U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

2015-2016 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

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

U.S. Department of Education Green Ribbon Schools 2015-2016

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

Name of Principal: Ruth Ann Wylie
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: Prescott Elementary School
(As it should appear on an award)

Official School Name Mailing Address: 1930 South 20th Street
(If address is P.O. Box, also include street address.)

County: Lancaster State School Code Number *: 55-0001-036

Telephone: 402-436-1611 Fax: 402-458-3261

Web site/URL: http://wp.lps.org/prescott/ E-mail: rwylie@lps.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.

Ruth Ann Wylie

Date: 1/28/2016

(Principal's Signature)

Name of Superintendent: Dr. Steve Joel

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

District Name: Lincoln Public Schools

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: 1/27/16

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: Nebraska Department of Education

Name of Nominating Authority: Ms. Sara Cooper (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date:02/01/2015

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: March 31, 2018

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Level
[ ] Early Learning Center
[x] Elementary (PK - 5 or 6)
[ ] K – 8
[ ] Middle (6 - 8 or 9)
[ ] High (9 or 10 - 12)

School Type
[x] Public
[ ]Private/Independent
[ ] Charter

School Description
[x] Urban
[ ] Suburban
[ ]Rural

School Demographics
Total Enrolled: 559
% receiving FRPL: 67%
% limited English proficient: 14%
Other measures:

Graduation rate: NA
Attendance rate: 96%

Does your school serve 40% or more students from disadvantaged households?
[x] Yes [ ]No

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.

Many innovative practices and partnerships ensure Lincoln Public Schools (LPS) students experience environmental and sustainability education at all grade levels. Prescott students experience instructional units in plants, seasons, animals and habitats, soil, prairie, ecosystems, and water and wetlands. Teachers also receive district support to attend professional development in environmental and sustainability education.

The highlight of Prescott's efforts to connect students with the environment is their outdoor classroom. Prescott families, staff and community have collaborated to build and provide a Nature Explore Certified Outdoor Classroom on Prescott Park, our playground. A walking path was installed in the spring of 2010 along with a rain garden, followed by a bridge, park benches, plantings, raised vegetable beds, designated learning areas and an arbor throughout the 2011-12 school year. Summer of 2012 the school added a stage built as an Eagle Scout project and a gazebo that provides shade and a learning space in May, 2013, built by Chad Johnson. Spring of 2015, Prescott built a Fossil Dig area with a large saber cat buried in the pit. This school year, teachers will be providing Prescott students opportunities each quarter to experience learning in our outdoor space. This outdoor space has served as an avenue for students to engage in nature and develop skills and knowledge associated with a variety of topics including gardening, nutrition, and environmental stewardship. In addition to classroom use, this space is available for the community.

Prescott was one of the first schools to participate in the LPS pilot recycling program in 1998, and has continued recycling mixed office paper, cardboard, plastic & aluminum, newspaper & magazines, and tin cans. To-date, Prescott has diverted over 261,000 pounds of recyclables from the landfill since initiating the recycling program in 1998.

Prescott has been very successful in the LPS Wellness program through their efforts. For the 2013-14 school year, Prescott won the LPS Wellness Award dollars, which is a $5,000 award related to their wellness approach focusing on students, families and community, staff wellness and establishment of school based policy and guidelines, combined with their high participation in district-wide challenges. Resources are invested in items to support further wellness for the school. Dollars will support indoor and outdoor active space resources.

SCHOOL PROFILE: GREEN SCHOOL PROGRAM AND AWARDS

1. Is your school participating in a local, state, or national program, which asks you to benchmark progress in some fashion in any or all of the Pillars? Yes _X_ No ___ If yes, please explain what program(s), current level of achievement, and the years you have been involved in these programs. (e.g. EPA Energy Star Portfolio Manager, Eco-Schools USA, PLT Green Schools, NPPD Green Schools).

EPA Energy Star Portfolio Manager

2. Has your school, staff or student body received any awards for facilities, health or environment? Yes _X_No ___ Award(s) and years received:

LPS Wellness Champions; 20014 and 2011; 1st place in city wide Mayor's Run in 2012, 2013,2014; Alliance for a Healthier Generation, Bronze Award, 2013; Fuel Up to Play 60, Silver Level.

Alliance for a Healthier Generation Bronze Level Recognition in 2011-12.

