



2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

1. The school has some configuration that includes grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
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 2014-2015

Charter Title I Magnet Private Independent

Name of Principal: Ms. Brandee L. Lapisky

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

Official School Name: Paul W. Crowley East Bay Met School

(As it should appear on an award)

Official School Name Mailing Address: 115 Girard Ave., Newport, 02840

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

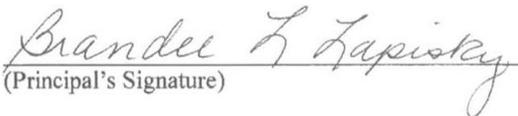
County: Newport State School Code Number *:

Telephone: 401-849-7711 Fax:

Web site/URL: www.metcenter.org E-mail: blapisky@metmail.org

*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.


(Principal's Signature)

Date: 1/19/2015(Principal's Signature)

Name of Superintendent: Ms. Nancy Diaz-Bain



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

District Name: The Metropolitan Regional Career and Technical Center

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


 (Superintendent's Signature)

Date: 1/19/15

Nominating Authority's Certifications

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

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

Name of Nominating Agency: Rhode Island Department of Education

Name of Nominating Authority: 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)

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

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.



2014-2015 Green Ribbon Schools Application

Paul W. Crowley East Bay Met School

Summary Narrative

The Paul W. Crowley East Bay Met School is truly a “place-based learning environment” in the field of sustainability, energy production and use. The school is recognized as a local and regional leader in environmental action including recycling, environmental advocacy, experiential learning in the environment, and watershed monitoring. Met students work alongside local “green” organizations as volunteers and interns in order to realize positive change for the community.

Pillar 1

In January of 2014, The Paul W. Crowley East Bay Met School moved into a new building, constructed with Green technology in mind by Gilbane Inc. The new building featured an environmentally aware construction process and new green technologies.

- *The facility was designed to reduce water usage by more than 20%.*
- *50% of new building construction waste was recycled or redirected.*
- *Air sealing barriers were used in construction.*
- *Construction materials were locally produced.*
- *Materials used in construction are low emitting volatile organic products.*
- *Daylighting is incorporated into lighting controls.*
- *An energy management system monitors HVAC capabilities.*
- *The building boasts geothermal, solar thermal and photovoltaics systems.*
- *Filtered water fountains note the number of plastic bottles saved.*
- *Extra porous pavement is utilized for water absorption rather than directing the runoff toward sewers.*

Pillar 2

In addition to the green building design, the school administration and school educational staff have taken measures to ensure the environmental, nutrition, health and safety of its students.

- *Some examples of the environmental measures include:*
 - *Our school contracts with a professional Pest Control company that uses procedures and materials that are environmentally responsible and use methods to prevent pests from becoming a future problem without excessive use of pest control materials and chemicals.*
 - *All procurement is at our school is managed by the Business Office in an effort to manage and regulate the types and quantities of chemicals being purchased.*
 - *Our school holds a contract with an HVAC contractor to conduct monthly, quarterly and yearly preventative maintenance, system inspections, filter changes and system monitoring.*
 - *The Paul W. Crowley East Bay Met school was designed to achieve superior indoor air quality and meet the requirements of NE-CHPS prerequisites IEQ P4, P5, P8-15 and credits IEQ C1-4 & C6-9.*
- *Some examples of nutrition and fitness initiatives include*
 - *Advisory-based activities: hiking, canoeing, kayaking, rafting, trampoline parks, swimming*
 - *Participating in internships with fitness-related themes: Sail Newport, US Navy’s Recreational Center, Narragansett Surf and Skate Shop, Core Fitness, Newport Equestrian, Bike Newport, etc.*
 - *We have a school based chef (as opposed to a food service) who prepares healthy meals.*

- *The chef and parent group lead a student food group, which teaches students to prepare healthy meals at home.*
- *Some examples of the school's coordinated school health, mental health, school climate and safety*
 - *Counseling and Wellness Team Offerings*
 - *Common School Community Expectations/Response*
 - *Student-Initiated Learning Opportunities and Programs*
 - *Strong partnership and collaboration with the following community organizations:*
 - *Newport Hospital*
 - *Butler Hospital*
 - *Bradley Hospital*
 - *Women's Resource Center of Newport*
 - *Department of Children, Youth and Families*
 - *East Bay Community Action Program*
 - *Referrals to mental health providers*
 - *Institute for the Study and Practice of Nonviolence*
 - *Newport Police Department*
 - *Martin Luther King Center*
 - *Newport Partnership For Families*
 - *YMCA*
 - *Boys and Girls' Club*

Pillar 3

The Paul W. Crowley East Bay Met Schools' mission is to "The Met School's mission is to educate and empower youth through relentless commitment to student-centered learning and personal growth." This work is achieved through a unique real world learning and internship-based program. Through these strong community connections, students are partnered with experts in the community who serve as mentors to authentic real-world projects. Many of our students have pursued their passion related to green or environmentally aware issues and internship sites. Below is a sampling of some of our students' activities.

