



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 Pre-K-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 education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. The Department of Defense Education Activity (DoDEA) is not subject to the jurisdiction of OCR. The nominated DoDEA schools, however, are subject to and in compliance with statutory and regulatory requirements to comply with Federal civil rights laws.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools 2015-2018

☒ Public ☐ Charter ☐ Title I ☐ Magnet ☐ Private ☐ Independent ☐ Rural

Name of Principal:

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

Official School Name: Potter Burns Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 973 Newport Ave, Pawtucket, RI 02861

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

County: Providence State School Code Number *:

Telephone: 401-729-6328 Fax:

Web site/URL: <http://pawtucket.burns.schooldesk.net> E-mail: dicensop@psdri.net

**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.

Mark S. Andriade

Date: March 28, 2018

(Principal's Signature)

Name of Superintendent: Mrs. Patricia DiCenso

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



District Name: Pawtucket School Department

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

Patricia D. Chow
I have reviewed the information in this appl

Date: March 28, 2018

(Superintendent's Signature)

Nominating Authority's Certifications

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

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

Name of Nominating Agency: Rhode Island Department of Education

Name of Nominating Authority: Ken Wagner, Commissioner

(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.

I have reviewed the information in this application :

Ken Wagner
(Nominating Authority's Signature)

Date: March 30, 2018

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

The nomination package, including the signed certifications and documentation of evaluation in the three Pillars should be converted to a PDF file and emailed to green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

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.



Pawtucket School Department
Administration Building
286 Main Street, PO Box 388
Pawtucket, Rhode Island 02860
Telephone: 401-729-6300 Fax: 401-727-1641 TDD: 401-729-6338

GREEN RIBBON SCHOOLS: POTTER-BURNS ELEMENTARY SCHOOL

It is the mission of the Pawtucket School department to take action toward: *Continuously improving educational excellence and global citizenship for all while practicing compassion, courage and collaboration.* Through this mission we will *Explore, Challenge and Succeed!*



Presentation in Energy Efficient Café/Auditorium

In harmony with this mission, and our shared values, the Pawtucket School Department and the City of Pawtucket have made a commitment to make strategic investments in our sixteen schools to provide 21st Century Learning spaces and places, creating optimal environments for teaching and learning. As part of this commitment, the City and School Department are keenly focused on making investments that reduce environmental impact and costs, improve the health and wellness of students and staff; and, provide effective environmental and sustainability education, incorporating STEAM, civic skills and green career pathways.

At Potter Burns Elementary School, we renovated an Elementary School Building that has served the community for more than 100 years. In making this investment, the School Department was able to realize a number of improvements in the use and performance of the building; as well as, the incorporation of curriculum specifically focused on sustainability and STEAM education.

Reduction of Environmental Impacts and Costs

Understanding that Potter Burns is more than 100 years old, there were a number of easily identifiable improvements to be made to the school. The challenge throughout was to preserve the majestic architectural beauty of the school, which brings pride to the community and serves as testament to the architect who designed it, while making the critical improvements.

Renovation aspects included upgrades and/or replacement to all mechanical, plumbing, electrical, and fire safety systems, as well as reconfiguration of existing spaces to meet current RIDE standards for educational program. Upgrades to all interior finishes included new flooring, new SAT ceiling, and new paint throughout, all new bathroom fixtures and fitting, and a new elevator. All aspects of the design were compliant with the latest version of NECHPS. Based upon initial energy models the renovated school (\$1.386/ft²) outperforms the CHPS baseline energy usage (\$1.899/ft²) by approximately 25%.

The following are additional systems descriptions:

HVAC: The system incorporates high efficiency condensing hot water boilers for heating and Energy recovery ventilators that save up to 70% on ventilation costs. All systems are controlled and

monitored by a DDC (direct digital controls) control system which optimizes efficiency and alerts operators about any malfunctions. The circa 1914 steam boilers were donated to the Newport Historical Society upon removal and are now part of the tour at the Breakers Mansion.

Electrical: Lighting systems in the building all utilize LED lighting as well as daylighting and occupancy controls to maximize natural light and minimize energy usage and waste.

Plumbing: Plumbing systems utilize low flow fixtures to reduce water usage in the building by up to 30%.

Improving the Health and Wellness of Students and Staff

In addition to the healthy environment provided by the School Renovations, Potter-Burns has a robust nutrition and fitness program, and extensive health and safety services.

Potter-Burns participates in the RI Governor's breakfast challenge, "Eat. Learn. Succeed" and the President's Challenge Physical Activity & Fitness

Awards Program. To introduce "farm to school", we participate in the University of Rhode Island (URI) Fresh Fruit and Vegetable Program.