For the 2013-14 school year, Prescott won the LPS Wellness Award dollars, which is a $5,000 award related to their wellness approach focusing on students, families and community, staff wellness and establishment of school based policy and guidelines, combined with their high participation in district-wide challenges. Resources are invested in items to support further wellness for the school. Dollars will support indoor and outdoor active space resources.

3. Has your school created a place for teachers to share lessons on Sustainability? Yes _X_No___ If yes, where?

Prescott staff utilize the Docushare system to create folders for sharing lesson plans and activities related to sustainability.

4. Has your School Board adopted a Green Strategic Plan? Yes ___No_X_
5. Has your school created a Green Team? Yes _X_No___ If yes, list team members and their roles.

We have both a staff Outdoor Education Committee and a Wellness Committee as well as student wellness team, Wellness Champions.

OUTDOOR EDUCATION COMMITTEE:

Committee Chair: Rachel Frank; Committee Members: Ellen Jaecks-James, Misty Murphy, Lisa Kapustka, Hannah Heyl, Mark Weddleton, Ruth Ann Wylie, Olivia Gotta, Deb Cawley, Alison Bowder, Jenna Satterly

Responsibilities:

1. Work with S.N.A.C. to develop plans and materials for outdoor education at Prescott
2. Develop lessons and activities for outdoor education.
3. Oversee and plan professional development for staff for outdoor education.
4. Develop plans for use of grant money and projects.
5. Provide building leadership and planning for composting and recycling efforts.

WELLNESS COMMITTEE:

Committee Chair: Tracey Areman; Committee Members: Nancy Bare, Diane Lamb, Ruth Ann Wylie, Lindsey Licht, Rebecca Hughes, Dani Spillman, C.J. Ahrens

Responsibilities:

1. Develop building wide practices for wellness.
2. Implement plans for wellness throughout the year.
3. Plan and communicate LPS Wellness Challenges to staff, students and parents.

6. Has your school seen a cost savings from green initiatives? Yes _X_No___ If yes, describe the cost savings or use the table below to fill in your cost savings data.

Fiscal Year	Electric Energy Consumption (kwh)	Natural Gas or Fuel Oil Consumption (therms)	Electric Utility Costs ($)	Natural Gas Utility Costs ($)	Total Utility Costs ($)	Annual Savings ($)*	% Reduction from FY '11-'12
11-12	787,640	1,612.80	$60,641.90	$1,403.21	$62,045.11		
12-13	770,800	1,597	$62,145.42	$1,413.78	$63,559.20		2%
13-14	743,920	1,583	$61,209.50	$1,487.56	$62,697.06		6%
14-15	608,200	1,585	$49,761.92	$1,566.19	$51,328.11	$11,368.95	23%

*Even a reduction in use could still show an increase in costs due to increased energy prices.

PILLAR I: REDUCED ENVIRONMENTAL IMPACT

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions

Energy (Please convert energy data to Portfolio Manager format if possible)

7. Can your school demonstrate a reduction in Greenhouse Gas emissions? *(Please fill in table below first.)*

Yes _X_No___ Percent reduction: __29%_Over (m/yy - m/yy): _____Oct 2011 - Sept 2015_____

Initial GHG emissions rate (MT eCO2/person): _____2.07_____

Final GHG emissions rate (MT eCO2/person): _____1.48_____

Offsets: ____.59 MT eCO2/person__How did you calculate the reduction? ___Data Table Below_____

What do you use to benchmark your energy use? _____Portfolio Manager_____

Table is based on School data taken from ____District Utility Bills_____(Portfolio Manager, district utility bills, etc.), as reported by _____District Personnel_____(Vendor or School/District Personnel).

Fiscal Year	Electric Energy consumption (kwh)	Natural Gas Consumption (therms)	Fuel Oil Consumption (gallons)	Carbon Dioxide from Electric 1.52lbs/kwh	Carbon Dioxide from natural Gas 11.7 lbs/therms	Carbon Dioxide from Fuel Oil 26.033 lbs/gal	Total Number of Staff and Students	MT eCO2/person
Example	100,000	15,000	5,000	100,000 x 1.52 = 152,000	15,000x 11.7 = 175,500	5000 x 26.033 = 130,165	250	(152000+1775500+130165)/250/1000 =1.83
11-12	787,640	1,612.80	N/A	1,197,212.80	18,869.76	N/A	587	2.07
12-13	770,800	1,597	N/A	1,171,616.00	18,684.90	N/A	595	2.00
13-14	743,920	1,583	N/A	1,130,758.40	18,521.10	N/A	617	1.86

14-15	608,200	1,585	N/A	924,464.00	18,544.50	N/A	639	1.48

8. Has your school conducted an energy audit of its facilities? Yes __ No _X_

Percent reduction:

Measurement unit used kBTU/Square foot or kBTU/student?

