



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

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

U.S. Department of Education Green Ribbon Schools

Name of Principal: Dr. Andrew Anderson

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

Official School Name: Barrington Middle School

(As it should appear on an award)

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

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

Date: 2-3-21

(Principal's Signature)

Andrew Anderson
Principal's Signature

Name of Superintendent: Michael Messoro

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

District Name:

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

Date: 2-3-21

Michael Messoro
Nominating Authority's Signature



(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: Angélica Infante-Green, 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.

Name of Nominating Authority: _____ Date: 2-25-2021
(Nominating Authority's Signature)

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: 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.

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 February 1, 2021 to joseph.dasilva@ride.ri.gov.** We will select nominees and submit them to the U.S. Department of Education by February 15, 2020.

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:	Barrington Middle School	District Name:	Barrington Public Schools		
Street Address:	261 Middle Highway				
Facebook Page:		Website:	https://www.barringtonmiddle.org/o/middle-school		
School Principal Information					
Name:	Andrew Anderson	Phone:	(401) 247-3160	E-mail:	andersona@barringtonschools.org
Principal Signature*:	Andrew Anderson				
Superintendent Information					
Name:	Michael B. Messoré III	Phone:	(401) 245-5000	E-mail:	messorem@barringtonschools.org
Superintendent Signature*:	Michael B. Messoré III				
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"/> Public	<input type="checkbox"/> Urban			
<input type="checkbox"/> Elementary (PK-5 or 6)	<input type="checkbox"/> Private/Independent	<input checked="" type="checkbox"/> Suburban			
<input type="checkbox"/> K-8	<input type="checkbox"/> Charter	<input type="checkbox"/> Rural			
<input checked="" type="checkbox"/> Middle (6-8 or 9)	<input type="checkbox"/> Magnet				
<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 type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
% Receiving Free and Reduced Price Lunch:	6.1	% Limited English Proficient:	1.9 (district)		
School Enrollment/Graduation/Attendance					
Total Enrolled:	839	Graduation Rate: (district)	98	Attendance Rate: (BMS/BHS)	96
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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Program(s) and level(s) achieved:	EPA ENERGY STAR Portfolio Manager		
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

Barrington Middle school has been designed for young learners from 6th grade through 8 grade. The Barrington School Department has taken a comprehensive approach in incorporating green technologies, programs and philosophies into the facility.

Pillar I: Reduce environmental impact and costs.

- Barrington middle school participates in the Barrington School Departments' plan to manage energy use through the use of EPA Energy Star Portfolio Manager. Barrington Middle School achieves a 40.1% energy savings percentage above the IEEC 2009 baseline requirements. Although the middle school does not have any renewable sources of energy, an energy model has been simulated using Carrier Hourly Analysis Program Version 5.11 in accordance with IEEC 2009 requirements. The school utilizes high efficiency fixtures. Water closets equipped with 1.1 gallon per flush meters, urinals are equipped with 0.125 gallon per flush meters, bathroom lavatories are equipped with 0.35 GPM aerators, Break Room sinks are equipped with 0.5 GPM aerators and showers equipped with 1.5 GPM shower heads. In addition, appliances qualify for EPA/DOE Energy Star program labeling program.
- At the exterior of the middle school, the planting palette was developed using durable native plantings and that will flourish in the project sites location without heavy maintenance such as pruning weeding and mowing beyond establishment. The plants chosen do not depend on a built irrigation system and can survive with typical seasonal rains beyond establishment. In addition, Storm water runoff from the school site was reduced utilizing low impact development best management practices that included rain gardens and sand filters.

