

GreenRibbonSchools



2013-2014 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
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.
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
GreenRibbonSchools

ED-GRS (2013-2014)

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U.S. Department of Education Green Ribbon Schools 2013

Charter Title I Magnet Private Independent

Name of Principal ^{DR.} KIMBERLY BEHAN / MRS. JANE PERKINS
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name CLAIBORNE PELL SCHOOL
(As it should appear on an award)

School Mailing Address 35 DEXTER STREET
(If address is P.O. Box, also include street address.)

NEWPORT RHODE ISLAND 02840
City State Zip

County NEWPORT State School Code Number* 21107

Telephone (401) 847-1900 Fax (401) 847-0538

Web site/URL WWW.NEWPORTRESCHOOLS.ORG E-mail KIMBERLY.BEHAN@NEWPORTRESCHOOLS.ORG

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

Kimberly Behan / Jane Perkins Date 1.17.14
(Principal's Signature)

Name of Superintendent* MRS. COLLEEN GERMAIN
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* NEWPORT PUBLIC SCHOOLS Tel. (401) 847-2100

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

[Signature] Date 1-16-13
(Superintendent's Signature)

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



PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

At the Claiborne Pell Elementary School, the goal is to serve the needs and interests of every student by offering a variety of programs, courses, and activities. Additionally, Newport Public Schools believes that each student at Pell should have an opportunity to create and experience a healthier environment by developing skills in the management of natural resources and an understanding of a commitment to a sustainable future.

Pell School is a model of sustainable design. The school building is positioned on the site to maximize the amount of north and south facing windows. This is the optimal orientation to control daylight that goes into the building through the windows. Large windows and skylights located throughout the school provide abundant views to the outdoors. In south facing classrooms, interior light shelves are provided near the top of each window to reduce reliance on window shades. These shelves reflect the sunlight so it penetrates deep into each room and bounces this natural light off the reflective sloped ceiling tiles. This effect thereby triggers the daylighting sensor in the T5 fluorescent classroom lighting to dim on sunny days and thus save KWH consumption.

Reflective material on the roofs helps to reduce "heat island" effect. Three part walk-off grill/mat systems at all entrances are designed to eliminate soil from entering the school, thus reducing need for excessive wax recoating of flooring. These are just a few examples of the ways that the Pell Elementary School construction project has attempted to reduce environmental costs, and improve student and staff health.

State of the art building systems and controls are other examples of green technology that went into the Pell design. The school is cooled and partially heated with a quiet low velocity displacement ventilation system. The five roof-top units (RTU's) take in 100% fresh outside air, which is filtered, dehumidified, heated and delivered to each classroom space and common areas through perforated displacement grills. In the first floor administration area, fresh air is supplied under a raised floor through adjustable diffusers. Because the air brought in from the outside is dehumidified, there is no opportunity for mold to grow. Building occupants experience a dry, comfortable, temperature environment.

All toilet rooms have low flow-faucets and toilet flushing is accomplished with automatic sensors. The twelve Preschool and Kindergarten classrooms are equipped with dual flush controls. These green design features will reduce the amount of water used with every flush and every hand washing. All classroom sinks come equipped with a fresh water bubbler.

GreenRibbonSchools



Pell School has implemented the School as a Tool Rhode Island Sustainable Schools Protocol Agreement. Pell School has established a Green Team consisting of many in-house stake holders and community members. Pell has also conducted an environmental survey of student's staff and parents. Most importantly, the school has begun to integrate environmental literacy into the existing curriculum.

An important piece of the mission of Pell School is to create an outside environmental classroom. Pell School will have a community garden and children's arboretum on the school grounds. The raised garden beds will have a section for every class to prepare plant and harvest their crops. The Newport Tree Society is partnering with the local tree warden to establish the children arboretum at Pell. Additionally an after school garden club consisting of Pell students will prepare and taste healthy snacks from ingredients grown in the garden. Pell School participates in the local fruit and vegetable snack program in order to promote students sampling a variety of foods in hopes of incorporation into their daily diet.

