

U.S. DEPARTMENT OF EDUCATION
GreenRibbonSchools
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: Ms. Greta Hawkins

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

Official School Name: PS90 – The Magnet School for Environmental Studies and Community Wellness

(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: 2/26/2021

(Principal's Signature)

Name of Superintendent: Ms. Isabel DiMola

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



District Name: Community School District 21

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

Date: February 26, 2021

(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: New York State Education Department

Name of Nominating Authority: Mrs. Sara Madison
(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.

Date: 2/26/2021

(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.

PS90 -- The Magnet School for Environmental Studies and Community Wellness, Brooklyn, NY

Part II - Summary Narrative:

PS90 – The Magnet School for Environmental Studies and Community Wellness in South Brooklyn, NY is located just blocks away from the iconic Coney Island Wonder Wheel. The Wonder Wheel serves as a constant reminder to our students of the many opportunities that await them; it also serves as an important reminder that our students are next in line as the future defenders of this environment. Since becoming a magnet school, PS90 has dedicated much of its academic trajectory to the environmental sciences and climate change education. The PK-5 students of PS90 are knowledgeable about how climate change affects the coastal lands which they consider their local environment. The ubiquitous presence of the Atlantic Ocean in the community of Coney Island reminds our students that their actions have a direct impact on their immediate environment.

In 2016, PS90 was designated as a federally funded magnet school. The themes of the magnet program were identified as Environmental Studies and Community Wellness. As a magnet school, the focus of academics, extracurricular activities, and school-wide goals quickly became centered around environmental protection and promoting our community's wellness.

Our work thus far is emblematic of the U.S. Department of Education Green Ribbon School Program's three pillars -- reducing environmental impact, improving health and wellness, and offering effective environmental education.

In terms of our promise to reduce our environmental impacts and costs, our goal is to lower our carbon footprint by decreasing our use of electricity and other sources of power in our building. We plan to participate in the New York State Energy Research and Development Authority (NYSERDA) program by working with an energy consultant who would provide us with energy benchmarking and analysis.

Our student-based Green Team surveys all classrooms and offices in our building and gives an energy score based on each room's practices. Our school is also committed to reduce our environmental impact through our award winning intensive recycling program. All our staff and students adhere to our eleven-stream waste system, in which we properly and responsibly recycle and/or dispose: paper, metals/plastics, electronic waste, landfill trash (minimal), plastic bags, Terracycle snack wrapper collection program, Terracycle oral hygiene collection program, Crayola markers collection program, plastic solo cup recycling program, organic waste compost, and clothing collection bin.

In the areas of health and wellness, we set an example for other schools in New York City. For example, we are the second school in Brooklyn to adopt a plant-based menu. By doing so, we indicate that our school is concerned about consuming a healthy diet of fruits, vegetables, and whole grains. We also prove that our school is doing its part to reduce our carbon footprint by demanding less energy output from our school's food program.

PS90 is also a designated Move-to-Improve school, which means that more than 85% of our staff has been trained in using classroom based physical activity to enhance academic lessons by integration of such activities into lessons. Currently, 100% of our staff has received training. Additionally, we take part in the New York City Department of Education's Comfort Dog Program, which is a program to help ease children who feel distress throughout the day.

With regards to delivering effective and environmentally sustainability education into our curriculum, our science unit has a thematic focus on climate change and training our students to provide solutions. We use a project-based learning model. Our students analyze a real-world problem, and create projects to combat or resolve that problem. Students deepen their learning by researching, collaborating, analyzing, and presenting. Students present their projects to an audience beyond their classroom to display their mastery over their mastery about climate change.

Our students are exposed to issues surrounding climate change on three levels of personal responsibility identified as individual dietary consumption, energy consumption and waste management. Our morning announcements are dedicated to delivering a school-wide lesson on sustainability practices, wellness and nutrition. Additionally, we introduce one environmentally based STEM career each week and highlight a college or university that can prepare them for that STEM career. To maintain safety precautions during the COVID-19 pandemic, students take STEM-related virtual field trips.