- *Travel to Sweden to learn how the country has been able to maintain a recycling rate of about 85%.*
- *Clearing invasive species from the land trust at Norman Bird Sanctuary.*
- *Water Testing Collaboration with Salve and Aquidneck Watershed Council.*
- *Beach clean ups with Clean Ocean Access (a local non-profit).*
- *Outings to the section of land the school adopted on the greenway trail Aquidneck Island Land Trust.*
- *Participation in Envirothon Team: Throughout the year, students study four broad subjects: Aquatic Ecology, Forestry, Soils/Land Use, and Wildlife. Using the knowledge they have acquired during the year, students, in teams of five, compete against other teams and schools in the one-day, outdoor RI Envirothon Competition, held in the spring.*
- *Involvement in Aquidneck Island Land Trust:*
 - *Hauled over 1000 lbs trash out of a park they own between 2010 and 2014.*
 - *Students raised over \$1600 for the whole school to earn Young Friends memberships.*
- *Utilization of an outdoor Classroom: When the weather permits, the Environmental Studies Advisory often conducts class in the 30 acre park next to our school.*

Paul Crowley East Bay Met Center

Level: High (9 or 10-12) **School Type:** Public **How would you describe your school?** Urban

Graduation rate: 90% Attendance rate: 88.3%

District Name: The Metropolitan Regional Career and Technical Center

Total Enrolled: 840 Total in the District, 151 at the East Bay campus

Does Your school serve 40% of more students from disadvantaged households?

X Yes , 66.07% are FRPL eligible however the Met takes part in the Community Eligibility Provision (CEP) which provides free lunch for all students.

1. Is your school participating in a local, state or national school program, such as EPA Energy star Portfolio manager, EcoSchools, Project learning Tree, or others which asks you to benchmark progress in some fashion in any or all of the Pillars?

___ Yes No Program (s) and level (s) achieved

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

Yes ___ No Award (s) and Year(s)

- Rhode Island Office of Energy Resources: Energy Leader Award - 2014
- National Grid: In Recognition of Outstanding Progress Toward Zero Net Energy - 2014
- Aquidneck Land Trust Environmental Leadership Award 2014
- Fitness for your Future 2009 - \$10,000 Award from Tufts health Plan and CVS Caremark
- Aquidneck Island Watershed Council, Citizen of the Year Award – 2011, East Bay MET Green Team
- Environmental Protection Agency, Environmental Merit Award – 2010, East Bay MET Green Team

Pillar 1: Reduced Environmental Impact and Costs

Question 1-3 For questions 1, 2 and 3, it should be noted that the long term goal for the Paul W. Crowley East Bay Met School is to be at net-zero site energy use on an annual basis. The project was designed to have an annual Energy Use Intensity (EUI) of 35 kbtu/sf/yr which is recognized as being designed to be net-zero ready. As constructed, the project was predicted to use 47.5% less site energy than an equivalent baseline building. The information requested in questions 1, 2 and 3 we are unable to complete at this time given that the facility is not yet a year old and we therefore do not have a complete year of data to analysis and calculate. In addition, the EPA Energy Star Portfolio manager cannot calculate a score without a year of utility, weather, and other related data.

As for Greenhouse Gas emissions, the project was not designed with any specific carbon footprint goals recognizing that being net-zero site energy will result in a minimal energy use carbon footprint. Within the next year, the school will implement a carbon footprinting program that will allow students and advisors to calculate the carbon footprint of school and municipal buildings as well as community businesses and households. A recognized carbon footprinting methodology will be utilized and incorporated into the curricula that encourages students and faculty to calculate personal carbon footprints.

4. What percentage of your schools energy is obtained from: The school building has two renewable energy systems; geothermal and solar thermal. After collecting twelve months of energy data, the school will calculate the actual renewable energy production realized during its first full year of operation.