Sustainable education cannot be taught without proper exercise and recreation. Pell students participate in a Physical Educational Program called Fitness Gram. This program promotes physical well-being. Physical Education at Pell takes place outside all year weather permitting. Our new facility offers a fully equipped gymnasium, soccer field and both an upper and lower school play yard.

Environmental and sustainability assessments are integrated into the Pell Science curriculum. Teachers use a variety of formative assessments through science inquiry and science notebooks to measure student learning from environmental and sustainability concepts. All students have the opportunity to explore their science studies beyond the classroom walls. They explore insect life and learn about the different friendly insects that feed their community gardens. Older grades investigate electricity and energy conservation.

In summation, in 1987 Rhode Island U.S. Senator Claiborne Pell, for whom this school was named, was honored as one of the inaugural class of the United Nations Environmental Programme (UNEP) Global 500 Roll of Honour winners. These award recipients were described as individuals of a broad and growing environmental movement that was flourishing around the world at that time. In honoring Senator Pell and others the hope was that as a society, we would be inspired by their extraordinary environmental deeds. Fortunately sustainable environmental facilities and education have continued to positively progress since 1987. Senator Pell would be truly inspired by the sustainable accomplishments taking place at a public educational facility, named in his honor in Newport, Rhode Island.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority



The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority's application based on the Framework and sample application or a committee's written evaluation of a school in each Pillar and Element.

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 one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
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 Deborah A. Gist, 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.



(Nominating Authority's Signature) Date _____

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

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

School Contact Information

School Name: Pell Elementary School

Street Address: 35 Dexter Street

City: Newport State: RI Zip: 02840

Website: www.newportrischools.org Facebook page: _____

Principal Name: Kimberly Behan-Townsend and Jane Perkins

Principal Email Address: kimberlybehan@newportrischools.org janeperkins@newportrischools.org

Phone Number: 401-842-1900

Lead Applicant Name (if different): _____

Lead Applicant Email: _____ Phone Number: _____

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name <u>Newport</u> Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total Enrolled: <u>892</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>62%</u> % limited English proficient <u>0.5%</u> Other measures _____	Graduation rate: <u>N/A</u> Attendance rate: _____	

Summary Narrative: Provide an 800 word maximum narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

The abundant views to the outdoors, the reflective material on the roofs to reduce the "heat island" effect, the three part walk-off systems at the main entrances, and healthy dining options that allow the district to provide a range of nutritional offerings are just a few ways that Pell Elementary School has attempted to reduce environmental impact and costs, improve student and staff health, and provide effective environmental and sustainability education. Filtered water bottle filling stations are also provided at the Cafeteria for a no-cost beverage choice. The stations include disposable cup dispensers or the user may fill their own bottle or cup.

Other green features include the mechanical system, automatic lighting controls, and the position of the school. The school is equipped with a quiet, low velocity "displacement ventilation system. The roof-top mounted unit takes 100% fresh outside air, which is filtered, dehumidified, heated, and delivered, to each classroom space through perforated metal grilles located low on the walls. In the first floor administration area, the air is supplied from raised floor through adjustable floor diffusers.



Because the air is dry there is no opportunity for mold to grow and the occupants experience a dry, comfortable, temperate environment every day. The level of indoor air quality is much higher since the air is dry and not conducive to mold growth. Because this system is designed to provide comfortable, dry indoor air environment year-round, there is no need to open the windows.

All toilet rooms have low flow-faucets and toilet flushing with automatic sensors. Preschool and Kindergarten toilets come with dual flush controls. These features will reduce the amount of water used with every flush and every hand washing. All classroom sinks come equipped with a drinking water bubbler

The school building is position on the site to maximize the amount of north and south facing window. This is the optimal orientation to control the daylight that goes in through the windows. In any season, the sun is the highest from the south and therefore is most easily controlled to avoid glare and over-heating.

The many south-facing classrooms provide the opportunity to bring sunlight into the building and reduce the use of electricity for artificial lighting, as well as to capture most of the heat of sunlight to reduce the need for heating on cold days. There are automatic daylight dimming controls on the overhead light fixtures; the sensors will dim the electrical lights where there is sufficient natural light coming into the room. The dimming sensors are also employed on the north side which benefits from the diffused sky light.