In compliment to this healthy diet, exercise and recreating programs include: Girls of the Run, 20 minutes of outdoor recess daily, Yoga, Soccer, and the Get Up & Go Program.

To address health, climate and safety, Potter-Burns partners with Coastline EAP, Hasbro, Junior Achievement of RI, No Bully, RI Foundation, Kids Link, Aramark, and RIDE which focus on nutrition, fitness, financial literacy, and safety.

Providing Effective Environmental and Sustainability Education

At Potter-Burns the Full Option Science System (FOSS) throws open the classroom door and proclaims the entire school campus to be the science classroom. Students take regular excursions outside with their scientific notebooks to apply things they learned in the classroom to novel situations. Students transfer knowledge of scientific principles to natural systems. Students develop comfort in the outdoors, followed by a desire to embrace, understand, and protect our natural systems. FOSS is aligned with the Next Generation Science Standards.

Outdoor learning spaces include pathways, play structure areas, proposed gardens, sandy spaces, seating areas of various sizes, ball fields, dramatic play areas, and covered wooded areas. Potter-Burns makes use of On-campus and Off-campus trips during class time. Students visit the local Biomes, Slater Park Mill, Audubon Society, Mystic Aquarium, Roger Williams Zoo, and Slater Park.

The importance of civic engagement is also express throughout our curriculum. We have a great deal of support from our local community on this: recently Hasbro volunteers created a 50-yard decorative stone gravel walkway linking our old front door steps to a side entrance. The innovative and creative walkway provided access to the original granite front steps which was recreated into an amphitheater like outdoor stage where educators and students can learn outdoors.



Spirit Day!



Outdoor Play / Learn Space



U.S. Department of Education Green Ribbon Schools Award 2018 Rhode Island PreK-12 School Application

Applications due **March 16, 2018** to:
joseph.dasilva@ride.ri.gov

Program Questions: Joseph da Silva, Ph.D, School Building Authority
(joseph.dasilva@ride.ri.gov)

Application Support: Elisabeth Bux, RI Environmental Education Association
(elisabeth@riea.org)

Introduction

Thank you for your interest in completing the Rhode Island Department of Education's application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health, physical education and safety policies; food service; and environmental and sustainability curriculum. You will need to document efforts in all of these areas equally, not just one.

ED-GRS recognizes schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by an eligible nominating authority. Once selected as a nominee by your state or eligible nominating authority, the second step of the process requires signatures for the Nominee Presentation Form that will be sent to the U.S. Department of Education (ED) along with your application.

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection will be based on documentation of the applicant's high achievement in the three ED-GRS Pillars:

Pillar I: Reduce environmental impact and costs.

Pillar II: Improve the health and wellness of students and staff.

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

Schools demonstrating progress in all three Pillars will receive highest rankings. It is important to document concrete achievement. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers, parents, and students. You should consult the ED-GRS [Green Strides Resources](#) Page and [Webinar Series](#) for standards, programs and grants related to each Pillar, Element, and question. This is an excellent clearinghouse of information for all schools, not only those who apply.

The questions in this application will help you demonstrate your progress in these Pillars as well as provide space for you to include pertinent documentation. **Applications are due by March 16, 2018 to joseph.dasilva@ride.ri.gov.** We will select nominees and submit them to the U.S. Department of Education by March 31, 2018.

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, 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 one or more of grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as 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. 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.

Applicant Information

School Information					
School Name:	Potter-Burns Elementary School		District Name:	Pawtucket	
Street Address:	973 Newport Ave.				
Facebook Page:	https://www.facebook.com/PotterBurnsPTO/		Website:	http://pawtucket.burns.schooldesk.net/	
School Principal Information					
Name:	Dr. Mark E. Andrade	Phone:	401-729-6250	E-mail:	andradem@psdri.net
Principal Signature*:					
Superintendent Information					
Name:	Patricia DiCenso	Phone:	401-729-6328	E-mail:	dicensop@psdri.net
Superintendent Signature*:					
Lead Applicant Information (if different)					
Name:		Phone:		E-mail:	
Lead Applicant Signature*:					

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

School Demographics					
Grade Level		School Type		School Setting	
<input type="checkbox"/> Early Learning Center	<input checked="" type="checkbox"/> Elementary (PK-5 or 6)	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Private/Independent	<input checked="" type="checkbox"/> Urban	<input type="checkbox"/> Suburban
<input type="checkbox"/> K-8	<input type="checkbox"/> Middle (6-8 or 9)	<input type="checkbox"/> Charter	<input type="checkbox"/> Magnet	<input type="checkbox"/> Rural	
<input type="checkbox"/> High (9 or 10-12)					
Is your school in one of the largest 50 districts in the nation?				<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does your school serve 40% or more students from disadvantaged households?				<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
% Receiving Free and Reduced Price Lunch:		53.4%	% Limited English Proficient:		8.9%
School Enrollment/Graduation/Attendance					
Total Enrolled:	459	Graduation Rate:	N/A	Attendance Rate:	95.4%
Is your school participating in a local, state, or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?					
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Program(s) and level(s) achieved:			
Has your school received any awards for facilities, health, or environment?					
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Award(s) and year(s):			