5. In what year was your school originally constructed?

- *Certificate of Occupancy issued January 2014*
- *What is the total building area of your school? 16,800 sq. ft.*

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: *NE-CHPS v2.0 Certified* Total Constructed Area: *16,800 sq. ft.*

Water and Grounds:

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? *Given that the school is less than one year old, we do not currently have a year's worth of data to show evidence of water consumption reduction however, the school was designed to reduce overall water usage by 24% from baseline flow fixture performance of the EPA Energy Policy Act of 1992 per NE-CHPS prerequisite WE P1. In addition, no potable water is utilized for irrigation as a rainwater harvesting system is available for this purpose.*

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? *100%*

Types of plants used and location: *All plants used are high-tolerance, native plant materials.*

9. Describe alternate water sources used for irrigation.

Any and all exterior irrigation comes from a rainwater harvesting system that collects rainwater from gutters and downspouts along the roof and balconies and holds it in underground storage.

10. Describe any efforts to reduce storm water runoff and or reduce impermeable surfaces.

As stated above, stormwater runoff from the building's roof and balconies is diverted into a rainwater harvesting system. Parking areas on-site are made of porous pavement, a permeable surface with a stone reservoir underneath. The reservoir temporarily stores surface runoff before infiltrating it into the subsoil. All other runoff is collected and filtered in multistage retention pond that incorporates native plant life to aid in filtration.

11. Our school's drinking water comes:

X *Municipal water source*

___ *Well on school property*

12. Describe how the water source is protected from potential contaminants

Site landscaping includes planting materials, retainage areas and porous pavement that act as filters to eliminate potential contaminants from seeping into groundwater.

13. Describe the program you have to place in place to control lead in drinking water.

The Newport Water Division is a Public Water System that services the building. The Newport Water Division routinely tests at various sites within their distribution system for contaminants. In addition to the water divisions standard testing, the Met conducts our own annual water tests for contaminants.

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

unknown

Waste

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

- Monthly garbage service in cubic yards (garbage dumpster size (s) x number of collections per month and percentage full when emptied or collected). 22.8
- Monthly recycling volume in cubic yards (recycling dumpster sizes (s) x number of collections per month x number of collections per month x percentage full when emptied or collected)? 12.8
- 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). N/A

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% of the paper procured and used is certified by the Forest Stewardship Council.

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

Flammable Liquids – t-shirt screen printing ink.	Corrosive Liquids – N/A	Toxics – N/A	Mercury – N/A	Other:
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How is this measured? The Met restricts the purchase of toxic, flammable or other corrosive materials unless an exception is requested due to the material being necessary to support a student’s career and technical interest.

How is hazardous waste disposal tracked? Any hazardous waste noted above is stored and locked in a secure flame cabinet. At the time of disposal, the schools waste hauler, Waste Management, is contacted to pickup and dispose of said hazardous waste as appropriate.

18. Which green cleaning custodial standard is used?

What percentage of all products is certified? 100%

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

Our school contracts with a professional custodial services company that provides all daily and specialized cleaning services at the Paul W. Crowley East Bay Met school. The firm uses a daily check list of cleaning tasks that their employees must address daily and these checklists are monitored and evaluated by their own Supervisory Staff and augmented by maintenance Site Supervisors as well as input from Met teaching staff and students. All work is documented and regularly audited. Cleaning products used are 100% certified as Green and are secured in labeled containers in secure racks within supply closet. A

running tally of usage is kept and MSDN Notebook is maintained on site. Primary cleaning products are; EnvirOx 117 Light Dilution (Restrooms and Tables), Wave Length Eco Neutral Cleaner #5 (Floors and other surfaces), Wave Length Window cleaner

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)

<i>Mode of transportation</i>	<i>Percentage of students</i>
<i>Walk</i>	<i>15%</i>
<i>Bike</i>	<i>3%</i>
<i>District Yellow Bus</i>	<i>25%</i>
<i>Public Bus Transportation (RIPTA)</i>	<i>50%</i>
<i>Carpool</i>	<i>3%</i>
<i>Parent drop off</i>	<i>4%</i>

How is this data calculated?

*The school tracks our students' mode of transportation to and from school. Students from sending districts with public transportation available are offered monthly bus passes. Those who live in communities without public transportation utilize yellow district busses. *Note that even the district busses share routes with other local schools.*

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 window.

Safe Pedestrian routes to school or safe routes to school

Describe activities in your safe routes program:

The design and construction of the facility incorporated sidewalks that connected to municipal sidewalks and sidewalks within the neighboring Newport Housing Authority so that residents within close proximity can safely walk to school.

21. Describe how your school transportation use is efficient and has reduced its environmental impact.

Our school is regional with student enrollment from more than 10 sending school districts; employing a fleet of Met busses to pick up students at their homes would be incredibly inefficient. Instead, we utilize public bus transportation, invite students to meet at community Park and Ride locations, encourage students to ride their bikes, etc.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.