Time period measured: from _____to _____

9. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification? (Score of 75 or above) Yes__X_ No ____Year(s) and score(s) received:

2009: Score 75, 2015: Score 83

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

On-site renewable energy generation: YES Type: Ground source heat pumps (see video http://videocenter.lps.org/videos/video/1656/)

Purchased renewable energy: None Type:

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

11. Has your school reduced its total non-transportation energy use from an initial baseline? Yes _X_ No ___

Current energy usage (kBTU/student/year): Enter data in table below.

Current energy usage (kBTU/sq. ft./year): Enter data in table below.

Table is based on School data taken from _____District Utility Bills_____(Portfolio Manager, district water bills, etc.), as reported by _____District Personnel_____(Vendor or School/District Personnel).

Fiscal Year	Electric Energy Consumption (kBTU) 1kwh=3.412 kBTU	Natural Gas Consumption (kBTU) 1therm=100kBTU	Fuel Oil Consumption (gallons) 1 gal=139 kBTU	Total Number of Staff & Students	kBTU/Number of Staff & Students	kBTU/sq. ft.	% Reduction from FY 11-12
11-12	230,844	16.13	N/A	587	393.3	3.3	
12-13	225,909	15.97	N/A	595	379.7	3.2	2%
13-14	218,030	15.83	N/A	617	353.4	3.1	6%
14-15	178,253	15.85	N/A	639	279.0	2.5	23%

12. Year your school was originally constructed: 1922 Total school building area (sq.ft): 87,350 sf

13. Has your school constructed or renovated building(s) in the past ten years? Yes _X_No___

For **new** building(s): Which green building standard was used?

Percentage building area that meets green building standards:

Certification and level: Total constructed area:

For **renovated** building(s): Which green building standard was used? Architectural and engineering teams were instructed to use the LEED for Schools silver level specifications as a reference for the IAQ/renovation.

Percentage of the building area that meets green building standards: 100% of the building was renovated with those specifications as a guideline.

Certification and level: The district does not commit the additional resources necessary to obtain certification
Total renovated area: 87,350 sf

Element 1B: Improved water quality, efficiency, and conservation

Water and Grounds

14. Can you demonstrate a reduction in your school's total water consumption measured in gal/square foot **and/or** gallons/occupant from an initial baseline? Yes ___ No _X__

If yes, please complete the tables below and provide the following information:

Average Baseline water use (gallons per **occupant**): Current water use (gallons per **occupant**):
Percent reduction in domestic use: Percent reduction in irrigation: Total percent reduction:
Time period: from _____ to _____

Average Baseline water use (gallons per **sq ft**): Current water use (gallons per **sq ft**):
Percent reduction in domestic use: Percent reduction in irrigation: Total percent reduction:
Time period: from _____ to _____

Fiscal Year	Water Consumption (gallons)	Total Square Feet	Water Consumption (gals/sq ft)	% Reduction from FY 11-12
11-12				
12-13				
13-14				
14-15				

Fiscal Year	Water Consumption (gallons)	Total number of Staff and Students	Water Consumption (gals/occupant)	% Reduction from FY 11-12
11-12				
12-13				
13-14				
14-15				

Table is based on School data taken from _____(Portfolio Manager, district water bills, etc.), as reported by _____(Vendor or School/District Personnel).
Do you include after-hour activities in your water consumption calculations? (Adult sport leagues, community events, etc.) Yes ___ No ___

15. Describe any strategies you use to discourage single-use beverage containers on school property. Describe how you assure the recycling of those containers at athletic locations, or other outdoor events.
At all events we provide recycling bins as well as trash bins and we expect families to utilize them. At our events, we ask families to bring their own water bottles and we provide water containers to refill their water. At our events we also utilize recyclable plates, dishes, & utensils. We also purchase water bottles for our students to use at events and take home and reuse. For school special events we serve water out of an Igloo cooler with compostable cups instead of bottled water.

16. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?
75%

17. What plants are native to your geographic location and how have you incorporated them?
Our rain garden was planted with native plants as well as our prairie planted along our fence area.

18. Describe alternate non-potable water sources used for irrigation (e.g. roof run-off, parking lot runoff). (50-words max)
There are 3 rain barrels on the school property. They are utilized to water the raised beds in the outdoor classroom.