Narrative

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

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

Pillar 1: Reducing Environmental Impact and Costs
Element 1A: Reduced or Eliminated Greenhouse Gas Emissions
Describe the school’s plan to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, and/or energy conservation guidelines.
The Potter-Burns community work to integrate green values in all aspects of campus culture, from reducing environmental impact and costs, to improving health and wellness, and providing effective environmental and sustainability education. The operational mechanism behind the plan will be developed by the Potter-Burns Green Team established by this plan. Working collaboratively with the Potter-Burns School Improvement Team, we are increasing awareness on energy policies and plans, overall usage and costs, and positively assisting in reducing energy consumption as well as improving the environment. Our goal is to focus on balancing energy usage, to help reduce the carbon footprint of the Potter-Burns Elementary school. We pledge to significantly improve our energy management in order to maximize resource efficiency. This mission shall be reviewed continuously so that all objectives and goals can be attained and achieved. Completing this application opened up our eyes to areas in which we were unaware of. As such, this application became a road map for our Green Team.
Describe how, and to what degree, the school can demonstrate a reduction in energy use and/or in greenhouse gas (GHG) emissions from an initial baseline. <i>Include data if available on baseline and current energy usage (kBTU/student/year and/or kBTU/sq.ft./year), percentage reductions, and years.</i>
Based upon initial energy models the renovated school (\$1.386/ft ²) outperforms the CHPS baseline energy usage (\$1.899/ft ²) by approximately 25%. The school is recently reopened after extensive renovations so actual yearly energy usage is not currently available.
Describe how the school tracks resource use in EPA ENERGY STAR Portfolio Manager or a similar tool and what the results of the tracking have shown. <i>Include ENERGY STAR Rating if possible.</i>
We are inputting our data into EPA Energy Star Portfolio Manager to track our energy savings and set goals accordingly.
Describe how/whether the school’s energy is obtained from on-site renewable energy generation, purchased renewable energy, or other renewable/green energy sources. <i>Include specific energy sources and percentages if possible.</i>

Renewable energy was not incorporated into the renovation, due to cost constraints. We are investigating costs for potential solar power installation.

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.

Potter Burns Elementary underwent an extensive renovation between 2016 and 2017 providing Pawtucket School Department with a “like new” facility upon completion. Renovation aspects included upgrades and/or replacement to all mechanical, plumbing, electrical, and fire safety systems, as well as reconfiguration of existing spaces to meet current RIDE standards for educational program. Upgrades to all interior finishes included new flooring, new SAT ceiling, and new paint throughout, all new bathroom fixtures and fitting, and a new elevator. All aspects of the design were compliant with the latest version of NECHPS. The circa 1914 steam boiler were donated to the Newport Historical Society upon removal and are now part of the tour at the Breakers. HVAC: The system incorporates high efficiency condensing hot water boilers for heating and Energy recovery ventilators that save up to 70% on ventilation costs. All systems are controlled and monitored by a DDC (direct digital controls) control system which optimizes efficiency and alerts operators about any malfunctions. Electrical: Lighting systems in the building all utilize LED lighting as well as daylighting and occupancy controls to maximize natural light and minimize energy usage and waste. Plumbing: Plumbing systems utilize low flow fixtures to reduce water usage in the building by up to 30%.

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

N/A

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.

Water savings is achieved by replacing older model toilets using 3.5 GPF (13.2 LPPF) or greater with new ULFTs (1.28 GPF (4.85LPPF)).