The following are features of our new school building.

- The facility was designed to reduce water usage by more than 20%.
- 50% of new building construction waste was recycled or redirected.
- Air sealing barriers were used in construction.
- Construction materials were locally produced.
- Materials used in construction are low emitting volatile organic products.
- Daylighting is incorporated into lighting controls.
- An energy management system monitors HVAC capabilities.
- The building boasts geothermal, solar thermal and photovoltaics systems.
- Filtered water fountains note the number of plastic bottles saved.
- Extra porous pavement is utilized for water absorption rather than directing the runoff toward sewers.

Pillar 2: Improve the health and wellness of the staff

Environmental Health

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

Our school contracts with a professional Pest Control company that uses procedures and materials that are environmentally responsible and use methods to prevent pests from becoming a future problem without excessive use of pest control materials and chemicals. When absolutely necessary, the company uses only the minimum required doses of CLO2BBER, a water soluble, non-corrosive, non-carcinogenic, created from Chlorine Dioxide. It has an instant kill capability and does not allow bacteria to develop a resistance to it. This chemical requires no special disposal, nor does it damage the ozone. It flushes quickly from the system and has the lowest contact time for killing microbes of all sanitizers. Only snap-traps; glue boards; and organic pesticides are used to eliminate mice and other critters.

The Integrated Pest Management Program, involves the ongoing implementation of the following procedures in order to maintain and document an clean, environmentally safe setting:

- a) Physical exclusion of critters and conditions which attract them (example, elimination of holes in foundation/building structure)*
- b) Removal of harborage (rags; and other nesting materials)*
- c) Habitat Modification (removal of open trash barrels, floor/open food storage, etc.)*
- d) Monthly inspection and conditions monitoring by trained Pest Company technicians, supplemented by ABM staff who monitor and report problem conditions daily, as well as field complaints from teachers/students in building and refer to Pest Control Company.*
- e) Written communication and record keeping program which outlines conditions, locations, nature of problem. A record of identified pests and quantity are maintained and updated monthly to ensure progress in elimination.*
- f) Pesticides are used only when all other pest prevention methods have been tried. If a pesticide is used it must be certified as organic and is never applied while students are in the building.*

2. 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.

X Our school prohibits smoking on campus and in public school buses per policy and per state law.

X Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school per policy.

X Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) through design efforts which integrate adequate and segregated ventilation for areas housing these appliances. In addition, CO monitors are located throughout the facility to monitor CO levels and adjust outside air intake when necessary.

X 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 annually in accordance with state regulations.

3. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.

All procurement is at our school is managed by the Business Office in an effort to manage a regulate the types and quantities of chemicals being purchased. At this time, the only chemical utilized are associated with building maintenance, infrastructure and annual cleaning. Per policy, any activities that utilize chemicals are conducted at times when the school is unoccupied.

4. Describe actions your school takes to prevent exposure to asthma triggers in and around the school.

As described in Pillar 2, Question 9, the filtration media used in the school aids in the elimination of particles and contaminants that trigger asthma. Filters are replaced regularly in accordance with manufacturers recommendations. In addition, the school has enacted policies such as no smoking, and no idling, which are preventative measures versus responsive.

5. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or removes moldy materials when it is found.

The Met contracts with a building maintenance vendor which addresses such matters. Present in the building during school hours is a day-porter whose responsibility is to clean and disinfect any spills, visible mold, leaks, etc, if present. Staff within the building also have access to a facilities work order system where they can enter in information about building issues such as leaks, mold, etc. so that maintenance is notified immediately and the issue can be addressed before leading to a health/safety matter.

6. Our school has installed local exhaust systems for major airborne contaminant sources.

X Yes No

Our kitchen facility, janitor's closets and toilet rooms are on a separate, segregated exhaust system.

7. Describe your schools practices for inspecting and maintaining the buildings ventilation system an all unit ventilators to ensure they are clean and operating properly.

Our school holds a contract with an HVAC contractor to conduct monthly, quarterly and yearly preventative maintenance, system inspections, filter changes and system monitoring. The HVAC contractor is tasked with referencing HVAC equipment manuals and abiding by the manufacturers' recommendations regarding preventative maintenance. In addition, a green building commissioning report is available to the HVAC contractor to ensure that the systems are operating in accordance with the building's and system's design.

8. 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.