In addition to the day lighting controls, the light fixtures in each classroom are equipped with sensors that detect when the room is vacant. After 15 minutes of non-occupancy the fixtures will automatically turn off. The sensors will detect when a person reenters the room and automatically turn the fixtures back on. If the wall switch has been switched to off in the intervening time, it will override the sensors and the switch will need to be manual flopped back to on.

Spaces throughout the building have been designed to a low level of background noise. In addition to a quite mechanical system, the lighting, plumbing and other operating systems are designed to be unobtrusive. The walls between rooms provide a high degree of acoustical separation. Classroom doors have rubber gaskets around the perimeter to seal out noise. In every room, the ceiling tiles absorb much of the noise generated from within the space. Spaces that contain noisier activities, such as the Music, Rooms, cafeteria, and Gym have additional absorptive panels on the walls.

To further enhance the effectiveness of the automatic lighting controls, the school has specialty roller shades throughout. Manual roller shades can be lowered for room darkening when there is too much daylight coning in through the windows, or to avoid over heating on hot days. These dark colored shades will keep out most of the glare but still allow a degree of transparency for view.

In the south facing classrooms, interior "light shelves" are provided near the top of each window to reduce the reliance on the shades. These reflect the sunlight to penetrate deep into the room and bounce off the reflective sloped ceiling tiles, thereby triggering the daylight sensor to dim the electric lights. The light shelves also block much of the direct sunlight, eliminating glare on the work surface or teaching walls, while their translucent material emits diffused light to further illuminate the space. There are upper and lower roller shades at the shelf locations to aid in controlling the light at themes when there may be glare or for AV use. By keeping the upper shades in the raised position, as much as practical, electricity will be saved.

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, Eco Schools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?



(x) Yes () No Program(s) and level(s) achieved:

Northeast Collaboration for High Performance Schools (NECHPS) is the basis for the design and construction of the new Pell School. Additionally, the Newport School District with Pell School serving as the pilot, has signed a "school as a tool" Rhode Island sustainable schools protocol agreement. We are also a NECHPS certified school, 2013.

2. Has your school, staff or student body received any awards for facilities, health or environment?

(x) Yes () No Award(s) and year(s)

On October 7, 2013 the Rhode Island Board of Education (RIDE) commended the Newport Public Schools for achieving "Green" School verification with the opening of the Claiborne Pell Elementary School. Pell School underwent rigorous design and construction review in accordance with the school construction regulations adopted by the Rhode Island Board of regents in 2007. Pell has also been verified by RIDE as a green school built in accordance with the Northeast Collaborations for High Performance Schools (NECHPS) protocol.

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

(x) Yes () No Percentage reduction: _____ Over (m/yy - m/yy): _____

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

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

Offsets: _____ How did you calculate the reduction?

The largest source of greenhouse gas emissions in a typical elementary school is from burning fossil fuels for electricity, heat and transportation. Pell School is designed to NECHP's standards. In comparing Pell to a baseline school, the design would save 336,295 Kwh of electricity (838,509 baseline designed building-502,214 Pell School). Kwh/SF would be 8.11 for the baseline design and 4.86 for Pell. A savings of 3.25 Kwh per Square foot.

The Pell School is heated using natural gas as the fuel source. The baseline designed building would use 75,764 therms. Pell School is designed to use 19,421 therms, a savings of 56,343 therms per year over a base designed school. The natural gas per square costs for Pell School are designed to be 0.19 per square foot. This compares to the 0.73 per square foot therm cost for a base designed school.

Electricity consumption for Pell compared to the baseline school is expected to be 40% less a year. Natural gas consumption for Pell compared to a base designed school is expected to be 74% less a year. Another benefit of this reduced GHG emissions at Pell as a result of being a NECHP's designed school, is the reduction in CO2 emissions. Over all metric ton reduction is 220 tons. This equates to a 40% reduction in CO2 emissions.