Baseline Water Consumption						Percentage Savings (Base Design)		Narrative (Base Design)	
Fixture Type	Flow-Rate	Duration	Occupants	Daily Uses	Water Use (gal)	0.00%		Kitchen Sink (Food Service Kitchen) designed by Food Service Consultant.	
Conventional Toilet (male students / staff)	1.60 gal/flush	1 flush	277	1	440				
Conventional Urinal (male students / staff)	0.50 gal/flush	1 flush	277	2	280				
Conventional Toilet (female students / staff)	1.60 gal/flush	1 flush	278	3	1330				
Conventional Toilet (kindergarten/staff)	1.60 gal/flush	1 flush	0	3	0				
Bathroom Lavatory (Equipped with Metering Faucet)	0.25 gal/cycle	N/A	556	3	420				
Kitchen Sink (Food Service Kitchen)	2.20 gal/min	45 min	N/A	10	990				
Total Daily Volume (gal)	3460 gal								
Number of School Days	180 days								
Baseline Total Annual Volume (gal)	622,800 gal								
Actual Water Consumption						Percentage Savings (EDS Design)		Narrative (EDS Design)	
High Efficiency Toilet (male students / staff)	1.28 gal/flush	1 flush	277	1	350	16.18%		Kitchen Sink (Food Service Kitchen) designed by Food Service Consultant	
High Efficiency Urinal (male students / staff)	0.13 gal/flush	1 flush	277	2	70				
High Efficiency Toilet (female students / staff)	1.28 gal/flush	1 flush	278	3	1070				
High Efficiency Toilet (kindergarten/staff)	1.28 gal/flush	1 flush	0	3	0				
Bathroom Lavatory (Equipped with Metering Faucet)	0.25 gal/cycle	N/A	556	3	420				
Kitchen Sink (Food Service Kitchen)	2.20 gal/min	45 min	N/A	10	990				
Total Daily Volume (gal)	2900 gal								
Number of School Days	180 days								
Baseline Total Annual Volume (gal)	522,000 gal								

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

All appliances including microwaves and refrigerators are energy star complaint. In addition, classrooms schedule bathroom visits twice daily.

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.

An experienced Landscape Architect was utilized to insure that all of the planting were selected for sensitivity to water-efficiency and regional appropriateness. The Potter-Burns Community is reaching out to local business for financial assistance to create a community vegetable and butterfly garden.
Describe the school's efforts and results in reducing storm water runoff from the school site and/or reducing impermeable surfaces on school grounds.
The project reduced the impermeable pavement on the school grounds by 2,500 s.f. It also reduced the impermeable pavement along the sidewalks that abut the school grounds by installing street trees along the roadway. Each tree well is 16 s.f. and there are 36 in total along the sidewalks all on the school side equaling an addition 576 s.f. of reduction. Downspouts and gutters are directed onto the lawn and plant beds. The use of mulch and decorative gravel are used on surfaces for walkways. Grass clippings are mulched into the soil so they don't get washed into storm drains. Pet waste is regularly removed to help reduce bacterial and nutrient pollution. Trash is removed from the street gutters before it gets washed into storm drains.
Describe how the school ensures that all school water sources are protected from potential contaminants including lead.
All new non-lead piping was installed in building during renovation. The Pawtucket Water Supply regular sends customers analysis reports of water quality. The new bottle-fill water station to be installed by the end of the school year contains an internal filter.
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.
Large green spaces are used for PE, field day, enrichment classes and school projects. Landscaping was a priority at the start our program and it continues to be. 30% of grounds consists of native landscaping growth. In addition, the school and the Architect worked with Hasbro to design outdoor learning areas along the western side of the property to facilitate educational programing with respect to nature.
Are there any other actions your school has taken (not covered above) to support Element 1B?
Civil engineers were engaged prior to the renovation of the exterior grounds to ensure a significant decrease in water runoff. In addition, new playground surfaces are composed of permeable, recirculated material that is safe and environmentally sound.
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.
Our recycling program is strong and the students coordinate through the gathering of all recyclable products from the classrooms. They promote the efforts on our morning announcements and through our communication platform. The Potter Burns Community participates in the Drink Pouches Recycling Program which allows us to recycle these pouches and prevents them from ending up in the landfills. Aluminum Pop tabs are collected and recycled.
The school is looking into implementing a composting system. Students will sort their lunches into trash, compost, and recyclables. All leftover food, paper products and liquids will be composted. The program will significantly reduce the amount of solid waste. Uneaten food that cannot be preserved in the cafeteria is composted by the cafeteria staff.

All classrooms are equipped with a document camera and video projector as well as all student in grade 3 – 5 are 1:1 to significantly reduce the use of paper. Newsletters are sent via ClassDojo. Communication is vetted through ClassDojo and Sky Messenger rather than paper. School lunch menus are provided online.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) **(10)** x number of collections per month **(4)** x percentage full when emptied or collected **(100%)** ($10 * 4 * 100\%$): **4000**

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) **(.25 CY * 8 = 2 cy)** x number of collections per month **(4)** x percentage full when emptied or collected) **50%**: ($2 * 4 * 50\% = 400$)

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 4 cubic yards a month during warmer months (9 months a yr. with longer school calendar) = **0**

Recycling Rate = $((400 + 0) \div (4000 + 400 + 0)) \times 100$: 9.09%

Monthly waste generated per person = $(4000/500)$: 8 cubic yards

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.