19. Describe any efforts to reduce stormwater runoff and/or reduce impervious pavement (e.g. rain gardens, bioswales, ponds). (50-words max)
The rain garden is a prominent feature of the outdoor classroom space.

20. Our school's drinking water comes from: (X) Municipal water source ( ) Well on school property ( ) other:

21. Describe how the water source is protected from potential contaminants. (50-words max)
Backflow prevention devices at each facility that are installed and inspected as per all State and Local regulations.

22. Describe the program you have in place to control lead in drinking water. (50-words max)
Environmental staff coordinate with maintenance staff to collect periodic water samples at drinking fountain locations and have them tested for lead content at the state lab.

23. Does your school have its own well? Yes ___No _X__ If yes, did your school comply with all monitoring requirements and did the drinking water meet all applicable standards? Yes ___No ___

24. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, with an emphasis on water conservation: (50-word max)
School grounds are designed in a manner that does not require any irrigation.

25. What percentage of school grounds are devoted to ecologically beneficial uses? (50 word max)
In 2010, the entire playground of gravel was scraped off and grass seed was planted to provide green space. That area takes up a third of school property. The front of the property includes green space as well. This is in addition to the large outdoor classroom and garden space.

Element 1C: Reduce waste production – Waste/Hazardous Waste

26. 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): 4 yards X 20 X 55% = 44 cubic yards

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 10 yards X 4 X 100% = 40 cubic yards

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected):
4.5 yards X 8 X 100% = 36 cubic yards

Recycling Rate = ((B + C) ÷ (A + B + C) x 100): ((40 + 36) ÷ (44 + 40 + 36) X 100) = 63%

Monthly waste generated per person = (A/number of students and staff): 44/821 = .05

27. Do you include after-hour activities in your garbage reduction calculations? (adult sport leagues, community events, etc.) YES

28. 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 paper supplied by district purchasing is certified to be responsibly managed.

29. Describe how you have reduced your paper consumption, and how you measured that reduction (e.g. working and reviewing online, white boards). (50-word max)

In 2011, Prescott purchased document cameras and projectors for all classrooms. Teachers use this equipment to project material instead of printing. Students work on white boards and teachers project their work on the screen for everyone to see. We also send information out to parents electronically rather than print newsletters.

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

Flammable Liquids	Corrosive Liquids	Toxics	Mercury	Other

How is this calculated?

How is hazardous waste disposal tracked?

Environmental staff collects all products that are to be disposed of. They keep a record of these products and where they came from. No hazardous waste has been disposed of at Prescott in the past two years.

31. Describe other measures taken to reduce solid waste and eliminate hazardous waste (on-site composting etc.). (100-word max)

In August 2015, Prescott implemented a compost program in its cafeteria. Students sort their lunch waste into compost, recycling, and landfill containers. Materials composted include all food waste (including meat and dairy), paper products, compostable dishes, and milk cartons. Since its implementation, over 13,000 pounds of waste has been diverted from the landfill. Food waste is hauled to an industrial-scale composting operation at a local dairy farm. The combination of the recycling and composting programs increased building diversion to over 50%. On-site compost bins are also used for yard waste from the outdoor classroom.

32. Which green cleaning custodial standard is used?

33. What percentage of all products is certified?

Less than 10%

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

Describe the measures your school has taken to use only green cleaning products.

The custodial department is currently investigating the use of more certified green cleaning products

34. If your school has a nurse's office, how does the nurse track regulated medical waste? Describe the tools or mechanisms used to track this waste.

35. Is a Hazardous Waste Policy for storage, management, and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? Yes __X_No ___

36. Are there any Underground Storage Tanks located at your School? Yes ___No _X_If yes, do you have the proper permits for using an underground tank? Yes ___No ___

Element 1D: Use of Alternative Transportation

37. 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)
How is this data calculated? (50-word max)

38. Has your school implemented?

[ ] Designated carpool parking spaces
[ ] A well-publicized no idling policy that applies to all vehicles (including school buses)
[x] A policy that encourages walking and/or bicycling to school
[ ] Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows [ ] A Safe Routes to School program or a School Travel Plan
[x] Walk and Bike to School Days -
[ ] A Walking School Bus program
[ ] Walking and bicycling safety curriculum
[ ] Electric vehicle charging stations have been installed to encourage the use of these vehicles
[x] Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school

Describe activities in your safe routes program if applicable: (50-word max)

Every year, Safe Walk and Bike to School programs are held, arranging for families to set up a walking school bus and stickering our students when they walk or bike to celebrate. Families are surveyed twice annually about how they get to school and encouraging walking and biking to school.