The Paul W. Crowley East Bay Met school was designed to achieve superior indoor air quality and meet the requirements of NE-CHPS prerequisites IEQ P4, P5, P8-15 and credits IEQ C1-4 & C6-9. All spaces were also designed to comply with ASHRAE 62.1. The building utilizes a dedicated outdoor air system for building ventilation with energy recovery to satisfy all ventilation air requirements when outdoor air temperatures are below 65 degrees. Outside air is supplied to spaces via continuous ductwork and ceiling mounted diffusers. Exhaust air is returned from spaces via continuous ductwork from near floor level. All supply air is filtered via MERV 13 filters while return air is filtered via MERV 8 filtration. Janitor's closets and toilet rooms have dedicated exhaust directly to the exterior at a minimum of 10 air changes per hour. Dedicated kitchen exhaust with energy recovery is also present. When the outdoor air temperature is above 65 degrees, the building is naturally ventilated through operable windows. Exhaust fans and ceiling fans aid in drawing and circulating ventilation air through the building.

9. 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.

The Met has adopted and is in the process of implementing the Schools for Tools program.

Nutrition and Fitness

10. 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.

X Our students spent at least 120 minutes per week over the past year in school supervised physical education.

In addition to scheduled physical education and nutrition classes, our students also engaged in fitness-related internships through organizations like Sail Newport, Bike Newport, and more. Additionally, there have been schoolwide physical activities and advisory-based initiatives such as overnight hiking trips in the White Mountains of New Hampshire.

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

Some examples include: outdoor kickball, touch football, ultimate frisbee, activities in nearby Miantonomi Park, and hikes in local conservation areas.

X Health measures are integrated into assessments

11. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

In addition to our regular physical education program, students have the opportunity to access the following opportunities:

- *Annual school-wide activities:*
 - *Students vs. staff sports games.*
 - *Beach day/mountain bike day.*
- *Advisory-based activities: hiking, canoeing, kayaking, rafting, trampoline parks, swimming*
- *Participating in internships with fitness-related themes: Sail Newport, US Navy's Recreational Center, Narragansett Surf and Skate Shop, Core Fitness, Newport Equestrian, Bike Newport, etc.*

- *Students participate in extracurricular sports-related activities at their sending districts including: wrestling, basketball, baseball, etc.*
- *Student-initiated, project-based activities: bike riding, dance therapy.*

12. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships.

Nutrition Programs/Practices

- *Students volunteer at the Methodist Community Gardens, which grows and distributes fresh produce to food banks.*
- *We constructed raised beds for student and community vegetable gardens.*
- *We have a school based chef (as opposed to a food service) who prepares healthy meals.*
- *The school provides reusable water bottles for students and staff to access our filtered water system.*
- *The school offers a Serve Safe certification course.*
- *The chef and parent group lead a student food group, which teaches students to prepare healthy meals at home.*
- *Students set personal goals for health and wellness which are included and assessed in their individualized learning plans.*
- *One of our students recently completed a Salve Regina University college course in Nutrition.*

Coordinated School Health, Mental Health, School Climate and Safety

13. Does your school use a Coordinated School Health Approach or other health - related initiatives to address overall school health issues? Yes No

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

Counseling and Wellness Team Offerings

- *A LICSW, MSW intern and psychology intern provide access to social/emotional support for all students.*
- *We offer group learning experiences around the following topics: substance abuse, stress management, and meditation.*
- *Students learn to communicate emotion through art in an expressive arts workshop.*
- *Our speech language pathologist and her master's level intern offer social skills training*

Common School Community Expectations/Response

- *We implement the Kingian approach to nonviolence.*
- *We utilize Response to Intervention as a way to address health issues that impact students' academic performance.*
- *This year, our students and staff embraced a gratitude initiative connected to overall health and wellness.*

Student-Initiated Events

- *A student coordinated a school-wide blood drive in connection with her senior thesis project.*
- *With staff support, seniors run student-initiated groups related to health topics.*
- *Students regularly communicate with the school community about health-related project work at weekly whole-school assemblies.*
- *One of our student's senior thesis project relates to the mind-body connection in health. Lucy is exploring the relationship between the mind, body and environment as it relates to the recovery from physical injury and mental illness. Her work is based on her internship as a physical therapist and in both academic and real world research. There are community benefits tied to the final outcomes of this senior thesis project.*

14. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety

Yes No

We collaborate with the following organizations for referral for services, guest speakers, one time and ongoing events, job training, counseling, internships, and more:

- *Newport Hospital*
- *Butler Hospital*
- *Bradley Hospital*
- *Women’s Resource Center of Newport*
- *Department of Children, Youth and Families*
- *East Bay Community Action Program*
- *Youth Pride RI*
- *Referrals to mental health providers*
- *RI Pride*
- *Institute for the Study and Practice of Nonviolence*
- *Newport Police Department*
- *Martin Luther King Center*
- *Newport Partnership For Families*
- *YMCA*
- *Boys and Girls’ Club*

15. Does your school have a school nurse and/or school based health center?

Yes No

Our school has both a school nurse and a school-based health center. The Met employs a school nurse teacher in addition to a partnership with Providence Community Health Center to provide extended health services such as vaccinations, health clinics, STD screenings/testing, annual physicals, etc. to our student body.