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

- 100% of the districts use of paper is made from wood that came from a certified managed forest. All potentially hazardous materials are either kept in locked metal cabinets or in the locked maintenance shop.
- Student transportation on site comes in many forms including school buses, cars and bicycles. A large effort is made to encourage the use of walking and biking to school from the surrounding neighborhoods. Barrington Middle School students are known for their high percentage of bikers to school in all seasons. In order to continue and further encourage this attribute, a project was designed for safe bike transportation routes from multiple entrance points around the site. Bike signage, bike parking, lighting, and wide bike paths were designed to increase the safety and awareness of bicycle use for students at the new school. Four EV parking spaces are provided in close proximity to the main school entrance and athletic fields. The school building committee also conducted a post construction traffic study to further evaluate improvements to enhance pedestrian and bicycle access. The Town of Barrington continues to expand its Safe Routes to School and has taken on projects making small but impactful connections from the school property to local bikeways.

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

- The school has empowered students to take an active role in environmental literacy. Environmental literacy modules are included in all three grade levels. Sustainability and environmental concepts are woven throughout the three years of middle school science. They are also evident in interdisciplinary close reads that focus on the students' deep understanding of the environment from a current events and scientific lens. BMS used the School as Tool program through RIDE's School Building Authority to communicate to our students during the build. We also found learning opportunities including construction, energy efficiency and sustainability. We created outdoor classrooms to allow instruction to occur outdoors. We abut to wetlands that our science classes use for learning spaces. We are also looking at developing community gardens in the middle school. In addition, we look at community impact problems.
- BMS has a parent as partners program. Parents with expertise in climate and environment come in and work with our students on environmental and sustainability issues. BMS uses the Common Core Standards and the NGSS Standards to develop all of our rubrics and assessment criteria. In addition, we use Deep Learning Rubrics from NPDL on global citizenship to provide feedback. The middle school has promoted STEM thinking skills and content knowledge in the core classes and elective classes. Our students engage in computer sciences, programming, STEM technologies, robotics, and design studio. We use design thinking and engineering principles across all core course and elective areas. BMS considers its elective programs as program feeders for the high school career pathways. These include STEAM Studio, FAB Lab, T.V. Production Studio, Digital Literacy and Entrepreneurial Design. These programs feed into CTE STEM, CTE Pre-Engineering, CTE Architecture, CTE Computer Science, and CTE T.V. Production at the high school. Innovative practices at the middle school include the fact that the school partners with the Barrington Community Farm as one way to promote and participate in environmental and sustainable education. In addition, BMS partners with New Pedagogies for Deep Learning: A Global Partnership which focuses on global citizenship education. Each year, we work with Crossroads on human impact projects.

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 district uses EPA Energy Star Portfolio Manager.
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>
To demonstrate a reduction in energy use from an initial baseline, an energy model has been simulated using Carrier Hourly Analysis Program Version 5.11 in accordance with IEEC 2009 requirements. The energy model demonstrates that the school achieves a 40.1% energy savings percentage above the IEEC 2009 baseline requirements.
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>
The district uses EPA Energy Star Portfolio Manager to track energy use as well as monitoring of energy through the school’s Building Management System.
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>
The school does not have a renewable energy source.
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.
To verify that the school achieves improved energy conservation that meet “CHPS” standards, an energy model has been simulated using Carrier Hourly Analysis Program Version 5.11 in accordance with IEEC 2009 requirements. The energy model demonstrates that the school achieves a 40.1% energy savings percentage above the IEEC 2009 baseline requirements.
Are there any other actions your school has taken (not covered above) to support Element 1A?
no
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. <i>Include data if available on baseline and current water usage (gallons per occupant), percentage reductions, and years.</i>
The Barrington Middle School utilizes high efficiency plumbing fixtures in order to minimize water consumption and reduce the burden on the public water supply. The plumbing fixtures selected for the project are intended to reduce water consumption by greater than 30% beyond a typical code required design. The school utilizes high efficiency fixtures. Water closets equipped with 1.28 gallon per flush meters in lieu of baseline 1.28 gallon per flush. Urinals are equipped with 0.125 gallon per flush meters in lieu of baseline 1.0 gallon per flush. All bathroom lavatories are equipped with 0.35 GPM aerators in lieu of baseline 0.5 GPM. All Break Room sinks are equipped with 0.5 gallon per minute restricting faucets in lieu of 2.2 GPM. Showers equipped with 1.5 GPM shower head in lieu of 2.5 GPM.
Describe school’s water-conserving efforts, including fixtures and appliances (e.g., waterless urinals, dual flush toilets, etc.) and school cultural practices.
The school utilizes high efficiency fixtures. Water closets equipped with 1.1 gallon per flush meters, urinals are equipped with 0.125 gallon per flush meters, bathroom lavatories are equipped with 0.35 GPM aerators,