Whenever possible, recycled materials and supplies are purchased. For example, we use sugarcane based paper products, and recycled paper products.

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.).

To mitigate the risk of potentially dangerous chemical incidents occurring, all potentially hazardous materials are stored in a metal flammable storage cabinet with a double-wall top, bottom, sides and back and have 1-1/2" air space between inner and outer panels. The cabinet is painted yellow with red lettering with double swinging doors that have a built-in flat key. All panels (inside and outside) are 18-gauge steel. Meets OSHA and NFPA Standards. All surplus technology equipment is not allowed in dumpsters. The equipment is tracked and reported to the technology office. The technology office disposes of this equipment by taking to the local transfer station or by using a state contract recycler. Our science kits are recycled and do not generate any toxic material.

Describe how, and to what degree, the school has reduced/eliminated hazardous waste generation over a measureable baseline. *Include specific waste such as batteries and CFL light bulbs.*

Batteries, oils from snowblower and lawn mowers are brought to the town waste management transfer station.

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

All cleaning products are ECOLOGO Certified products, services and packaging are certified for reduced environmental impact. In addition, high efficiency battery powered walk behind floor scrubbers are used. Trash liners are made of blended recycled material. (Resin: Recycled (Blended LLDPE))

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.

When at all possible, the Potter-Burns purchasing practices promote environmentally preferable ideology.