We also have a partnership with Grow NYC for three hydroponic gardens. Our partners hold workshops with selected staff and students to teach them how to care for a hydroponics garden. We have monthly harvests of edible plants produced in our year-round gardens. A group of students, with guidance from a nutrition teacher, harvest the edible plants and make salads and other healthy snacks for our parents, staff and fellow students to promote healthy eating.

Our partners include The Coalition for Healthy School Food, Alliance for Climate Education, Department of Sanitation of New York City, Grow NYC, National Wildlife Federation Eco-Schools, Brooklyn Botanic Gardens, Wildlife Conservation Society (New York City Aquarium), New York City Office of Sustainability Pilot Program, New York City Department of Education Health Pilot Program, Pepsi Co. Funds Recycle Rally and New York City Billion Oyster Project. Through our partnerships, we have expanded our STEM, health, and wellness curricula.

In 2020-21, we formed a partnership with Whole Kids Foundation, The Bee Cause and City Growers to begin our beehive at our school. This will be another way to commit to teaching about sustainability and the importance of bees as pollinators. Our school has also strengthened our partnership in 2020-21 with NYCDOE Climate Education Leadership Team. PS90 educators attend workshops and professional developments on how to incorporate climate science into our curricula. We sustain our work in environmental education through continued professional development of our staff.

PS90 is proud to announce that we are designated and recognized in several areas. Our designations include:

- Comfort Dog School
- Computer Science for All School
- Move-to-Improve School
- New York City Health and Wellness School
- Respect for All School
- Sustainability, Efficiency, and Environmental Dedication School

The benefits of our partnerships and commitment to environmental sustainability is evident when we witness our students become authentic environmental activists. Our students act to spread the message that the environment needs our help. The fact that on any given day a visitor can walk into our school

and see our award winning Green Team independently collect and sort trash to properly recycle is one of our greatest accomplishments. Our Green Team, supervised by the sustainability coordinator, is impeccably trained and works autonomously to keep our recycling standards effective. The benefit can also be seen through our vegetarian school food menu and our Fresh Fruit and Vegetable Program (FFVP). Our school breakfasts and lunches are such that our students have full access to consuming fresh fruit, vegetables and whole grains every school day. Any of our students would be able to deliver a comprehensive summary of why we recycle, why we care about the environment and the reasons we transitioned to a plant-based menu.

We have been recognized for our effort towards maintaining a sustainable school. We are recipients of the following awards: Pepsi Cola Sing, Speak and Write Competition 1st Place Award for Best Environmental Song, Pepsi Cola Action Plan Award, Department of Sanitation of New York Commissioner's Cup Award, Grow NYC Recycling Champions Recycling Program, Department of Sanitation of New York Super Recycler Contest 2017-2018 and 2016-2017, Material for the Art's Reuse Challenge Winners 2017-2018 and 2016-2017, and the New York City Office of School Wellness 1st Place Winner for Wellness Poster Contest.

We will continue to lead in the work of environmental education and are confident that our designation as a NYS Green Ribbon Schools Honoree will propel our work even further. Our planet depends on it.

PS90 -- The Magnet School for Environmental Studies and Community Wellness,
Brooklyn, NY

Part III - Documentation of State Evaluation of Nominee:

A sample of the reasons this candidate was selected by the New York State Green Ribbon Schools selection team is included below.

Pillar I – Reduced Environmental Impact and Costs (Score 52.78 out of 90)

Q22: Can your school demonstrate a reduction in its facility-related Greenhouse Gas emissions?

Yes - Using Energy Star Portfolio Manager

Initial GHG emissions rate (MT eCO₂/person): 4.7

Final GHG emissions rate (MT eCO₂/person): 3.4

Percentage reduction: 27%

Time period measured (mm/yyyy - mm/yyyy): 12/2016-12/2019

Q28: Has your school reduced its total nontransportation energy use from an initial baseline?