Break Room sinks are equipped with 0.5 GPM aerators and showers equipped with 1.5 GPM shower heads. All appliances qualify for EPA/DOE Energy Star program labeling program.

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.

The planting palette was developed using durable native plantings and that will flourish in the project sites location without heavy maintenance such as pruning weeding and mowing beyond establishment. The plants chosen do not depend on a built irrigation system and can survive with typical seasonal rains beyond establishment.

Plant types were located accordingly in dry and wet parts of the site depending on the grading and drainage design and based on the plant's wet feet capability. The plants chosen for the bio retention areas will create a natural filtration system for the storm water runoff. The plants will also battle erosion once established with its root systems, especially on sloped areas.

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

Storm water runoff from the school site was reduced utilizing low impact development best management practices that included rain gardens and sand filters. The following summarizes the reduction in the peak runoff rate from these improvements:

Peak Runoff Rate			
Pre-Construction Conditions		Proposed Conditions following Construction	
1-year storm:	16.6 CFS	1-year storm:	12.6 CFS
10-year storm:	35.8 CFS	10-year storm:	26.4 CFS
100-year storm:	81.8 CFS	100-year storm:	57.9 CFS

Plant types were located accordingly in dry and wet parts of the site depending on the grading and drainage design and based on the plant's wet feet capability. The plants chosen for the bio retention areas will create a natural filtration system for the storm water runoff. The plants will also battle erosion once established with its root systems, especially on sloped areas.

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

All water services to the middle school building from the Bristol County Water Authority water main in Lincoln Avenue comply with AWWA standards at the time of construction. The domestic water service is an HDPE service with no lead welds or pipes.

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.

Outdoor classrooms were designed and constructed in multiple areas of the site surrounding the school. The design was based on usable space for a classroom as well as taking advantage of local ecological features. One feature is the existing wetlands to the east of the school. An outdoor classroom was placed in the vicinity for easier access. Rain gardens were developed to capture storm water and with the use of native plantings the system will provide filtration, habitat and seasonal interest for students to enjoy and learn about. The

percentage of school grounds dedicated to school gardening, rain gardens and habitat creation is approximately 30%.
Are there any other actions your school has taken (not covered above) to support Element 1B?
no
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. <i>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.</i>
The School currently recycles paper and mixed recyclables. Composting which is managed by volunteers has been temporarily put on hold for now because of COVID-19.
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.
100% of the districts use of paper is made from wood that came from a certified managed forest
Describe the school's efforts in storing/maintaining an inventory of potentially hazardous materials used in various programs, if any (e.g., science, art, maintenance, cleaning, pest control, etc.).
All potentially hazardous materials are either kept in locked metal cabinets or in the locked maintenance shop.
Describe how, and to what degree, the school has reduced/eliminated hazardous waste generation over a measurable baseline. <i>Include specific waste such as batteries and CFL light bulbs.</i>
This building has no CFL light bulbs. Batteries are recycled at the town recycling center.
Describe the school's green cleaning custodial practices, including green cleaning products, services, advanced equipment, and/or policies.
We use all Green Seal cleaning chemicals. We use no aerosols or chemicals with a strong fragrance.
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.
The district solicits bids for and uses green chemical in all of our cleaning practices.
Are there any other actions your school has taken (not covered above) to support Element 1C?
no
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. <i>Include data and results of the efforts if available.</i>
Student transportation on site comes in many forms including school buses, cars and bicycles. A large effort is made to encourage the use of walking and biking to school from the surrounding neighborhoods. Barrington Middle School students are known for their high percentage of bikers to school in all seasons. In order to continue and further encourage this attribute, a project was designed for safe bike transportation routes from multiple entrance points around the site. Bike signage, bike parking, lighting, and wide bike paths were designed to increase the safety and awareness of bicycle use for students at the new school.