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? () Yes (x) No

If yes, what is your score? _____ If score is above a 75, have you applied for and received ENERGY STAR certification? () Yes (x) No Year: _____

3. Has your school reduced its total non-transportation energy use from an initial baseline? () Yes () No



Current energy usage (kBtu/student/year): _____

Current energy usage (kBtu/sq. ft./year): _____

Percentage reduction: _____ over (m/yy - mm/yy): _____

How did you document this reduction?

Pell School is a 2013 new construction project. The design of and construction of Pell School used a goal of energy performance of 50 percent above code with a projected savings of \$116,855 annually while at the same time providing above average thermal comfort and healthy indoor air.

4. What percentage of your school's energy is obtained from:

On-site renewable energy generation: zero Type _____

Purchased renewable energy: _____ Type _____

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

Newport Public Schools (Pell School) participated in the Rhode Island Association of School Committers (RIASC) preferred provider of retail electricity and natural gas supply services program. This program provides competitive electricity and natural gas prices to RIASC individual community members. Additionally Newport Public School is currently pursuing a Rhode Island office of energy resources grant to install a 100Kw rooftop system. The rooftop is designed and built photovoltaic ready.

5. In what year was your school originally constructed?

The groundbreaking ceremony for the Claiborne Pell Elementary School took place on Friday March 16, 2012. The certificate of occupancy for Pell elementary School was issued on August 23, 2013.

What is the total building area of your school? 105,565square feet

The new two-story school building includes a Pre-K, K, and 1st grade lower school and a grade 2-4 upper school supported by a shared cafeteria, gymnasium, and media center.

6. Has your school constructed or renovated building(s) in the past ten years? (x) Yes () No

For new building(s): Percentage building area that meets green building standards: 100%

Certification and year received: NECHP's 2013 Total constructed area: 105,565

For renovated building(s): Percentage of the building area that meets green building standards: _____ Certification and year: _____ Total renovated area: _____

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

Average Baseline water use (gallons per occupant): _____

Current water use (gallons per occupant): _____



Percentage reduction in domestic water use: The combination of low-flow, dual flush plumbing fixtures and the selection of drought resistant plantings result in a reduction of potable water use of over 42%.

Percentage reduction in irrigation water use: _____

Time period measured (mm/yyyy - mm/yyyy): _____

How did you document this reduction (ie. ENERGY STAR Portfolio Manager, utility bills, school district reports)?:

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?: 100% Types of plants used and location:

Perennial deciduous shrubs located near the entrance and lower school play area catch storm water runoff. Additionally a children's arboretum with support from the Newport Tree Society is planned over the next several years.

9. Describe alternate water sources used for irrigation. (50 words max)

Water irrigation systems are not used on the Pell Elementary property. Drought resistant plantings and shrubbery were used in the building design.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)

The storm water drainage system at Pell is designed and installed to mitigate storm water runoff to abutting properties. . Storm water runoff data and flood control are provided by means of subsurface detention and infiltration ponds comprised of corrugated pipes equipped with outlet control structures.

11. Our school's drinking water comes from: (x) Municipal water source () Well on school property () Other: The Pell School water distribution system is designed in accordance with Newport Water Department standards.

12. Describe how the water source is protected from potential contaminants. (50 words max)

Newport Water Department is required to conform to all requirements of the safe drinking water act.

13. Describe the program you have in place to control lead in drinking water. (50 words max)

Newport Water Department follows the United States Environmental Protection Agency rules for monitoring and reporting requirements for lead and copper in community water systems.

14. What percentage of the school grounds are devoted to ecologically beneficial uses?

Claiborne Pell Elementary School is partnering with the Newport Tree Society to create a Children's Arboretum at the school. Additionally, this school is located on a former school site, eliminating the additional disturbance of underdeveloped lands.
(50 word max)

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting? Complete all the calculations below to receive points.



A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 200

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 64 cardboard 4 mixed

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

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 25.373

Monthly waste generated per person = $(A/\text{number of students and staff})$: 0.2 cubic yards per month

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 100%. Paper supplies are purchased through a master price agreement with WB Mason. All paper is labeled with the FSC Certification. This practice ensures forestry is practiced in an environmentally responsible, socially beneficial and economically viable way.