Yes - Using Energy Star Portfolio Manager

Percentage reduction: 8%

Time period measured (mm/yyyy - mm/yyyy): 12/2016-12/2019

Q49: Please indicate which green building practices your school is using to ensure your building is energy efficient.

100% of our lighting systems uses LED lights.

Q58: Describe your school's efforts to conduct annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings. Please describe audit procedures. (Maximum 50 words)

Our school does not have an irrigation system.

Q59: Describe your school's landscaping and irrigation systems as related to water efficiency. Does the irrigation system adjust to weather conditions and/or use alternative water sources (grey water, rainwater, etc.)? What percentage of your total landscaping is considered water-efficient or regionally appropriate? Describe the types of plants used and where they are located, and if any plants are listed as an invasive plant species. (Maximum 100 words)

Our school does not have an irrigation system. Our garden is watered through a rain barrel collection system. 100% of our garden and landscaped areas is considered water-efficient. We do not plant invasive species. We plant marigolds, rose bushes and other perennials. In the warmer months, we plant an edible garden which include pollinator attracting plants such as: sunflowers, button bushes, marigolds and lavender. We also plant: collard greens, tomatoes, zucchini, basil, mint, cilantro, onions and melons.

Q61: Please describe any other measures employed to increase water efficiency and ensure water quality. (Maximum 50 words):

- Initial lead testing of 127 fixtures found that 14 fixtures were contaminated with lead. There was a fully remediation of the 14 fixtures and our current lead elevation levels are at 0%. The school based green team performs water quality tests to test for all types of water contaminants. Fountains and taps are cleaned twice annually to reduce contamination, and screens and aerators are cleaned annually to also ensure clean drinking water.
- Custodial staff and the school based green team have checked to ensure that all faucets are not leaking, and in the case where leaks are observed, the custodial staff is immediately sent to resolve the issue.

Q64: Describe what percentage of your school's grounds are devoted to ecologically beneficial uses (ex: school vegetable garden; wildlife or native plant habitats; outdoor classroom; environmental restoration projects; rain garden; etc). (Maximum 50 words)

Our school has an edible vegetable and fruit garden in the outdoor area. We also have a greenhouse in the front of our school. We are currently expanding our garden to cover the area which is located in the back of our school. We have three hydroponic gardens which are located indoors and act as an indoor classroom. There is also a composting system outside and it is used as an outdoor classroom in conjunction with the outdoor garden. This year, we are expanding our ecological usage to include beehives on the roof. We will be expanding our pollinator garden in order to provide the bees with pollen.

Q65: What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting (i.e. Recycling Rate)? Complete all the calculations below .

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):

$$2 \text{ cubic yards} \times 8 \times 90\% = 14.4 \text{ cubic yards}$$

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):

$$2 \text{ cubic yards} \times 8 \times 100\% = 16 \text{ cubic yards}$$

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):

$$0 \text{ (due to COVID-19, the organic food drop off program and collections has been suspended)}$$

$$\text{Recycling Rate} = (B + C) \div (A + B + C) \times 100: (16+0) \div (14.4+16+0) \times 100 = 52.6\%$$

$$\text{Monthly waste generated per person} = (A/\text{number of students and staff}): 14.4/279 = .05$$

Q73: Describe any other efforts made by your school to reduce solid waste and eliminate hazardous waste? (Maximum 50 words)

- Our school has an electronic waste collection. Our green team collects electronic waste from classrooms and properly recycles it at the Gowanus E-Waste facility in New York City. We also had E-Waste collected from New York City Safe Disposal sponsored by Dell.

- 100% of our school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard.

Q77: Describe how your school transportation use is efficient and has reduced environmental impacts.

80% of our students walk or bike to school. We are very proud of this statistic and we believe that this is the outcome of educational outreach to parents and the community that greenhouse gas emissions are reduced when transportation energy is decreased.