<p>Four EV parking spaces are provided in close proximity to the main school entrance and athletic fields.</p> <p>The school building committee also conducted a post construction traffic study to further evaluate improvements to enhance pedestrian and bicycle access.</p> <p>The Town of Barrington continues to expand its Safe Routes to School and has taken on projects making small but impactful connections from the school property to local bikeways.</p>
<p>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.</p>
<p>The project includes no idling signs at the loading area in front of the main entrance to the middle school building. There is also a District no idling policy prohibiting the practice. The Town of Barrington continues to expand its Safe Routes to School and has taken on projects making impactful connections to the school property. These include sidewalk connections from the middle school to the East Bay bike path and sidewalks between the middle school and the Primrose Hill elementary school. The middle school also includes a lighted sidewalk connection to the Roberta Plat neighborhood. Additionally, the School has way finding signage for bicycles and includes in excess of 120 bicycle racks.</p>
<p>Are there any other actions your school has taken (not covered above) to support Element 1D?</p>
<p>no</p>

<p>Pillar 2: Improving the Health and Wellness of Students and Staff</p>
<p>Element 2A: Integrated School Environmental Health Program</p>
<p>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.</p>
<p>Our Integrated Pest Management plan was implemented and has been in place since 2002 in accordance with EPA guidelines.</p>
<p>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.</p>
<p>The building has carbon monoxide detection in every classroom that monitors levels and adjusts the amount of outside air being delivered to each space. There is no asbestos in this building. The building has an active radon mitigation system and is inspected for radon levels regularly.</p>
<p>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.</p>
<p>The building is constantly being monitored through the maintenance control room at BMS. All systems are inspected biannually, at a minimum.</p>
<p>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.</p>
<p>Ventilation calculations have been performed to provide outside air rates in accordance with ASHRAE Standard 62.1-2010 and the International Mechanical Code, as a minimum. All occupied areas will be</p>

designed to maintain 800 PPM carbon dioxide maximum and the central air handling units are provided with outdoor air measurement sensors with alarms to ensure the proper ventilation rates are provided.
Describe how the school has taken specific and comprehensive actions to prevent exposure to asthma triggers in and around the school.
Ventilation calculations have been performed to provide outside air rates in accordance with ASHRAE Standard 62.1-2010 and the International Mechanical Code, as a minimum. All occupied areas will be designed to maintain 800 PPM carbon dioxide maximum and the central air handling units are provided with outdoor air measurement sensors with alarms to ensure the proper ventilation rates are provided.
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.
All inspections are done using EPA "Tools for Schools" protocols.
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).
We use all green cleaning chemicals and chemicals such as paint and fuel are stored and secured safely away from staff and students.
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.
Our BMS system monitors carbon monoxide and humidity and we receive alarms if any readings detect anything outside of tolerance.
Are there any other actions your school has taken (not covered above) to support Element 2A?
no
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>
The District and school has a very active Wellness Committee that frequently sets standards for food service that exceed state and Federal guidelines.
<i>A "farm to school" program to use local, fresh food and/or a food purchasing programs identified as "environmentally preferable"</i>
BMS works closely with Chartwells, the organization that provides our breakfast and lunch program for our schools. Chartwells is an active member of our Health and Wellness Committee. Throughout the school year, Chartwells works with local farms to purchase and incorporate farm to table food options when available. Chartwells creates campaigns so that families, staff, and students are aware when these operations and celebrations of local food sources occur. It is extremely popular.
<i>On-site garden that may supply food for students in the cafeteria or to the community</i>