17. List the types and amounts of hazardous waste generated at your school:

Flammable liquids	Corrosive liquids	Toxics	Mercury	Other:
0%	0%	0%	0%	N/A

How is this measured? In the construction of Pell School, Newport Public Schools committed to banning the use of CFC's and HCFC's refrigerants. Additionally, it is the policy of the Newport Public School District to prohibit the purchase and use of mobile equipment inside the Pell School that burns fossil fuels.

How is hazardous waste disposal tracked? _____

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

Many of the Pell building materials have recycled content. A recycling Green Team has been formed at Pell School. Both of these factions have drastically reduced Pell School's solid waste. Hazardous waste has been eliminated with policies and procedures regarding green chemical use, eliminating other hazardous liquids, insuring adequate indoor air quality by ensuring all areas have code compliant CFM per square foot. Daily check on off gasses like CO2 through the automated building mechanical systems computer work station. All HVAC, air handling and ventilation systems have been balanced at Pell School within the past three months.

18. Which green cleaning custodial standard is used? Green Seal

What percentage of all products is certified? 90%

What specific third party certified green cleaning product standard does your school use? Green Seal

Alternative Transportation



19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school? (Note if your school does not use school buses) 88.6%

How is this data calculated? (50 word max)

Data was collected from First Student, the Newport Public Schools student transportation bus contractor.

20. Has your school implemented?

designated carpool parking stalls.

a well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: The Walking School Bus Program is a group of children walking to school together under the supervision of a trained, responsible adult. The program promotes good health, a cleaner environment and reduced traffic around school. Pell School's Safe Routes to School Program conducted a Road Safety Assessment of the areas around Pell School. (50 word max)

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max) Prior to the opening of Pell School, Newport had four small elementary schools and the students were bussed for longer periods around town. The majority of Newport Elementary students live closer to Pell School than the previous four buildings. The result is more walkers to school a shorter bus ride.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

The Pell School building is positioned on the site to maximize ideal solar orientation with many north and south facing windows to produce optimal free sun lighting and reduce the need for artificial lighting brought in with electricity. Building is located with easy proximity to public transportation. All mechanical systems were designed with superior energy performance in mind. White roofs help reduce the buildings heat island effect. Plumbing fixtures use less water by design. The recycling program is student centered for environmental teaching. Finally, most of Pell School was constructed with materials produced within the local region and materials have recycled-content.

Pillar 2: Improve the health and wellness of students and staff

Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.:

While controlling pests in the Pell School environment it is the policy of Newport Public Schools to reduce the exposure to pesticides in the school environment. Application of pesticides is used only on an as needed basis to correct verified problems. Non-chemical prevention of pest populations using methods like locating dumpsters and trash containers away from school and closing them tightly when not in use. Not allowing debris to collect near doors and other building openings, and maintaining a schedule for cleaning of stoves, refrigerators, floors, etc. in all areas of the school.



2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use: Pests are identified and controlled using a district wide IPM policy. Pesticides are used as a last result and never during occupied times.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

Our school prohibits smoking on campus and in public school buses The Newport School Community recognizes the danger that smoking poses to the health of smokers and non-smokers alike. Pell School prohibits smoking and any other use of tobacco products in schools, on school property and grounds, and at all school related activities. The damaging effects of smoking are included in Pell Schools health education curriculum.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. Pell School seeks to minimize mercury exposure by eliminating the purchase of mercury containing thermostats and other equipment. Only low-mercury content lamps (linear fluorescent lamps) that contain 3.5 to 4 milligrams of mercury, according to EPA standards shall be purchased.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) Pell School has 12 room/zone CO₂ sensors that are tied into the building systems network. They have a minimum 5 year calibration period. The unit range is 0 to 1500 ppm and the accuracy is plus/minus 20 parts per million. Generally outside air is provided at the rate of 15 CFM per person in all classrooms and large group spaces and also 15 CFM per person for the gymnasium and cafeteria. In all cases ASHRAE guide 62.1-2007 and international mechanical code and NECHPS were met as a minimum for all occupied areas and designed to maintain 1000ppm CO maximum.