Pillar II – Improved the Health and Wellness of Schools, Students, and Staff (Score 55.63 out of 90)

Q79: Describe the essential elements of your school's environmental health program, focusing on the following: (Maximum 400 words)

We have an Environmental Health committee comprised of Christina Martin, Marc Rolla, Amy Holderness and Phyllis Hoffman. Christina Martin who runs the committee has her undergraduate degree in Environmental Science. The committee meets once per month and discusses such matters as environmental health, the student-based green team, gardening programs, bee hive program and the food scrap collection program. The committee also works on coming up with ideas to create more initiatives to help our sustainability efforts. At the moment, the committee is not in charge of an integrated pest management system for the school. There is a Department of Education approved exterminator who examines the premises of PS90 once per month. If pests are found, the extermination is with non-toxic materials. For the school garden, there is absolutely no use of chemical pesticides. The committee has agreed that the garden will be completely organic and all pest management will be accomplished using non-toxic ingredients and solutions. The committee takes notes at the monthly meetings to document all ideas and courses of action as it pertains to environmental health of the school building. Our Health and Safety committee is comprised of the same members who make up the Environmental Health committee. The committee is comprised of a team of teachers but this year we are looking to expand it to include district level officials and parents. The committee meets once per month and we have covered topics that include: environmental health, student-based green team, gardening programs, bee hive programs, food scrap programs and solar programs. We have recently won a grant to install a solar panel which has been a recent topic that the committee has been discussing. The committee shares information with staff, students and parents through morning announcements and wellness newsletters. Marc Rolla also has virtual announcements which he posts to staff based Microsoft Teams and parent based Class Dojo.

Q80: Describe your school's practices for inspecting and maintaining the building ventilation systems to ensure they are operating so that all classrooms and other spaces have adequate outside air supply (Maximum 400 words)

Since the COVID-19 pandemic began in the last academic year, the DOE has been vigilant about checking ventilation and indoor air quality. All vents have been inspected by the custodial manager, Anthony Gallo. Excess moisture, mold and VOC's are all prevented through proper air ventilation. Each classroom

has a properly working and efficient air ventilation system. One class has purchased a medical grade air purifier as well. There is a local exhaust system that controls major airborne contaminant sources. Our building has an exhaust system that prevents the build up of environmental contaminants. We have two systems in place. There are pumps in the basement and each class' air contaminants are filtered through one of two exhaust systems and there are fans that prevent the build up of such contaminants in our building. When moldy materials are found, our school custodians have a practice set in place to properly remove the materials to control moisture and excess humidity. The ventilation is a major part of making sure that mold does not accumulate in the buildings. Since COVID-19 has affected the school buildings, the inspection of the ventilation systems occurs on a monthly basis. If there is a system that is found to be not operating properly, it is immediately fixed or replaced.

Q83: Describe how your school supports students with asthma to keep their asthma under control and keep the students fully active.

Through the NYC Department of Health and the American Lung Association/ Open Airways, our school nurse will receive a full day training on Open Airway Session which will teach how to prevent asthma attacks and administration of medication. The nurse has classes with students to teach them contaminants to avoid including: smoke, second hand smoke, rodents, perfume, and cold weather. Our nurse also holds classes on encouraging all students to wash their hands as this prevents illness. Illness can lead to upper respiratory infections which is a major trigger for acute asthma attacks so proper hand washing is incredibly important for our students to understand. We have proper signage in every classroom above the sinks on the importance of hand washing. The nurse is on call in her office five days a week during school hours. We have signs outside our school building stating that we are a smoke free zone and that smoke is not conducive to healthy lungs.

Q84: Describe your school's practices for chemical management in classrooms, laboratories, art rooms, maintenance and cleaning, garages, cooking and other areas of your school.

Our school follows the Department of Education's protocols for procuring chemical free cleaners. The cleaners must be approved by the Green Cleaning Program of New York State. We adhere to all the guidelines set forth by Green Cleaning Program.

Q85: Describe your school's Integrated Pest Management (IPM) program.

A Department of Education approved exterminator conducts an inspection once per month. The products used to exterminate pests must be approved by the Department of Education and must therefore be Green products. Our school is not allowed to use chemical pesticides in any of their extermination practices. Record-keeping is performed by the custodial staff by filing invoices of monthly exterminator visits.