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

We engage in the following efforts to support a positive and productive school climate:

- *In order to sustain enrollment in our school, students commit to anti-bullying.*
- *We run annual school-wide “Name it, claim it, stop it” anti-bullying campaigns.*
- *Students partnered with The Teaching Peace Initiative.*
- *Students have regular access to individual and group counseling.*
- *Staff employ educational/therapeutic responses to school policy violations.*
- *Staff facilitate mediations in the event of student conflict.*
- *The school’s social worker leads TOP (Teen Outreach Program), anti-bullying trainings.,*
- *Staff participate in trainings around student health issues (ie. suicide prevention, mental health diagnoses, etc).*
- *Our advisory-based school structure facilitates a maintain and respectful school climate where each student has a home-base and is highly connected to students and staff.*
- *Students have regular access to voice concerns and ideas to their principal. The principal offers opportunities for students to engage in Student Voice and Leadership activities.*
- *Through their individualized learning plans, students develop personal quality goals.*
- *Our staff have engaged in professional development around the “Guided Discipline” approach.*
- *Students participate in off-campus trust building and community bonding experiences.*

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 and sustainability literacy requirement.

- *As noted in Pillar 1, our school's new building is an incredibly rich resource. We have made a commitment to the School as a Tool philosophy to educate our students about its features such as solar and geothermal energy, water efficiencies, and minimizing the carbon footprint. Our educators link readings and written components to this learning at all grade levels.*
- *One of our school's goals is to expose students to a wide variety of careers and passions in order to help our students identify the areas that they would like to explore in depth. One of the avenues we utilize are current event readings, written reflections and presentation. All students engage in literacy about environmental sustainability through this lens.*
- *All of our students engage in academic research connected to their areas of interest. Many of our students choose internships that have connections to sustainability and conservation. In the individualized learning plans of these students, there are even stronger literacy connection to these topics.*

X Environmental and sustainability concepts are integrated into assessments.

- *All of our students present an exhibition to a panel of peers, community members and their family members at the close of each trimester. During this time, a portfolio of their work is assessed in addition to oral and visual presentations of their learning throughout the trimester. During these exhibitions, students share what they've learned from their various experiences (including the environmental literacy component) during the presentation. Following the exhibition, advisors mail home a narrative-style assessment that includes student progress in these areas.*
- *In the examples where students are engaged in internships that connect to green concepts, a significant portion of their learning and assessment is connected to their work. We utilize a Real World Learning Rubric where the mentor, student and advisor assess the student's performance at the internship. Additionally, student project work is assessed using our Project Rubric. For those who have internships connected to the concepts of sustainability and the environment, nearly 60% of their academic time is focused on these topics.*

X Students evidence high levels of proficiency in these assessments

Students consistently perform at high levels of achievement in these areas. Some indications of success include:

- *Strong scores on our school-based Real World Learning Rubrics.*
- *Mentor satisfaction with student project work and site contribution as evidenced by mentor retention and scores on the end of the year mentor surveys.*
- *Regular recognition of work in local newspapers and by local organizations due to high levels of student achievement.*

X Professional development in environmental and sustainability education are provided to all teachers.

All of our staff receive professional development through learning about our school building's efficiencies and sustainability efforts. They also share best practices with one another related to advisory-based activities connected to these topics.

The following are additional professional development opportunities that many staff members have had the opportunity to experience through the lens of environmental sustainability education.

- *Many staff members have attended the annual Sustainable Schools Summit.*
- *A staff member attended the annual Blue Mind Conference in 2013.*

- *Some staff have participated in the Appalachian Mountain Club's Youth Opportunities Program, which prepares staff to lead youth on outdoor wilderness adventures.*
- *A staff member is an officer and trustee of the Aquidneck Land Trust.*
- *We have hosted on-site professional development days at locations such as the Norman Bird Sanctuary.*
- *The school has hosted outside organizations so that they might learn from our school's capabilities, most recently National Grid.*
- *Staff members have received best practices training in recycling as State regulations change.*

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: n/a Percentage scoring a 3 or higher: n/a

We do not offer AP classes here, however, we have a partnership where students earn college credit with local universities and colleges. Below are listings of college courses where students have earned an A or B as a final grade. Also listed are partnership programs for science lab credit with local organizations.