<p>We do not currently have an onsite garden. We are looking to design one in the future. Currently we work with the Barrington Community Garden. We already have smaller gardens at our elementary schools that provide food to the cafeteria and the community and plan to expand that model to the middle school.</p>
<p><i>UV protection and skin health promotion, such as the EPA's "Sunwise" Program</i></p>
<p>School nurses provide annual reminders about UV protection and skin health prevention. This is also a topic in our health curriculum. Staff and students are encouraged to wear sun protection as we have incorporated daily fresh air breaks into our routine for all students and staff throughout the day.</p>
<p>Describe the school's practice related to physical education and whether they meet or exceed state guidelines and minimum requirements.</p>
<p>Our 6th grade program exceeds the state guidelines and minimum requirements, while the 7th and 8th grade meets the guidelines and minimum requirements. The students followed a curriculum that incorporates sports, movement, and safety for a minimum of 100 minutes per week. To the extent practicable, physical education occurs outside and involves running, soccer, tennis, field hockey, tag football, etc. In the colder months, students play volleyball, floor hockey, basketball and aerobics. The school also has a fitness room with tension rods, stationary bikes, yoga mats and aerobic dance space which are incorporated into the program and curriculum design.</p>
<p>Describe the type of outdoor education, exercise, and recreation activities available to students.</p>
<p>The middle school offers field space for football/flag football, field hockey, soccer, baseball/softball, basketball, tennis, track and field. There is also space for outdoor yoga and aerobic exercise.</p>
<p>Describe the school's efforts and progress to improve <u>staff</u> wellness in the areas of nutrition and increased physical activity.</p>
<p>All students and staff are provided opportunities to take walking breaks outdoors daily. In addition, the Health and Wellness Committee provides staff with wellness and physical activity best practices. All staff were trained in RULER from Yale University, which is a program that focuses on mindfulness and emotional intelligence. Finally, Barrington has partnered with the Rhode Island Interlocal Trust to provide health and wellness activities to staff. Each month staff are provided with a calendar of events, activities, and challenges that range from walking challenges, water challenges, yoga, group and individual exercise, to courses on nutrition, cooking, and mental health.</p>
<p>Are there any other actions your school has taken (not covered above) to support Element 2B?</p>
<p>The administration at the middle school provides staff and students with mindful minutes and recognition to support the health and well-being of its entire community.</p>
<p>Element 2C: Coordinated School Health, Mental Health, School Climate, and Safety</p>
<p>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.</p>
<p>Barrington Middle School has a wide array of partnerships to help improve the health and well-being of students and staff.</p> <ul style="list-style-type: none"> ● A partnership with Yale University to promote the emotional well-being of all staff through the RULER program. ● A partnership with the Bay Team (Prevention Coalition) to focus on student well-being and substance abuse prevention

<ul style="list-style-type: none"> ● A partnership with Community Center Action Program to support connections within the community agencies that target health and wellness ● A partnership with Shri Yoga to provide staff with access to free yoga lessons ● A partnership with the Rhode Island Interlocal Trust to provide staff with free lessons, resources, and activities for mental health, nutrition, and fitness ● A partnership with the Barrington Police to provide student education on cyber safety and bike safety ● A partnership with RIDOH and EDOC to provide safe learning environments in the time of COVID
<p>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.</p>
<p>Barrington Public Schools has a very active Health and Wellness Committee that has developed strong wellness policies, including a comprehensive Health and Wellness Policy. The committee meets monthly as a whole group and the subgroups meet more regularly to analyze policies and practice and to recommend changes. The committee is made up of a parent and staff member from each school, a member of Chartwells, a member of the Bay Team, a member of the Trust, a member of the Rhode Island Healthy Schools Coalition, as well as the head of nursing and health/PE, and central administration.</p> <p>In addition to the Health and Wellness Committee, BPS has a Social Emotional Learning Advisory Committee and a Social Emotional Learning Task force. These groups look at K-12 SEL curriculum, practices, and screeners. The groups are led by the Director of Pupil Personnel and includes educators, parents, administrators and experts in the field of mental health and well-being. The Advisory meets monthly with the task force meeting more frequently. The groups analyze student data and make program and policy recommendations to the school committee.</p>
<p>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.</p>
<p>The school has a full-time nurse. With the onset of COVID, we added a float nurse and a CNA to support the health and wellness needs in the building. The nurse works with the district physician to implement standing orders and receives significant professional development to ensure that best practices are in place. In addition to a full-time nurse, we have a full-time psychologist in place for the mental health aspects of student needs.</p>
<p>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.).</p>
<p>The middle school employs a school counselor for each grade (3), a psychologist, and a social worker. These professionals provide direct lessons during advisory for all students. The lessons include making positive choices, anti-bullying lessons, school climate and culture, and social-emotional wellbeing. The counseling staff also provide small group and individual counseling and sessions for students identified in need. The groups are based on different needs such as a grief group, a social skills group, etc.</p>
<p>Are there any other actions your school has taken (not covered above) to support Element 2C?</p>
<p>no</p>