Our school does not have any fuel burning combustion appliances

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Radon testing commenced at Pell School on December 16th at 9:30AM. All rooms tested were found to have Radon levels below the EPA action level of 4pCi/L and no further action is required. Following the RIDOH radon protocols, among the strictest in the nation, the next required testing will be in December 2016.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. All playground equipment including engineered hardwood playground protective safety surfacing is in compliance with the handbook for public playground safety of US consumer product safety commission. Additionally, all playground equipment complies with ASTM F1487(American Society for Testing and Materials) Consumer Safety performance specification for playground equipment for public use.

4. Describe how your school manages and controls student and staff exposure to chemicals (including pesticides) routinely used in the school. (100 word max)

Pell School has an integrated pest management plan. Also, the district has a ban on use of fossil fuel burning machinery inside along with a no smoking policy. Pell School is cleaned using Green Seal cleaning chemicals and follows the standards required by NECHPS review team that states all housekeeping areas, chemical mixing areas, etc. are provided with between .5 CFM and 1.5 CFM per square foot all of which vents directly to outside with no recirculation.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)

Pell School has a no smoking policy and an integrated pest management plan. The Pell School displacement ventilation system for the classroom wings utilizes day



air within the building as opposed to bringing in outside vapor pressure during summer months. This reduction in vapor pressure dramatically reduces the amount of moisture entering the building and eliminates the potential of condensation and its direct relationship with the formation of mold, a leading asthma trigger. Additionally, all areas of Pell School are cleaned and sanitized with Green cleaning agents on a regular basis.

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)

Fortunately, Pell School is 105,000 gross square feet of new construction. Pell's well insulated walls and roofs provide a compact envelope that repels water penetrations. A displacement ventilation system delivers clean 100% outdoor air supply. Additionally, the building energy recovery and variable frequency driver fans provide a comfortable indoor environment during the summer without the need for air conditioning. A Green Team has been formulated consisting of staff, parents, and interested volunteers that can brainstorm indoor air quality issues should they arise in further years.

7. Our school has installed local exhaust systems for major airborne contaminant sources. (x) Yes () No

Pell School has installed dedicated exhaust systems for pollutant source control. Additionally, dedicated ducted air returns have been designed and installed. Finally, Menu-13 filters are installed in all five roof top units.

8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max) Pell Elementary School is equipped with rooftop units that deliver displacement ventilation that supplies clean air. Energy recovery and variable frequency drive fans provide a comfortable indoor environment during the summer without the need for air conditioning. There are no traditional ventilation units in classrooms. The rooftop system takes in 100% fresh air, which is filtered, dehumidified, heated (as needed), and delivered to classroom spaces through displacement grills located on walls. All rooftop units are equipped with Menu 13 filtration and carbon dioxide controls. A direct digital control, automatic temperature control building management system is located at the school. This system controls, monitors, and provides feedback to make informed decisions on Pell Schools scheduled preventative maintenance and filter changing tasks.

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max) Pell School maintenance personnel have been trained on start-up, shut down, and preventative maintenance procedures on all classroom ventilation systems. Additionally, the buildings mechanical systems were designed and built to all guidelines of local, state, and federal guidelines. The buildings displacement ventilation system provides extremely dry air that is cooler due to the evaporation of moisture in the air. An added benefit of this system is reduction of any potential mold in the classroom ventilation system.

10. Describe other steps your school takes 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 identify environmental health and safety issues and take corrective action. (200 word max)

Many different stakeholders insure that the interior/exterior building systems at Pell Elementary School perform at an optimum capacity to promote environmental health and safety. The in house personal both professional (teachers and building principles) and non-certified (plant engineer and custodians) are IAQ's first line of defense. As needed outside contractors provide periodic maintenance on building systems. Exterior building inspections assure that potential water penetrations on roofs, through windows, brick, and metal panels are promptly addressed. As part of stage II of the RIDE regulations for school construction a building commissioner was hired to serve as a measurements and verifications third party consultant on the building project. This independent company worked directly for Newport Schools. This company ensured all mechanical systems were installed as designed. All mechanical systems were tested and performed in accordance with the design. Additionally, the commissioning process included a building envelope commissioning process that tested structural, roof, wall, and window systems. Building principals and teachers



report potential IAQ problems to custodians and plant engineer. If the Pell in house staff cannot fix the issue the appropriate building contractor or sub-contractor is called to rectify the problem.

Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

Our school participates in the USDA's HeathierUS School Challenge. Level and year: _____.

Our school participates in a Farm to School program to use local, fresh food.

Our school has an on-site food garden. _____

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

Pell School will have a community garden and children's arboretum on the grounds. The garden will have a section for every class to prepare, plant, and harvest their crops. Additionally, an after school garden club will get to prepare and try healthy snacks from things grown in the garden. The Community garden will be overseen by a group of volunteers and their crops will be donated to local food pantries.

Our students spent at least 120 minutes per week over the past year in school supervised physical education. 100 minutes per week plus 20 minutes recess every day

At least 50% of our students' annual physical education takes place outdoors.

Our students participate in a quality Physical Education program that takes place outside all year long weather permitting.

Health measures are integrated into assessments. Fitness Gram

At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

Food purchased by our school is certified as "environmentally preferable"

Percentage: _____ Type: _____

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)

Our students participate in a quality Physical Education program that takes place outside all year long weather permitting. All students have a daily recess outside as well. Regular education classes take place outdoors often. Our new facility offers a fully equipped gymnasium, soccer field, and both an upper and lower school play yard. The mission of the school is to create an outside environmental classroom with raised garden beds, community garden and an arboretum so children have a great deal of educational experiences.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)



Our students participate in a Physical Education Program called Fitness Gram. This program sets a baseline for every student on the physical fitness, which includes their height and weight. This program helps to support individual goals for each student including nutrition. In addition our school participates in the local fruit and vegetable snack program in order to promote students trying a variety of locally grown fruits and vegetables to include them in their daily diet.

Children in our school are involved in gardening and we offer a garden to table program as one of our many environmental programs in our 21st Century After school program. The children at our school are extremely active. They have Physical Education twice a week and recess on a daily basis.

Coordinated School Health, Mental Health, School Climate, and Safety

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (x) Yes () No

If yes, describe the health-related initiatives or approaches used by the school:

Pell School addresses overall school health issues in cooperation with the Newport School Department Standing Orders, The Rules and Regulations for School Health Programs, and the RI SNT Reference Manual.

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (x) Yes () No

If yes, describe these partnerships:

The Pell School has partnerships with Lions Club of Newport County for vision screening, Dr. Kathlin Nelson for dental, RI Hearing Center for hearing screening, and Molar Express-SMILES program. We also have a partnership with Roch's Supermarket and the Fresh Fruit and Veggie program.

16. Does your school have a school nurse and/or a school-based health center? (x) Yes () No

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

Pell School is a PBIS school where all students are expected to have STAR behavior. This includes staying safe, taking responsibility, acting respectfully, and being ready to learn. Both the school social worker and school psychologist provide whole class small group or individual interventions to support pro-social skill development and emotional regulations. School social worker works collaboratively with community based resources when more intensive mental health supports are indicated.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

[x] Our school has an environmental or sustainability literacy requirement. (200 word max)

Our school has an environmental and sustainability concept integrated throughout the curriculum. Since environmental education practices are part of our mission they are integrated into not only our curriculum but in our daily practice. We



have a recycle program that supports sustainability and we also have a paper saving program by utilizing social media to get our news out to family and staff.

[x] Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

Environmental and sustainability assessments are integrated in our science curriculum. Teachers use a variety of formative assessments through science inquiry and science notebooks to measure student learning from environmental and sustainability concepts.

[x] Environmental and sustainability concepts are integrated into assessments. (200 word max)

Environmental and sustainability assessments are integrated in our science curriculum. Teachers use a variety of formative assessments through science inquiry and science notebooks to measure student learning from environmental and sustainability concepts.