39. If your school has only bus transportation, describe how your school transportation use is efficient and has reduced its environmental impact (e.g. more efficient bus routes, diesel retrofits for buses, use of biodiesel fuel, electric vehicles). (50-word max)
The only buses are for our Early Childhood students and Special Education students.

Summary Question for Pillar 1

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

The Indoor Air Quality/Renovation project completed in 2005 included several upgrades. All exterior windows and doors were replaced to increase energy efficiency. Also, a complete replacement of the mechanical system included new heating and cooling via a ground coupled heat pump system. This project included 170 geothermal wells.

At the beginning of the 2015-16 school year, chromebooks were distributed to grades 3-5 as part of a district-wide technology project. This project allows for a dramatic reduction in paper use in all classrooms.

PILLAR 2: IMPROVE THE HEALTH AND WELLNESS OF STUDENTS AND STAFF

Element 2A: Integrated School Environmental Health program

Environmental Health

1. Has your school conducted any "Occupant Survey" with teachers and students? If so, please state the date(s) and results of the survey.(e.g. CHPS)

2. Do you have an Operations & Maintenance Policy for your building?

HVAC supplies a Policies and Procedures Book for all facilities

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

The current district IPM vendor does provide a service book with a current floor plan of the building, inspection reports, pest monitoring log sheet, service report, SDS and labels and license and contacts sheets.

What is the volume of your annual pesticide use (gal/student/year)? Not Available

Describe efforts to reduce use: Educate staff on proper storage of food items, work with building and grounds maintenance to address any structural issues that may harbor pests and or allow access into building.

4. 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 conducts both indoor (structural) and outdoor (turf and ornamental) IPM to reduce student exposure to chemical pesticides.

[X] Our school prohibits smoking on campus and in public school buses

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

[X] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

[ ] Our school does not have any fuel burning combustion appliances (e.g. boilers, emergency generators, hot water heaters, etc.)

[X] School Radon Testing: Our school has tested all frequently occupied rooms in contact with the ground, and first floor rooms above basement spaces that are not frequently occupied for radon gas and has fixed and retested rooms with levels that tested at or above 4 pCi/L . Yes __X__No _____

[ ] Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Yes____ No ____

[ ] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

5. Describe how your school controls and manages chemicals routinely used in the school, as well as construction or cleaning activity that produces odors or dust, to minimize student and staff exposure. (100-word max)

Each department is responsible for keeping an accurate inventory of the chemicals in their areas. Environmental staff reviews and maintains these inventories. We do not stockpile of a certain chemical at one building that could be shared between buildings district wide. We also monitor purchase dates, so as chemicals become outdated we coordinate disposal. Routine spot inspections make sure chemical storage areas are locked, inventories are correct, items are stored correctly, etc. We meet yearly with each of the major groups (Science, Industrial Tech, Maintenance, and Custodial) to review inventories/inspections and talk about changes that should be made.

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

Through the district EPA "Tools for Schools Program", Prescott has a building representative who receives information and training as the district meeting. This training may consist of bringing outside sources in to talk to the group or be as simple as providing handouts to post. They pass along the information to the staff at their buildings.

At a district level, Integrated Pest Management Programs as well as Preventative Maintenance Programs help to provide healthy spaces for staff/students. Environmental staff performs routine building inspections to insure that these programs, as well as the training, are being utilized at the building level.

7. 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)

Through the district EPA "Tools for Schools Program", Prescott has a building representative who receives information and training as the district meeting. This training may consist of bringing outside sources in to talk to the group or be as simple as providing handouts to post. They pass along the information to staff at their buildings.

At a district level, Integrated Pest Management Programs as well as Preventative Maintenance Programs help to provide healthy spaces for staff/students. Environmental staff performs routine building inspections to insure that these programs, as well as the training, are being utilized at the building level.

8. Our school has installed local exhaust systems for major airborne contaminant sources. Yes __X__No _____

9. 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)

Preventative maintenance is scheduled for each facility through a maintenance software. A preventative Maintenance staff member is dedicated solely to performing these duties.

10. 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).