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

Potter-Burns is installing new "bottle-fill water stations." These record the "water bottles saved" so that students and faculty can see clearly the effect of choosing to refill a bottle instead of drinking from disposable water bottles.
Element 1D: Use of Alternative Transportation
Describe how/whether the school is reducing its transportation energy use through means such as encouraging a) walking or bicycling to and from school, b) expanded school bus use, or c) EV charging stations. Include data and results of the efforts if available.
The Potter-Burns Community renovation project improved the safety and efficiency of the drop-off and pick-up process at schools including encouraging walking, bicycling and carpooling, fresh curb striping and other pavement markings, new signage, separated motor vehicles from pedestrians and bicyclists, one-way streets, temporary use of school grounds as a drop-off and pick-up zone, education, including maps and frequent reminders using school announcements and newsletters and consistent monitoring and enforcement of drop-off and pick-up policies. 90% of students are walkers. The local YMCA afterschool program employs a walking school bus program
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.
First Student, the transportation vendor, utilizes a no school bus idling procedure. First Student works to identify hazardous streets, number of students assigned to routes. Buses don't start until all students have boarded. In addition, communication to parents and families encourage all vehicles to be turned off for loading, unloading or waiting for students except in extreme weather.
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.
The Potter-Burns Elementary schools IPM plan was established as a blueprint of how we manage pests through IPM methods. We contract with a The school IPM plan will state the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan provides a description of how each component of the school IPM policy implemented at the school. The PSD Director of Facilities, John Cote, is designated as the integrated pest management coordinator, in collaboration with the school principal, are responsible for the implementation of the school integrated pest management policy. Records of pesticide use are maintained on site to meet the requirements of the school committee. Pest logs include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized. The Director of Facilities, John Cote, is responsible for timely notification to students, parents or guardians and the school staff of pesticide treatments. Preventive actions include: reducing clutter, sealing areas where pests enter the building (weatherization), removing trash and overgrown vegetation, maintaining clean dining and food storage areas, installing pest barriers, removing standing water and educating building occupants on IPM.
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.
A clean air zone is in the process of implementation. The Clean Air Zone Program is designed to encourage the Potter-Burns Community to turn off their engines instead of idling. No smoking messages are communicated to the PB community through our communication platform. Every three years, our Radon is tested. Carbon Monoxide readers are in all classrooms. Busses practice no idling policy.
Describe the plan and timetable for inspecting and maintaining the school's ventilation systems and all unit ventilators and for ensuring that the systems are clean and operating properly.
All HVAC equipment are inspected semiannually through a warranted service plan. Pawtucket School Department facilities conduct monthly examinations of all equipment.
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.
The recent building renovation included entirely new HVAC system providing the code required fresh air and exhaust through new energy recovery ventilators with full duct distribution throughout the building. In addition, CO2 sensors were installed in each classroom to measure ventilation rate and to increase or decrease as required based on occupancy to balance indoor air quality and energy conservation.
Describe how the school has taken specific and comprehensive actions to prevent exposure to asthma triggers in and around the school.
The Potter-Burns School Improvement team established a multidisciplinary Green team. One of the Green team's objectives is to establish and evaluate an IAQ Management program for our school.
Describe how the school has taken specific steps to protect indoor environmental quality, such as implementing EPA "IAQ Tools for Schools" and/or conducting other periodic, comprehensive inspections of the school facility to: a) identify environmental health and safety issues; and b) take corrective actions.
The Potter-Burns Green Team is adopting the IAQ Tools for Schools Program. The IAQ Tools for Schools Program is a comprehensive set of resources that safeguards and improves school occupant health, comfort, attendance and performance. The district is currently accepting bids for routine HVAC maintenance contacts and filter replacements.
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).
The OSHA Standard training is conducted annually on the first day of school for all employees who could be "reasonably anticipated" to face contact with blood and other potentially infectious materials and/or hazardous substances as a result of performing their job duties.
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.
The energy management system is set so that carbon dioxide (CO2) sensors in each zone control the outdoor air damper for that zone. If background (outdoor) CO2 levels are detected, dampers would remain closed. However, if elevated CO2 levels occur, indicating occupancy, dampers would open until the CO2 levels return to background levels. The use of this on demand controlled ventilation system helps ensure that potential mold problems are significantly reduced, energy costs are reduced, and occupants are protected.
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.
<i>Nutrition and fitness recognition programs (such as USDA's HealthierUS School Challenge and the Governor's Nutrition and Physical Activity Awards Program)</i>
Participant in the RI Governor's breakfast challenge, "Eat. Learn. Succeed" and the President's Challenge Physical Activity & Fitness Awards Program. The Pawtucket School District works closely with its Food Service Management Company (FSMC) to offer affordable, nutritious, and appealing meals in compliance with the District Nutrition Standards included in this policy and current USDA guidelines. All food served as part of the School Breakfast Program, the National School Lunch Program including its after school snack component meet both the USDA Requirements for Federal School Meals Programs as well as the Rhode Island State Nutritional Requirements (RINR). The Child Opportunity Zone which takes place before and after school integrates SPARKs into the program.
<i>A "farm to school" program to use local, fresh food and/or a food purchasing programs identified as "environmentally preferable"</i>
We participate in the URI Fresh Fruit and Vegetable Program. The intent of the program is to expose children to various fruits and vegetables and to encourage them to eat them more often. Fresh fruit and/or vegetables are delivered to our school three days a week for all student as snacks.
<i>On-site garden that may supply food for students in the cafeteria or to the community</i>
The Potter-Burns Community is establishing a community garden where students become responsible caretakers. They have an opportunity to engage in agricultural practices on a small scale, learning about the responsibilities and impacts of land cultivation.
<i>UV protection and skin health promotion, such as the EPA's "Sunwise" Program</i>
The Potter-Burns School Improvement Team is researching the SunWise School Program as an environmental and health education program that aims to teach children and their caregivers how to protect themselves from overexposure to the sun.
Describe the school's practice related to physical education and whether they meet or exceed state guidelines and minimum requirements.
We support Physically Active Lifestyles through Quality Physical Education as promulgated by the Rhode Island department of education with 90 minutes of Health/Physical Education classes each week.
Describe the type of outdoor education, exercise, and recreation activities available to students.
Girls of the Run, 20 minutes of outdoor recess daily, Yoga, Soccer, Get Up & Go Program. In addition, some components of the Spark program are implemented in before and after school programs which engage students in providing career exploration and self-discovery opportunities that help students understand, experience and pursue what's possible. GoNoodle helps teachers and parents get kids moving with short interactive activities. Desk-side movement helps kids achieve more by keeping them engaged and motivated throughout the day.
Describe the school's efforts and progress to improve <u>staff</u> wellness in the areas of nutrition and increased physical activity.
The Pawtucket School Department partners with Coastline EAP in creating a productive and healthy workplace. Coastline offers high quality EAP services and professional training from clinicians who provide unlimited, confidential consultation for employees and their family members 24 hours a day. Potter-Burns is aligned with the new district policy to promote water consumption in both students and faculty in order to support healthy habits. Potter-Burns will be installing a new "bottle-fill water station" so that students and faculty have access to cold filtered water making this option more attractive.
Are there any other actions your school has taken (not covered above) to support Element 2B?