- *The Community College of Rhode Island*
 - *Standard course: Chemistry of Our Environment*
 - *Partnership: Microbiology lab educational partnership*
- *Salve Regina University*
 - *Earth Science*
 - *General Biology*
 - *Human Biology: Psychology and Health*
- *Community Organization: The Norman Bird Sanctuary: Experiential Ecology lab*
- *Community Organization: Narragansett Tribal Lands: Biology workshops*

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?

Since 2012, the school has had an advisory where the focus of their high school experience relates to issues of sustainability and environmental justice. Students in the Environmental Studies Advisory, all share a common concern for the environment, use group activities such as trips, activities, documentaries, guest speakers, and readings about environmental topics (such as global warming) to develop their skills across the curriculum. They also take part in whole-school academic and culture-building experiences. However, their deepest learning happens when they are working on their individualized projects, developed with the aid of their learning team, and during their internships.

Many students do grassroots organizing as part of their project work. One of our students did extensive work in support of the proposed legislation in RI to ban plastic bags. She organized a phone bank, did door-to-door canvassing with an Environmental organization, had students and staff sign petitions, and even arranged for students and staff to speak at the state house.

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

Our work is perhaps best captured through the stories of individual student journeys. Here are just two examples of the types of individual projects that show how the Met uses sustainability and the environment as a context for learning.

Stieg hopes to be an engineer following graduation from the Met School and postsecondary study. For his Senior Thesis project, Stieg is focusing on wind turbine design and wind power fundamentals. Stieg has obtained an internship at Navatek, an ocean technology firm that conducts cutting-edge naval and renewable energy technology research. Stieg has the opportunity observe the highly technical and specialized work done by the firm. With the support of his mentor, he has formed a student team to participate in the Kid Wind Challenge, a competition for students that involves designing, building and testing wind turbines. They are engaging in the design process, building and testing turbines, collecting data, analyzing the data collected to determine efficiency, and creating new designs. Stieg will also be writing a research paper examining the controversial topic of offshore wind projects.

Marky interned at the University of Rhode Island's Bay Campus where she partnered with a research team in the ocean engineering department. With the team, Marky gathered and analyzed atmospheric data. Additionally, Marky now interns at the RI Environmental Protection Agency where she works with a team monitoring and cultivating oyster colonies in salt water marshes throughout southern Rhode Island.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics.

The East Bay Met Green Team was started in 2008 by a group of students interested in recycling and environmental studies. Students had different interests but one big common idea or goal: finding ways to make our school and community more environmentally aware. The first achievement of our Green Team was to create a recycling program in our own school. We looked into Newport's recycling laws and who we would need to contact in order to start this program. Our recycling totals have been painted on the wall of our school showing our schools progress in recycling each month and at the end of each trimester we record just how much water, landfill space, trees, oil, and money we save by recycling.

Each year in Green Team we have focused on different projects that we hope to use to better our school and community. We traveled to Sweden to learn how the country has been able to maintain a recycling rate of about 85%. We met with students from Global Gymnasio who, the following year would come and stay in the United States and travel with us to Washington D.C. to learn about the USA's plans on furthering its sustainability. We were also able to meet with our state senators about their takes on Rhode Islands environmental policies and how the people could change or improve them. Several students were inspired to introduce a plastic bag tax in Newport after learning about D.C's Tax.

6. Describe students meaningful outdoor learning experiences at every grade level.

Students at every level participate in a large range of outdoor learning experiences. Each experience is introduced and debriefed in the classroom to tie to academics and prior knowledge. Below is a listing by category of recent opportunities.

- *Hiking*
 - *Destinations: Blue Hills Reservation, Rhode Island North-South Trail, White Mountain New Hampshire, RI trails/preserves, Wachusett Mountain, Vermont trials.*
 - *Curriculum Topics for Hiking:*
 - *Wilderness ethic*
 - *Environmental ethic*

- *The principles of leave no trace*
- *Integrated Nature of all habitats*
- *Develop a lifelong relationship with the environment*
- *Our actions impact on climate change*
- *Sailing on Narragansett Bay with Sail Newport.*
- *Volunteering at Methodist Community Garden and Island Community Farm.*
- *Bike riding with Bike Newport.*
- *Clearing invasive species from the land trust at Norman Bird Sanctuary.*
- *Water Testing Collaboration with Salve and Aquidneck Watershed Council.*
- *Beach clean ups with Clean Ocean Access (a local non-profit).*
- *Outings to the section of land the school adopted on the greenway trail Aquidneck Island Land Trust.*
- *Aquatic landscaping Domina's Agway Middletown .*
- *Regular trips to explore: marsh, beach, rocky shores, farms.*

7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills.