Environmental staff complete routine air monitoring at each building on an 8 month cycle. During these visits we gather data (Temp, Humidity, CO2 and CO) from occupied rooms. This data is put into a district wide database which we use as baseline levels for future visits. If rooms fall outside of our standard we return with a long term air monitor which sets in the space over several days to a week. Once this data is reviewed we work with maintenance staff to make repairs/modifications for improvement.

11. Describe other steps your school takes to protect indoor environmental quality such as: (200-word max)

[X] Implementing EPA IAQ Tools for Schools and/or

[X] Conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.

We have been using the EPA's Tools for Schools Program as a template for our environmental program for over 10 years (EPA Leadership Award Winner 2007). Prescott has an IAQ Liaison. Environmental staff provide training for these liaisons several times a year and share important information with them regularly. The idea is that they will share this information with staff at their buildings. We felt this model allowed for a little more ownership at the building level. Environmental staff also complete routine inspections at buildings on a regular basis. Roof (6 months) & Building Shell (yearly) are completed to find issues that could lead to moisture/mold issues. Site (18 months) are completed to review safety issues on the site as well as to review our storm water runoff points. Interior (18 – 24 months) are broken into two different types: 1) Occupied are completed during school hours and are more air quality driven. Building staff have an opportunity to discuss concerns with Environmental Staff. 2) Unoccupied are completed during non-school hours and are more safety driven.

12. Which of the following green procurement practices does your school engage in?

[ ] Building & Construction
[ ] Carpets
[ ] Cleaning
[ ] Electronics
[ ] Fleets

[ ] Food Services
[ ] Landscaping
[ ] Meetings & Conferences
[ ] Office Supplies
[ ] Paper

13. What system do you use to determine if the above products and services are considered sustainable?
    [ ] DOE Purchasing for Energy Efficient Products
    [ ] CHPS High Performance Database
    [ ] Electronic Product Environmental Assessment Tool (EPEAT)
    [ ] Other

Element 2B: Nutrition and Fitness

Food and Nutrition, Fitness and Outdoor time

14. 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)

[X] Our school participates in the USDA's Healthier US School Challenge. Level and year: 2013 Silver award winner.

[X] Our school participates in a Farm to School program to use local, fresh food. District utilizes fresh, local produce such as tomatoes and lettuce as well as dairy. Composting partners with local dairy for waste management.

[X] Our school has an on-site food garden that teaches nutrition and environmental education, describe.
School has raised planting beds as part of outdoor classroom and grows starter plants from seeds. Example from 2015 1) Two Family Learning Nights this year-offered fresh fruit and exercise to families attending. Also, had Orange Tasting at one night. This was part of our Q3 Power Foods Challenge as a kickoff. Over 300 families attended these nights.
2) Fall Fest-families learned about wellness through booths and community crops in our new outdoor classroom. Over 100+families attended.

[X] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. School has both cooking and gardening clubs in before and after school community learning centers.

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

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

[X] Our school participates in International Walk to School Day in October and/or National Bike to School Day in May. Year(s): Safe-Walk to School on 5/6/15. Honored with Governor Ricketts to kick off bike rally and gave away over 60 helmets to those who rode bikes to school. Free shirts and bike safety info. was also given out.

[ ] Our school has a School Wellness Policy that addresses both nutrition AND physical activity

[X] Our school has a School Wellness Committee that meets at least once a year. School wellness committee meets monthly and includes both staff and PTO volunteers.

[X] Health measures are integrated into assessments. District-wide use of national standard PACER as well as physical measurements for BMI are evaluated in relation to success in national NESA testing. Prescott's obesity rate is lower than trend across the district, especially with consideration to socio-economic rates.

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

[ ] A certain percentage of the food purchased by our school food service is locally sourced from regional farms. Percentage: __10%__Type: Milk daily, produce in the fall and one entree from Smart Chicken

15. Does your school compost lunch waste on-site? Yes ___ No _X_If so, what percent? _____How much is used in your outdoor classroom?

16. What environmental technology is used at your school? (e.g. weather station, composting, rain garden)
Environmental technology that is part of Prescott's outdoor classroom includes weather station, composting bins, rain gardens, raised planting beds, outdoor nature trail and more.

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

- CLC Clubs: Gardening, Cooking, B-Ball, V-ball, Get Fit, Aerobics, and Walking Club. We had 9 weeks of walking club where students earned Fruit Creations and special certificates upon completion.
- Families attended our Walkathon on 5/8/15 to support money raised for our Fossil Dig and Going Green fundraiser. We are growing grass in soccer field to use for recess, P.E, and the community to enjoy.
- Fitness Outdoor Trail signs are placed along walking path for families and students to enjoy at recess or as the community uses the path.
- Parent volunteers help at the Walkathon, Field day, and the Fun Run.