[] Students evidence high levels of proficiency in these assessments. (100 word max)

At this point, we will have NECAP data from assessments in 2013. Data is not available at this time.

[x] Professional development in environmental and sustainability education are provided to all teachers. (200 word max)

Students and staff have been trained by our recycle, reuse, and save program that is offered to the entire staff and students every year to kick off our recycle program. In addition staff is trained in our environmental science program by East Bay Educational Collaborative Program.

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: _____ Percentage scoring a 3 or higher: _____

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

At Pell School we are in the development stages of both a community garden and a raised bed educational garden. Students are learning about the cycle of life through the soil management and its connection to the harvest from the gardens. Students are participating in a compost to maintain that all waste should be converted back into the system. Every classroom is involved in recycling, students learn what products fit into each category and this is monitored by the classroom teacher and the custodial staff.

In our After School Program students are participating in programs that promote recycling and harvest to table. These after school programs provide a natural extension of our school day curriculum.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

Environmental sustainability is embedded in our science curriculum of life, environmental, and physical science programs. All students have the opportunity to bring their science studies beyond the walls of the classroom. They explore insect life and learn



about the different friendly insects that feed their community gardens. In other grades students are exploring energy conservation and electricity. Sustainability is also a large part of classroom projects and family educational events.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

At the Claiborne Pell Elementary School students learn curriculum through experimentation. Students, staff, and community participate in the development of a tree arboretum and a community garden. The development of the garden is student centered and is related to many of the standards in our curriculum. It encompasses our character program which promotes problem solving beyond oneself. We use the community to support and enrich our students by working side by side with experts in the horticultural field.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

In K/1 they are exploring insects, plants and weather. This is incorporated throughout all content areas with the students conducting inquiries in and recording their learning through drawings and writing in their science journals. Grade one students do a daily weather report on the morning announcements. They are learning about the stages of plant development .

In 2nd grade students look at the different soil types and study erosion, they also experiment in mold types. They take their learning to the bay as they explore Rose Island and the habitat on this island.

In grades 3 & 4 students go deeper into ecosystems and environmental energy. In grade 3 they work with Save the Bay to learn and discover the fragile ecosystem of the coastland and participate on building back the dunes and planting sea grass. Grade 4 students work with the Norman Bird Sanctuary and explore the geological landscape and the unique ecosystems of the Island.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

Students work on a variety of projects to support outdoor learning. Students are involved from the design, compost, laying the dirt, planting, tending and harvesting of the garden. In Kindergarten students learn about the natural habitats of our critters and how they make sure the habitats are not harmed. Kindergarten also partners with Casey Farm. In grade 1 students are using their knowledge of plant development and taking their students beyond the classroom walls. They are participating in the creation of the community garden with the plant knowledge. Students in grades 2-4 work with Rose Island Foundation, Save the Bay, Audubon Society, and the Norman Bird Sanctuary to support eelgrass restoration, cleanup of beaches, and protection of habitats right in their backyards.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

In our first year at Pell we are already actively involved with the Master Gardeners from University of RI and Newport Tree Society and our Tree Warden, Scott Wheeler. We have a good working relationship with all these organizations in addition to the ones mentioned above. The goal this year is to get our garden up to the level so that students can harvest produce to support our local food pantry down the street.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words)

While we anticipate growing these areas of our curriculum, our current initiatives are described in detail in the above sections. All of our classrooms took a pledge to be greener. We have a recycle competition between grades and now between classrooms to earn the golden recycle can. This is awarded to the class that has contributed the most to the green pledge by recycling paper, plastic and class participation with reusable water bottles.

The Superintendent of Schools, John Ambrogi, signed a Sustainable School Agreement “School as a Tool” in May 2013. The agreement commits the school to implementing the School as a Tool / RI Sustainable Schools Protocol, according to the RIDE School Construction Program by integrating sustainability through curriculum, campus, and community. Considerable effort had been done to fulfill the commitments outlined in the agreement, such as establishing a Green Team, conduct a School Environment Survey, integrate environmental literacy into the existing curriculum, informing and involving the community, and monitoring and evaluating progress.



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