Potter-Burns will be working to encourage more water consumption through education, reminders to bring water bottles to lunch, and PTO reusable water bottle sales. For events, students will be encouraged to remember to bring their reusable water bottles instead of distributing disposable drinks as has been past practice.
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.
The Potter-Burns partners with Coastline EAP, Hasbro, Junior Achievement of RI, No Bully, RI Foundation, Kids Link, Aramark, and RIDE which focus on nutrition, fitness, financial literacy, and safety.
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.
The Pawtucket School Committee Wellness Committee and PSD Administration believes that health and wellness education are important components of a community to encourage, promote, and support school and administrative staff health and wellness. As such, a Wellness Policy was created. The purpose of this Wellness policy is to set forth the District's goals and expectations relative to wellness by providing a healthy environment where students can consume nutritious meals, snacks and beverages; get regular physical activity; and learn the importance of lifelong healthy behaviors. This policy also adheres to all federal and state mandates relative to the wellness of students and staff.
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.
Potter Burns employs a full time school nurse who facilitates positive student responses to normal development; promotes health and safety; intervenes with actual and potential health problems; provides case management services; and actively collaborates with the community to build student and family capacity for adaptation, self-management, self-advocacy, and learning as recommended by the National Association of School Nurses. In addition, Potter Burns employs a full time social worker, who is skilled in a specialized field of practice devoted to school-age children and families in an educational host environment. The school social worker wears many hats including truancy officer, case manager, student and parent advocate, student mediator, counselor, Solution Coach, and distributor of resource.
Describe how the school addresses and implements comprehensive programs to support student mental health and positive school climate (e.g., anti-bullying programs, peer counseling, etc.).
The Potter-Burns elementary school partakes in the No Bully System to guide our community in how to prevent and respond to bullying. The four step program begins with building a culture where every students is accepted for who they are. Secondly, all teachers and staff are trained to interrupt student disrespect and aggression and refer ongoing incident of bullying or harassment to the Solution Coach. The Solution Coach convenes a Solution Team of students to bring the bullying to an end and follows up with the students stuck in the role of bully or target. In addition, the school social worker delivers a 30 minute Second Step lesson to all kindergarten and first grade classrooms. The evidence-based Second Step Program integrates social-emotional learning (SEL) into the classroom. The Second Step curriculum decreases problem behaviors, and promotes school success, self-regulation, and safety and support for students. Lastly, we provide lunch bunch for groups of students throughout the week to which is an informal meeting time with students where we accomplish some very formal and targeted goals. Student of the Month, Principals Student of the Month, Writer of the Month, Superflex, Zones of Regulation, Social Thinking. Risk Assessments protocol and connection with Kids link crisis referral system. All components of a strong Multi-Tiered System of Supports.

Are there any other actions your school has taken (not covered above) to support Element 2C?
Connected with the push for increased water consumption, Potter-Burns, starting in the 2018-2019 school year, will be limiting offerings of both juice and flavored milk with the school lunch. This will help to limit sugar in our students' diets while also supporting water as a healthier option. The new school policy will limit juice to only two times per week. On the days that the students do not take juice at breakfast, the school lunch provider will instead have the student take a whole fruit option, which is a healthier way for our students to begin their day. At lunch, flavored milk will be limited as well to encourage plain milk and water consumption.

Pillar 3: Providing Effective Environmental and Sustainability Education
Element 3A: Shared Responsibility for Environmental Learning
Describe the school's focus on environmental literacy specifically reflected through school-wide practices and programs, lesson planning, and/or school curriculum documents.
The Full Option Science System (FOSS) throws open the classroom door and proclaims the entire school campus to be the science classroom. Students take regular excursions outside with their scientific notebooks to apply things they learned in the classroom to novel situations. Students transfer knowledge of scientific principles to natural systems. Students develop comfort in the outdoors, followed by a desire to embrace, understand, and protect our natural systems. FOSS is aligned with the Next Generation Science Standards.
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 embed active investigations in our instructional practices as much as possible. Active investigation are vigorous and productive throughout the Potter-Burns community where students are actively involved in recycling programs, fitness based activities, researched based practices, and wellness programs.
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.
Potter-Burns School Improvement Team is reviewing the Rhode Island School as Tool protocol as a potential guide to integrate sustainability through curriculum, campus, and community. In addition, the principal informed all students, faculty, parents and community members of the state of the art HVAC and lighting systems at the orientation.
Describe educators' use of outdoor spaces around the school and community to enhance the curriculum.
Potter-Burns outdoor learning spaces include pathways, play structure areas, proposed gardens, sandy spaces, seating areas of various sizes, ball fields, dramatic play areas, and covered wooded areas. Potter-Burns makes use of On-campus and Off-campus trips during class time. Students visit the local Biomes, Slater Park Mill, Audubon Society, Mystic Aquarium, Roger Williams Zoo, and Slater Park. Our second graders raise butterflies and create a butterfly garden where the raised butterflies are released. A soccer sized field is used to promote physical activity as well as a 21st century playground filled with innovative and creative play structures.
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.
Mystic Aquarium visit the 3 rd grade classrooms to instill fun active learning with hands-on investigations of live animals and rare biofacts. The program inspires scientific literacy and inquiry, encouraging students to think critically and creatively while promote interest and understanding of STEAM with hands-on applications of science aligned with the Next Generation Science Standards (NGSS).