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

18. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? Yes _X__ No ___ If yes, describe the health-related initiatives or approaches used by the school:
All schools within the district complete a school wellness investigation annually and complete goal setting. It is a combination of the Fuel Up to Play 60 Wellness Investigation along with local wellness cultural trending measures created by our wellness facilitator. An annual action plan is used to measure improvements. Composite data is utilized to monitor shifts in culture over time. Data related to wellness measures of BMI and fitness as measured through the PACER are cross-correlated with success in math, reading and science success on standardized testing.

Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health, school garden education and/or safety? Yes _X__ No ___ If yes, describe these partnerships:
Prescott families, staff and community have collaborated to build and provide an Outdoor Classroom on Prescott Park, our playground. Several important partnerships have been a part of this space:
-Eagle Scout Project to add stage to outdoor classroom
-After school Community Learning Center program utilizes outdoor classroom and helps maintain the space during the summer when students are not in school
-The Near South Neighborhood Association has been an integral partner in supporting and maintaining the outdoor classroom

19. Does your school have a school nurse and/or a school-based health center? Yes _X__ No ___
Prescott has a school nurse and health techs onsite to support the health of students.

20. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): Our district has a character education program focused on pillars of behavior and a behavioral program entitled BIST. School counselors and psychologists are available to students and families for assessment, planning, intervention and support throughout the district.

Summary Question for Pillar 2

22. Describe any other efforts to improve coordinated health and safety, nutrition and fitness, highlighting innovative or unique practices and partnerships. (100-word max) Quarterly challenges are led by our district wellness facilitator, focused on all wellness aspects of the whole child. Unique to this district, both student and staff wellness is integrated to enhance role modeling for students while supporting staff health. In 2015, 1,074 challenges were returned by students and has grown annually since 2011. Families are encouraged to join in the challenge and students regularly report over

50% have family members that have done so. Prescott excels at community partnerships, environmental focus and building a culture of health. The word "healthy" was added to our mission statement in 2014-15 school year.

PILLAR 3: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems.

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.

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

[x] Environmental and sustainability concepts are integrated throughout the curriculum. (200-word max)
There are environmental and sustainability concepts found at each grade level from kindergarten through 5th at Prescott Elementary. Prescott teaches units in plants, seasons, animals and habitats, soil, prairie, ecosystems, and water and wetlands units. Based on these topics, students at Prescott spend a total of 95 instructional periods over the course of six years studying environmental and sustainability concepts.

[x] Environmental and sustainability concepts are integrated into assessments. (200-word max)
The requirement for environmental or sustainability literacy comes in the form of standards and district common assessments that assess student progress on environmental standards. Curriculum objectives in science that cover environmental topics begin in kindergarten and are assessed yearly at Prescott in grades 3 through 5. Data from these assessments are used for providing instructional support by specific standard.

[x] Students evidence high levels of proficiency in these assessments. (100-word max)
Out of the eight instructional units that cover environmental topics, only three have large-scale district assessments that focus on assessing student proficiency on prairie, ecosystems, and water and wetlands units. In addition, data from the Nebraska science assessment demonstrated that some of our highest performance indicators from 5th grade were in the area of life science: SC.5.3.4 Changes in Organisms.

[x] Professional development in environmental and sustainability education are provided to all teachers. (200-words max)
Teachers are compensated by the district to attend professional learning opportunities each year. To fulfill these hours, teachers were offered the opportunity to attend Bill McKibben's lecture, "The Climate Fight at Its Peak". He is a founder of 350.org, the first planet-wide, grassroots climate change movement.

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

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)
We have many topics that connect to sustainability and the environment such as plants, seasons, animals and habitats, soil, life cycles, recycling, prairie, ecosystems, water and wetlands, rocks and minerals.

The mathematics curriculum is built around the concept of rigor: a balanced approach to procedural fluency, conceptual understanding, and problem solving. Within problem solving, the curriculum addresses a wide variety of science, technology, and engineering related applications

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

The collaborative atmosphere that exists at Prescott in the context of the outdoor classroom is a natural catalyst for students to learn about the staff, parents, and community members working to achieve a common goal centered around green technologies.