Q86: Describe your school's Coordinated School Health approach or other health-related initiatives to promote overall school health.

Our school's wellness policy addresses the 8 critical components of coordinated school health. We are committed to providing a healthy and safe school environment to all our students. In the COVID-19 pandemic, our community depends on our school building to not only provide healthy plant based meals

to our on-site students, but anybody in our neighborhood is welcome to pick up a meal for their families as well. In addition to providing plant-based and healthy meals to our school community, we have also offered nutrition services in past years. Before the pandemic, we were part of a nutrition education program called CookShop. Our students and their parents participated in workshops and learned about how to properly nourish their minds and bodies. We also have a Wellness newsletter in which there is a nutritional advice section and a recipe for a nutritional and plant-based snack. Physical education is very important to our school community. Our principal has scheduled recess times for all classes that participate in on-site learning. In addition, our school is a designated "Move to Improve" school. This means that each student, whether onsite or remote, participated in physical education for at least 15 minutes per day. Health education, health services and staff health promotion are also very important to our school's community. Our teachers are dedicated to teaching health lessons and hygiene lessons to our school community. We also have workshops and professional development for our staff to teach them about plant based nutrition. Our partnership with Coalition for Healthy School Foods ensures that we have family food nights to educate our school community on healthy practices and choices. This year, the Coalition for Healthy School Foods helped secure over 100 plant based meals from a NYC restaurant, Spicy Moon. Our families were delighted meals and it was an opportunity to educate the public on how vegan diets are one way of lowering our carbon footprints. Family/community involvement is also very important to us. We have a committee comprised of teachers, other staff members and parents called the School Leadership Team which finds ways to keep the community and family involved. One way that we help keep families involved is through our family food nights. Finally, we take counseling/psychological and social services seriously. If we identify any type of trauma or loss that a student is experiencing, they are immediately referred to the counselor or psychologist.

Q87: Describe practices your school employs to promote nutrition.

Promoting nutrition comes easily to our school. Being one of two vegetarian schools in Brooklyn, we have a rare opportunity to teach nutrition through our cafeteria menu. In past years, we also partnered with a nutrition education program named CookShop. Through making plant-based meals, our students were taught about nutrition and how to incorporate fresh ingredients in their meals. We also held workshops for parents through the program. Currently, we still have a strong partnership with the Coalition for Healthy School Foods. Through the Coalition, we have been able to offer nutrition education curricula to all classes grades k-3 on a weekly basis. Since COVID-19, our student population that learns onsite has decreased vastly, so we have been working on delivering the nutrition classes virtually. We make sure to reach all our students through morning announcements. We have "Wellness Wednesdays" where we focus on teaching our students about proper nutrition. On a daily basis, we introduce the breakfast and lunch items and educate our students on what type of nutrition and vitamins/minerals can be found in those meals. Last year, a group called "Garden to Café" worked with our school to incorporate our produce from our garden to provide fresh snacks for our students. The chef made salads from our garden and offered it during lunch time to our students. This was a great way to educate our students on the importance of nutritional meals and how important it is to include fresh produce into our meals. Marc Rolla used organic vegetables from our school garden to have nutrition lessons with his class. He has prepared salads, smoothies, and other healthy snacks with his students using fruits and vegetables from our organic garden. Our breakfasts and lunches meet USDA standards

and requirements. All grains are made of whole grains, there is a fruit in every meal and we do not have any items with high fructose corn syrup.

Q88: Describe practices your school employs to promote physical activity.