The Mad Scientist visits our fourth grade classrooms using a technique of hands-on, inquiry based, FUN learning, to spark an interest in science to our students. This years focus addressed minerals and electricity
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. <i>Include quantifiable measures, indicators, or benchmarks of progress toward environmental literacy and/or environmental proficiency where available.</i>
The FOSS assessment system includes both formative and summative assessments. Formative assessments, called embedded assessment, monitor learning during the process of instruction. They measure progress, provide information about learning, and are generally diagnostic. Summative assessment looks at the learning after instruction is completed, and it measures achievement. Benchmark assessments are short summative assessments given at the end of each investigation.
Describe the school's professional development in environmental and sustainability education that is encouraged or offered to teachers. <i>Provide examples of these professional development opportunities teachers have participated in if possible.</i>
All educators are given professional development through district instructional coaches who provide oversight, guidance, and direction. Professional development is implemented during the professional learning community time scheduled weekly.
Are there any other actions your school has taken (not covered above) to support Element 3A?
N/A
Element 3B: Use of the Environment and Sustainability to Develop STEM Content
<u>For a secondary school:</u> Describe how, and to what degree, the school makes available environment-related courses and measures (e.g., AP Environmental Science, International Baccalaureate Environmental Systems; and postsecondary dual enrollment courses, etc.). <i>Include student outcome measures and program enrollments as appropriate.</i>
Provide response here.
Describe how the school uses sustainability and the environment as a context or theme for connecting/learning STEM thinking skills and content knowledge.
Through our Engage New York, Empower Pawtucket ELA and Full Option Science System curricula our students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.
Describe the school use of sustainability and the environment as a context for connecting and learning green technologies and career pathways.
Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment through various content, to understand the structure, components, and processes of natural and human-built environments. The purpose of environmental themed based curricula is to enable students to make decisions and take actions that create and maintain an optimal relationship between themselves and the environment, and to preserve and protect the unique natural resources of Rhode Island, especially with 400 miles of coast line.
Describe how the school's environmental and sustainability focus supports an age-appropriate understanding of natural systems.
The Environmental Studies Collection, part of our American Reading Company curricula, assembles the best books on a wide range of topics including global warming, water conservation, endangered animals, pollution, recycling, and alternative energy sources. With reading levels ranging from first through twelfth

grade, this collection gives all of our students the opportunity to take the first step towards a brighter, more sustainable future. (American Reading Company, 2018)
Are there any other actions your school has taken (not covered above) to support Element 3B?
Element 3C: Development and Application of Civic Knowledge and Skills
Describe the school's emphasis on outdoor learning as a tool to: a) teach an array of subjects in context; b) engage the broader community; and c) develop important civic skills.
A substantial body of research and evidence points to a diverse range of positive outcomes for learners of all ages, including personal, social, educational, developmental and health outcomes when learning takes place outdoors. As such, the Potter-Burns School Improvement Team is researching the Natural Connections project for guidance on the factors they found to be particularly important for outdoor learning to thrive in schools.
Describe: a) how/whether, and to what degree, the school promotes and encourages students to conduct class or individual, age-appropriate, civic/community engagement projects; and b) the important outcomes that have been achieved (using data as appropriate).
In August of 2017, Hasbro volunteers created a 50-yard decorative stone gravel walkway linking our old front door steps to a side entrance. The innovative and creative walkway provided access to the original granite front steps which was recreated into an amphitheater like outdoor stage where educators and students can learn outdoors. In addition, administration encourages educators to utilize the outdoors as weather permits as much as possible.
Describe the innovative practices and/or partnerships the school promotes and participates in to support environmental and sustainability education.
The Potter Burns Community participates in the Drink pouches recycling program which allows us to recycle these pouches and prevents them from ending up in the landfills. Aluminum Pop tabs are collected and recycled. The science curriculum is based on Environment-Based Education and uses the campus as a learning laboratory.
Describe how, and to what degree, the district's environmental and sustainability education efforts have shown growth in academic achievement among students over time. <i>Include data as applicable.</i>
N/A
Are there any other actions your school has taken (not covered above) to support Element 3C?
N/A

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.

The Potter-Burns Community participated in the Be Fearless/Be Kind Campaign, Hasbro's new signature philanthropic initiative. It is designed to inspire and empower kids to have the compassion, empathy, and courage to stand up for others and be inclusive throughout their lives.

Potter-Burns enacted over 10,000 Acts of Kindness. Our [video](#).

In addition, this is our, "[We are Potter-Burns!](#)" video.