There is a 30-acre park near our school named Miantonomi Park. It is when the weather permits, the Environmental Studies Advisory often conducts class in the park and it is used as an outdoor classroom to teach a variety of disciplines:

- *Physical Education - Students take nature walks in the wooded sections, bike the trails, and play competitive sports in the fields there.*
- *Science- Students have done projects work on invasive species identification, birdwatching.*
- *Social Studies - Staff have taught the students about the Narragansett sachem after whom the park is named, and the culture of the Narragansetts who occupied the property for hundreds of years.*
- *Math- Students took tree circumference measurements and did other data collection including belt transects.*
- *Civics- In partnership with the Aquidneck Land Trust, students and staff have hauled over 1,000 pounds of trash off the property.*
- *Technology- A student used a GPS program to create a map of the trails on the property for the Aquidneck Land Trust. The student was interning with Bike Newport and created the map with safe cycling in mind.*

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.

As mentioned previously, our students are deeply involved in their internship work, spending 2 out of 5 days minimum in the community.

- *Norman Bird Sanctuary: Hosted internships and the ecology science lab*
- *Salve Regina University Hydroponic Lab: Developed an onsite hydroponics food lab*
- *Aquidneck Island Land Trust*
 - *Hauled over 1000 lbs trash out of a park they own between 2010 and 2014.*
 - *Students raised over \$1600 for the whole school to earn Young Friends memberships.*
- *Aquidneck Island Watershed Council: Students participated in weekly water quality monitoring at two sites on Aquidneck Island. Data was collected in accordance to EPA standards and was used in broader water quality reports.*

- *Rhode Island National Public Radio: Feature News Story for RI NPR on Save Ruggles Public Access and surf break. A grassroots movement with Clean Ocean Access, local surfers and the global surfing community to preserve a historic stretch of coastline in Newport after damages from Hurricane Sandy.*
- *Navatek (wind turbines)*
- *Watson Farm*
- *Simmons Farm*
- *Jamestown Community Farm*
- *Clean City Newport: Students regularly assisted the Clean City Program Coordinator at bi-annual Recycling Days. Students raised funds to help the City purchase BigBelly Solar recycling compactors.*
- *Save the Bay Aquarium*
- *Island Community Farm*
- *Sail Newport*
- *Save the Bay*
- *Methodist community Garden*

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 innovate or unique practices and partnerships.

FabNewport and Bike Newport are two independent non-profits that were incubated in the Met School, and have grown with the support of students and staff. Both organizations community-wide learning opportunities and summer employment for Met students.

- *FabNewport Partnership provides student with opportunities to:*
 - *learn 2 and 3D design using professional software.*
 - *manufacture products with CNC machines: 3D printer, laser cutter, vinyl cutter.*
 - *mentor elementary and middle school students in above topics.*
 - *learn computer programming: processing; OPENScad; Scratch.*
 - *solve community engineering challenges: bike racks; bollards.*
 - *earn RIDE approved certifications in 3D modeling: Autodesk Certified User.*
 - *design and make original products: clothing; surfboards; puzzles; art.*
- *STEAMM Center*
 - *a 600 sq. ' space, equipped with work shop tables and hand tools, dedicated to student exploration of Science, Technology, Engineering, Art, Match and Music*
 - *workshops facilitated by students, staff and experts;*
 - *students integrate STEAMM Center into project work on case-by-case basis*
- *Envirothon Team: Throughout the year, students study four broad subjects: Aquatic Ecology, Forestry, Soils/Land Use, and Wildlife. Using the knowledge they have acquired during the year, students, in teams of five, compete against other teams and schools in the one-day, outdoor RI Envirothon Competition, held in the spring.*
- *Bike Newport provides students opportunities to:*
 - *learn mechanics*
 - *understand 5 pillars of a Bike-Friendly Community; one of which is engineering*
 - *mentor younger children*
 - *understand fitness*
 - *understand transportation*

10. Submit photos (with appropriate permissions) that illustrate the green practices undertaken at the school.