Our school does not have any television usage for recreational screen time. We only use the technology for educational purposes so there is no need to reduce television screen time. Our school's garden does supply food to our classes and community. We worked with Garden to Café last year, which brought chefs to the school in order to use produce from our garden to create nutritional snacks for our students. In addition, Marc Rolla, uses produce from the organic garden to lead nutrition classes. Our garden, especially in the summer, is open to our community. It is often that one can find parents picking tomatoes or zucchinis from our garden to take home and cook with. The garden is open to our community, and we want to share the produce with the community. Our students engage in "Move to Improve" for 15 minutes per day every day. This means that our k-5 students engage in 75 minutes of exercise every week. Our students also receive recess time outside as long as the weather permits it. Each class gets 2-3 recess periods outdoors every week. This is in addition to "Move to Improve" time in the classroom. 50% of annual physical education takes place outdoors in the form of recess (organized physical education). Our students also engage in physical education periods 1-2 times per week. We have 2 physical education teachers who teach our students various team sports such as soccer, volleyball, hockey, basketball and relay running. Our students also learn about how to stay fit through other types of exercise such as calisthenics, aerobics and jogging. In addition to physical education classes, we had classes in grades 3-5 participate in soccer classes. A coach from The New York City Football Club came weekly to provide our classes with soccer courses.

Q93: Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): (Maximum 100 words)

We engage in Social Emotional Learning for one period a day with our students. At this time, our students are welcomed to share any experiences they need assistance with. If the teacher identifies trauma or loss, the student is immediately referred to receive the appropriate services. We use a program called Cloud9World which basically teaches life skills through stories. This is our social emotional curriculum and it teaches our students how to identify their feelings and emotions, and how to cope with negative feelings. Marc Rolla has a yearly course on digital citizenship and anti-bullying for grades PK-5. Marc Rolla is the Respect for All Liaison. We also run a peer mediation program where students are actually trained to mediate between conflicts that have occurred between other students.

Pillar III – Provided Effective Environmental and Sustainability Education (Score 80.19 out of 105)

Q96: Please describe your school's environmental or sustainability literacy requirement. (Maximum 200 words)

In 2019-20, our school used the science curriculum of Amplify. As curriculum specialist, used the Amplify science curriculum and customized it to fit the theme of environmental studies. In every unit, there was a connection to climate change and human impact, but the connection had to be made. Therefore, for

every unit in every grade, the curriculum was revamped to include the climate science connection. We were successful in teaching climate science and environmental studies through the Amplify curriculum once supplemental lessons were produced. There was a literacy requirement through the expectation of writing assignments and the completion of a culminating project. In the culminating project, the expectation was for students to take the content taught through Amplify and create a project and present it using technology, public speaking and writing assignments. Students were expected to exemplify a mastery of vocabulary words pertaining to climate change, climate science and their specific unit. In 2020-21, we are using National Geographic Cengage as the science curriculum. There is an emphasis in the unit of studies that were chosen on environmental studies. The curriculum is based on teaching literacy through a science lens, so there is a strong emphasis in literacy.

Q97: Please describe professional development opportunities available in environmental and sustainability education. Include the percentage of teachers who participated in these opportunities over the past 2 years. (Maximum 200 words)

Professional Development opportunities are available and sought after. For example, in 2020-21, we have three educators signed up for a professional development series with Solar One. The educators will be trained on how to incorporate teaching energy conservation within their science lessons. In the summer of 2020, Christina Martin was enrolled in a NYCDOE Climate Education Leadership Team Professional Development. Marc Rolla has also been involved with the Climate Education Leadership Team monthly. Christina and Marc have been learning how to incorporate climate science into the curriculum. In November of 2019, PS90 hosted more than 100 NYCDOE educators as a Living Lab in affiliation with the Office of Sustainability. This was an opportunity to train and offer professional development to educators within the DOE on our practices of teaching climate science in our curriculum. In 2019-2020, we also had a professional development for all staff on the importance of eating plant-based and how this benefits the environment. A professional chef created a fully plant-based meal and a group of nutritionists delivered a day long professional development on the environmental ramifications of eating poorly. In 2019-2020, we had 5 teachers participate in a professional development opportunity with Brooklyn Botanic Garden to teach botany in the classroom. In addition, Marc continues to train staff and students virtually on the soundest sustainable practices. He has a monthly newsletter that he also uses to educate our staff and school community on sustainability practices.