Element 3C: Development and application of civic knowledge and skills

5. Describe students' civic/community engagement projects integrating environment, environmental justice (as defined by EPA) and sustainability topics. (200-word max)

Students, staff, parents, and community members all provided input in the development of the outdoor classroom. The skills of many members of the Prescott neighborhood were utilized, with Prescott parents, staff, students and the school-neighborhood advisory council assisting with fundraising and construction of key parts of the outdoor classroom. The storage, entry, bridge, stage, Who Walked Here? signs, gazebo, and raised beds were all constructed by teachers, community members and parents. Students took an active role in planting by attending weekend work days and by gardening with their classes or clubs and during Prescott family events. In addition, features such as the weather station were added to allow students to meet curriculum objectives in meaningful ways.

6. 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)

Community involvement activities held recently included: Family Movie Night, with over 250 people in attendance; Prescott Park Family Fest, with approximately 250-300; Nature Night, a spring after-school event; Walkathon, including a day long adventure in the Outdoor Classroom, now an annual event with all grade levels, parents and community attending; Prescott Summer Festival, an annual event held in July, with approximately 350-400 people attending from the neighborhood which include not only Prescott families, but the entire community; Safe Walk To School, with 350-400 people; Kindergarten End-of-Year Recognition, with Parent/Child Exploration; the annual, all-school Field Day; and Family Learning Night, which is held 2 times a year with 200-300 parents and students attending.

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

LPS maintains district curriculum that forms the baseline of what schools must follow with many meaningful outdoor learning experiences. In kindergarten the plant and season units include using native seeds for students to examine and grow. First grade uses four types of soil for each classroom for student exploration. Second grade does a recycling unit with materials developed by LPS teachers including an optional tour of the landfill. Third grade hatches chicks through an embryology unit. In fourth grade, prairies and owl pellets provide the connection to outdoor learning experiences. The Prairie Immersion field trip also provides the opportunity for all 4th grade students to spend one day on the prairie experiencing activities supplement both the science and social studies prairie units. Fifth grade water and wetlands unit utilizes a kit developed by LPS teachers. Many community groups joined forces to provide the Earth Wellness Festival each year for all Lancaster County fifth graders. This event focuses on air, water, soil, and habitat.

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. (200 words max)

The community is engaged in providing materials and expertise to assist in working with students in outdoor situations. To illustrate, the soil for 1st grade is from Kiwanis. The recycling materials and eggs are all from the UNL Extension office.

Owl pellets and butterflies come from the support of the Nebraska Game and Parks. Pioneer Park Nature Center and Spring Creek Prairie provide staff and time to lead every 4th grade student on a prairie hike.

The Community Learning Center is an important partner for the outdoor classroom as both the before and after school program and summer program. This allows the space to be utilized and maintained by students year round. The CLC is also able to engage in more in depth programs and projects for the outdoor classroom.

Summary Questions for Pillar 3

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

In October 2015, Prescott hosted a Farm to School Summit, which invited district staff and community members to learn more about the Farm to School movement and explore opportunities for engaging students in outdoor classrooms and garden spaces. Attendees were gathered in the outdoor classroom to explore the space and learn from the experience and leadership of the principal and other Prescott staff who helped develop the space and continue to maintain it.

10. How are your descriptions in number 8 supported or enhanced by your efforts in Pillar 1 to reduce environmental impact and costs for your school. (100 words max) LPS has many partners in higher education, governmental agencies, private industry, and the community that help with achievement in the three Pillars. To highlight just a few, the impact of the Lower Platte South Natural Resources District and the Nebraska Game and Parks Commission on LPS science curriculum spans K-12, and carries into the opportunities available at Prescott Elementary School. Additionally, the Zoetis-LPS-GSK Science Fair is in its 21st year, which is open to students in 5th through 8th grades and provides an opportunity for over 600 students to engage in science, technology, and society. Local pharmaceutical industries, Zoetis and GSK, provide personnel time and funding to support our LPS Science Fair, at which many Prescott students have the opportunity to attend.

11. Submit up to 20 photos or up to 10 minutes of video content.

<u>Farm to School Summit – October 20, 2015</u>

Principal, Ruth Ann Wylie, sharing the journey to create Prescott's Outdoor Classroom:

Attendees of the Farm to School Summit receiving a tour of the outdoor classroom at Prescott:

A panel of local experts answering audience questions at the Farm to School Summit

Outdoor Classroom:

Walkathon 2014:

Summer Fest 2013:

Movie Night 2012: