learning Center</td>
<td>❏ Public</td>
<td>❏ Urban</td>
</tr>
<tr>
<td>❏ Elementary (PK-5 or 6)</td>
<td>❏ Private/Independent</td>
<td>❏ Suburban</td>
</tr>
<tr>
<td>❏ K-8</td>
<td>❏ Charter</td>
<td>❏ Rural</td>
</tr>
<tr>
<td>❏ Middle (6-8 or 9)</td>
<td>❏ Magnet</td>
<td></td>
</tr>
<tr>
<td>❏ High (9 or 10-12)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Is your school in one of the largest 50 districts in the nation? | ❏ Yes | ❏ No |

| Does your school serve 40% or more students from disadvantaged households? | ❏ Yes | ❏ No |

| % Receiving Free and Reduced Price Lunch: | 45% | | % Limited English Proficient: | |

### School Enrollment/Graduation/Attendance

| Total Enrolled: | 1672 | Graduation Rate: | | Attendance Rate: | |

### 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?

| ❏ Yes | ❏ No | Program(s) and level(s) achieved: |

### Has your school received any awards for facilities, health, or environment?

| ❏ Yes | ❏ No | Award(s) and year(s): |

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U.S. Department of Education Green Ribbon Schools
**Narrative**

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

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

<table>
<thead>
<tr>
<th>Pillar 1: Reducing Environmental Impact and Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 1A: Reduced or Eliminated Greenhouse Gas Emissions</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>In conjunction with our architect firm, we have an Energy Conservation Report that was finalized/developed after a couple of Energy Charrette meetings held in 2020.</td>
</tr>
</tbody>
</table>

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 went from a high school building with systems from 1950 to a 21st century building. We have an analysis conducted following ASHRAE Standard 90.1-2010 Appendix G methodology. The baseline is modified as needed to reflect parameters of the Rhode Island State Energy Conservation Code (IECC 2012 with Rhode Island Amendments - SBC-8 State Energy Conservation Code Effective July 1, 2013). The final modeling results indicate that the proposed design achieves **35.6% source energy savings**. In addition, with our 12 EV charging stations – we have avoided 474kg of greenhouse gas emissions

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.*

Energy Star rating of 86

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.*

We are currently working in conjunction with the City of East Providence to join their agreement with Green Development for renewable energy for all of our schools

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.

This is the first building we have constructed that meet NECHPS standards.

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

U.S. Department of Education Green Ribbon Schools
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.

Difficult to gauge. The old school had a water meter that wasn’t recording accurate readings for at least 15 years; so any information would be difficult to compare.

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

Low consumption

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.

Provide response here.

Describe the school’s efforts and results in reducing storm water runoff from the school site and/or reducing impermeable surfaces on school grounds.

Landscape narrative from CHPS – see report

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

Provide response here.

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.

Provide response here.

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.

We have recycle bins located throughout every section of the building on all four floors.

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.

N/A

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.).
**Provide response here.**

**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.**

Provide response here.

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

We partner with our custodial supply house to take advantage of green products that are effective for the task of properly cleaning a high school environment.

**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.**

Most of our school supplies are purchased from WB Mason. The WB Mason website outlines what items are considered green. Staff are always encouraged to look at green products.

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

N/A

**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.**

We have six sets of EV charging stations throughout the campus.

**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.**

N/A

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

N/A

**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.

Guardian Pest Control was brought on board to provide pest monitoring services. Monthly visits and logs are maintained in every school building. All records are maintained by the Director of Facilities.

**Describe how, and to what degree, the school’s efforts and practices have minimized/eliminated student and staff exposure to the potentially hazardous contaminants such as: cigarette smoke, mercury, carbon monoxide, fuel burning combustion appliances, airborne contaminate sources, asbestos, radon, chromated copper arsenate, and lead.**
Radon removal system is constantly running in the building – 4 eradication systems. We are a non-smoking property. Loading dock has signage for no idling around the building. The air filters in the RTUs are the highest possible MERV rating.

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. We just finished our first year HVAC maintenance agreement with Delta Mechanical. All systems are inspected and maintained on a regular basis.

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.

Classroom CO₂ sensor-based resetting of VAV box minimum when ventilation, heating, and cooling airflow requirements are met. The air filters in the RTUs are the highest possible MERV rating in order to trap and remove as many foreign particles and matters.

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

The air filters in the RTUs are the highest possible MERV rating in order to trap and remove as many foreign particles and matters.

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: a) identify environmental health and safety issues; and b) take corrective actions.

The air filters in the RTUs are the highest possible MERV rating.

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).

All chemicals are stored in controlled closets accessible to custodial professionals.

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.

Daily inspections of the entire premises for leaks and/or condensation. Occurs everyday at 5:30am.

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

N/A

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)

N/A
A “farm to school” program to use local, fresh food and/or a food purchasing programs identified as “environmentally preferable”

EPSD in conjunction with Chartwells, our Food Service Management company participates in all local, fresh food opportunities when possible

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

We have an indoor and outdoor greenhouse that grows vegetables and herbs that are used by the Culinary students in the CTC program. Our Life skills classrooms help care for the plants in the greenhouse and assist with harvesting alongside the culinary students

**UV protection and skin health promotion, such as the EPA’s “Sunwise” Program**

N/A

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

We meet the physical education state guidelines and requirements.

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

We have a multi-purpose stadium for football, soccer, lacrosse and collegiate level track and field equipment. Our outdoor seating area located directly outside the student commons allows all students to have access to fresh air at lunch and the ability to walk around the track if so desired.

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

With four floors, one elevator that goes all four floors, and one elevator that does two floors, we worked with our health insurer to promote health and wellness classes for all our staff. With a majority of teachers at EPHS in the 50+ age range, we always promote wellness classes. They do a lot of stairs and walk a lot in the course of a day.

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

None.

**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.

We have recently forged a relationship with East Bay Community Action Program to establish a referral pipeline for mental health services and medical doctor services. In addition we’ve had a social worker from RI Student Assistance Services at EPHS to also act as a resource for mental health services for our students.

**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.**

We have a district wellness committee that meets regularly. They assist in updating the district health and wellness policy as needed.
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.

We have two full time nurses in our health clinic; the RI Student Assistance Services counselor; two social workers and psychologist.

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.).

This year “The Herd” was formed by a group of students. The Herd promotes a positive school environment and encourages students to get involved in cheering on fellow students at sporting events and other extra curricular activities.

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

N/A

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.

Provide response here.

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.

We will be adopting a new science curriculum within the next year. The new “green” curriculum will be for the entire district.

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.

Provide response here.

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

Outdoor greenhouse is used on a regular basis by students when in the science classes.

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.

Save the Bay field trips; Colt State Park marsh field trips

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.

Our science assessment materials are in the process of being evaluated.

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.

N/A
<table>
<thead>
<tr>
<th>Element 3B: Use of the Environment and Sustainability to Develop STEM Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For a secondary school:</strong> 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.</td>
</tr>
<tr>
<td>Students in the AP Environmental Science course learn the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.</td>
</tr>
<tr>
<td><strong>Describe how the school uses sustainability and the environment as a context or theme for connecting/learning STEM thinking skills and content knowledge.</strong></td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the school use of sustainability and the environment as a context for connecting and learning green technologies and career pathways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Environmental Science Pathway is a program for students that want to develop their skills in understanding, preserving and protecting the environment. The Pathway offers unique experiences designed to support and promote the study of the environment and environmental careers. The environmental sciences pathway at EPHS relates to the STEM; Environment and Sustainability Pathway Endorsement. Some goals of the pathway include: teaching students the fundamentals of environmental science and ecology, developing stewardship and developing an understanding of interconnections between humans and the environment.</td>
</tr>
<tr>
<td><strong>Describe how the school’s environmental and sustainability focus supports an age-appropriate understanding of natural systems.</strong></td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Element 3C: Development and Application of Civic Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the school’s emphasis on outdoor learning as a tool to:</strong> a) teach an array of subjects in context; b) engage the broader community; and c) develop important civic skills.</td>
</tr>
<tr>
<td>Provide response here.</td>
</tr>
<tr>
<td><strong>Describe:</strong> 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).</td>
</tr>
<tr>
<td>In East Providence we talk about “Townie Pride”; being proud of where you come from and making a difference in local community. Students are always encouraged to follow their individual path – be it to have an impact at school or within the community; like students volunteering to help clean up at Hunts Mills</td>
</tr>
<tr>
<td><strong>Describe the innovative practices and/or partnerships the school promotes and participates in to support environmental and sustainability education.</strong></td>
</tr>
</tbody>
</table>
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.*

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

**Supporting Visual Documentation**

Applicants are encouraged to submit up to five (5) photos (with appropriate permissions) or up to five (5) minutes of video content. Attach photos/video in a zipped folder separate from this application document in the same email submission as the application. Visual documentation does not count toward the page limit.