Q98: Please describe how your school implements environmental and sustainability throughout the curriculum and assesses student achievement emphasizing the importance of net zero environmental impacts and the relationship between the environment and personal health. (Maximum 200 words)

Our school implements environmental and sustainability throughout the curriculum by ensuring that there is an environmental connection in all our units of study. In any curriculum that we have used in the past, we always strive to make the connection to our students' understanding of their environment and how our actions impact the planet. We also strive to educate on the relationship between the environment and personal health. This is natural for us to do through educating our students about our plant-based menu. Being one of two vegetarian schools in Brooklyn, NY, it is a great source of pride for our students to understand that we eat plant-based at school because this is the best decision for the

planet. Our students understand that animal agriculture is major cause of climate change so the decision to go plant-based was organic and natural for our students and staff. Our students understand that the personal choices they make including recycling, eating plant-based as much as possible, eating farm to table and taking time to think about our social emotional well-being all have certain impacts on the environment. In this way, I am confident that our curriculum is holistic and is geared toward creating a well-rounded student.

Q99: Does your school frequently use the environment and sustainability as a context for developing science, technology, engineering and mathematics (STEM) content knowledge, and thinking skills (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence) when exploring environmental and sustainability issues?

Our students are frequently asked to use the environment and sustainability as a context for developing STEM content knowledge. For example, in 2019-20, we used the Amplify curriculum for science. There was a climate science emphasis places on every unit of study. For the culminating activity, at the end of each unit, students were presented with an issue affecting the environment. Their culminating project was to ask questions, develop and use models, plan and carry our investigations, analyze and interpret data, construct arguments and engage in arguments. This was all accomplished while the students were exploring an environmental and sustainability issue. In all our science based culminating activities, our students are presented with an environmental issue that needs to be resolved. We ask them to use their knowledge in STEM and their creativity and problem solving skills to produce real world solutions to the issues. For example, in 2018-2019, we did a school wide curriculum of how climate change affects the seven continents. For our students' culminating projects, our students thought of climate change on all seven continents and provided real-world solutions to these current environmental crises.

Q101: Please describe students' civic/community engagement projects integrating the environment and sustainability topics: (Maximum 200 words)

Every year we hold an end of the year Expo. For the past three years, these were the expos that were held: 2017-18: Sustainability Technology Expo 2018-19: Civics for All and Technology Expo 2019-20: COVID-19, A Virtual Expo In all our expos, our students create a "culminating activity" from their science or civics curriculum. They present their projects, either in person or virtually. They have usually an environmental or sustainability topics that they elaborate on, create a project and present. The expos are a chance to invite community members and leaders. Our students present to many community members and leaders and in doing so, they are engaged in civics and community engagement projects.

Q104: Please share how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills.

We do outdoor learning experiences for our students in the form of organic gardening, composting, bee hive education, pollinator garden, and there will be a solar panel installation to be used as a teaching tool. In past years, we have been involved in the Billion Oyster Project as well. The goal of this program is to get 1 billion oysters in the NY water ways because they help filter dirty water and create biodiverse

ecosystems. Students get to go on field trips to our personal oyster reef in Sheepshead Bay where they students engage in learning about the oysters. They help with research and data collection. We have an active partnership with Brooklyn Botanic Gardens. They have been instrumental in providing live plants and education to our school community. They also offer professional development to our teachers.

Our food scrap drop off is a new program that will start in March. We will be the only food scrap drop off site in South Brooklyn. This is a way to share sustainability and the prevention of food waste in our community of Coney Island with our entire community. Our students will be in charge of educating the public who drops off their food scraps. The students will be developing their civic skills by running the stands and educating those who interact with us on the harms of wasting food for the environment. In our gardens that include edible gardening, composting, pollinator garden and solar panel installations, we will continue to provide signage to the outdoor areas so that our public can learn from our outdoor learning spaces as well. We create weekly web series video content about our outdoor learning spaces and our sustainability practices in general. We broadcast this to over a thousand parents via class dojo.