<p>Pillar 3: Providing Effective Environmental and Sustainability Education</p>
<p>Element 3A: Shared Responsibility for Environmental Learning</p>

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

The school has empowered students to take an active role in environmental literacy. Due to student campaigns, we removed plastic trays and straws from the cafeteria, implemented a recycling and composting program, and cut down on paper consumption.

Environmental literacy modules are included in all three grade levels. With the adoption of the U.N. Sustainable Development Goals and Deep Learning Competencies, students engage in project-based learning that involves positive environmental impact or helps the community. Some examples of the Deep Learning Projects include building earthquake proof structures in the 6th grade, evaluating objects that are made from synthetic materials and developing ways to use sustainable materials and the overall impact on the environment in grade 7, and a UNSDG project in grade 8 where the students get choice in addressing the area of global impact. Projects also include monitor data and developing conclusion and solutions for areas such as marine life and shark populations.

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.

Because we have adopted the U.N. Sustainable Development Goals we have integrated environmental sustainability concepts throughout its instructional program and across subject areas and grade levels. These concepts are key to our Deep Learning value of "engage the world to change the world".

We have developed a Youth for Climate Action Group and the students co-designed lessons with faculty. The group is now designing lessons that can be implemented during our Advisory Program. The group also uses the school monitors to remind students and staff of climate change and what we can do to be more mindful as a school community.

Sustainability and environmental concepts are woven throughout the three years of middle school science. They are also evident in interdisciplinary close reads that focus on the students' deep understanding of the environment from a current events and scientific lens.

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.

BMS used the School as Tool program through RIDE's School Building Authority to communicate to our students during the build. We also found learning opportunities including construction, energy efficiency and sustainability.

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

We created outdoor classrooms to allow instruction to occur outdoors. We abut to wetlands that our science classes use for learning spaces. We are also looking at developing community gardens in the middle school. In addition, we look at community impact problems. For example, we were struggling with bike safety. The students identified speeding as one of the areas of concern. They learned how to measure speed, they set up speed traps, and then engaged in a community outreach program to educate the town on the speeding issues. As a result, speed monitors were installed throughout the town by the police.

Another example of outdoor learning occurred in our math classes. Students used under water tools similar to GPS and Sonar to measure the impact of use and climate change on the floor bottoms of local water systems.

<p>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.</p>
<p>BMS has a parent as partners program. Parents with expertise in climate and environment come in and work with our students on environmental and sustainability issues. Connected to this, we have a career day in which careers in sustainability are core. We also have a global classroom that we use to communicate and live stream with environmental agencies and experts across the globe. Finally, our entrepreneur teacher engages in a UNSDG project in which student’s up cycle and learn about recycling and environmental impact. Students engage in a shark tank to sell their project and the reasons why it helps the environment. Students annually take tours of the landfill and the recycling center to see the impact of waste on the environment.</p>
<p>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></p>
<p>BMS uses the Common Core Standards and the NGSS Standards to develop all of our rubrics and assessment criteria. In addition, we use Deep Learning Rubrics from NPDL on global citizenship to provide feedback.</p> <p>Students engage in Plan Do Study Act to write their goals aligned with the standards, create a plan, monitor their progress, and reflect on where they are on the mastery of these standards.</p>
<p>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></p>
<p>BMS has spent significant time on professional learning in the area of the U.N. Sustainable Development Goals. In addition, teachers have participated in offerings through URI and RIDE on environmental sustainability education. The District funds these opportunities and provides professional credits for attendance. Common Planning Time is utilized for implementation.</p>
<p>Are there any other actions your school has taken (not covered above) to support Element 3A?</p>
<p>N/A</p>
<p>Element 3B: Use of the Environment and Sustainability to Develop STEM Content</p>
<p>For a secondary school: Describe how, and to what degree, the school makes available environment-related courses and measures (e.g., AP Environmental Science, International Baccalaureate Environmental Systems; and postsecondary dual enrollment courses, etc.). <i>Include student outcome measures and program enrollments as appropriate.</i></p>
<p>BMS is a middle school and all students are enrolled in 6th, 7th, and 8th grade science that incorporates environmental standards and coursework.</p>
<p>Describe how the school uses sustainability and the environment as a context or theme for connecting/learning STEM thinking skills and content knowledge.</p>
<p>The middle school has promoted STEM thinking skills and content knowledge in the core classes and elective classes. Our students engage in computer sciences, programming, STEM technologies, robotics, and design studio. We use design thinking and engineering principles across all core course and elective areas.</p>
<p>Describe the school use of sustainability and the environment as a context for connecting and learning green technologies and career pathways.</p>

BMS considers its elective programs as program feeders for the high school career pathways. These include STEAM Studio, FAB Lab, T.V. Production Studio, Digital Literacy and Entrepreneurial Design. These programs feed into CTE STEM, CTE Pre-Engineering, CTE Architecture, CTE Computer Science, and CTE T.V. Production at the high school.
Describe how the school's environmental and sustainability focus supports an age-appropriate understanding of natural systems.
Natural systems are an integrated component of the 6, 7, and 8 th grade curriculum.
Are there any other actions your school has taken (not covered above) to support Element 3B?
no
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.
<p>A) As noted above BMS uses the outdoors to teach an array of subjects in context. For example, math studies the floors of the water systems, science studies the speed of cars and wetlands, English Language Arts and Art investigate the beauty inherent in nature as some examples of this.</p> <p>B) In the example of bike safety and speeding, the middle school engaged the entire town and the police department. In community engagement and career day, the same can be said. There are just two examples of a practice of community engagement that is widespread at BMS.</p> <p>C) There are many overlaps in these areas. Engaging the town manager and police in the speeding project is one example. However, even more important is the integration of the U.N Sustainable Development Goals throughout the curriculum.</p>
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).
To a great extent, the school promotes and encourage students to conduct civic and community engagement projects. As noted, the UNSDGs re core to this. Each cluster and each grade conduct these projects and uses the projects to inform others. As a result of these projects some outcomes are: removal of plastic trays and straws from all schools, composting at BMS, increased recycling, decreased paper consumption, the provision of socks and coats to homeless shelters, the donation of food products to TAP-in (providing direct assistance to residents of Barrington, Bristol, East Providence and Warren), the partnership with urban schools, and the incorporation of speed monitors throughout town.
Describe the innovative practices and/or partnerships the school promotes and participates in to support environmental and sustainability education.
The school partners with the Barrington Community Farm as one way to promote and participate in environmental and sustainable education. In addition, BMS partners with New Pedagogies for Deep Learning: A Global Partnership which focuses on global citizenship education. Each year, we work with Cross Roads on human impact projects.
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.
This is a difficult area to measure using standardized measure due to the disruption in state testing the past few years. However, we incorporate sustainability standards in our annual proficiently measures.
Are there any other actions your school has taken (not covered above) to support Element 3C?