



2014-2015 District Nominee Presentation Form

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts 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.
2. The district is providing 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.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district 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.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. 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 school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district 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 District Sustainability Award

Name of Superintendent: Dr. Steve Joel

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

District Name: Lincoln Public Schools

(As it should appear on an award)

Address: 5905 O Street, Lincoln NE 68510

Telephone: 402-436-1000

Web site/URL: <http://www.lps.org> E-mail: sjoel@lps.org

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: 1/28/2015

Nominating Authority's Certifications

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

1. The district 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 education.
2. The district 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: 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: 01/28/2015

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your district 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.

The Lincoln Public Schools keeps environmental impact a central focus of our Facilities and Maintenance program. Indoor Environmental Quality issues are addressed with team specifically dedicated to investigate and remediate problems that develop as well as regular inspections to preempt as many issues as possible. We also work to minimize energy consumption and costs by specifying Geothermal heat exchange and energy recovery systems for all new facilities as well as in the renovation of existing facilities. In addition to a comprehensive recycling program to minimize the waste stream of ongoing school operations, the reuse or recycling of construction waste is specified during building activities at new and existing facilities. New for this year is a composting pilot program aimed at further reducing solid waste at our buildings. And touching all of these areas is a close working relationship with other state and local authorities to properly account for those things that are must be disposed of, from e-waste to hazard containing building components to science and custodial chemical.

Another strength in LPS is our district's efforts to improve student and staff health. Highlights of the wellness program are combining staff and student challenges, exploring relationships of academic success, fitness and obesity, and engaging wellness champions from each school to promote communication and best practices. LPS wellness efforts also include engaging with worksites in the community to expand the reach of efforts. Finally, local media have been engaged, including social media and wellness website to expand reach. The district efforts to improve wellness have resulted in successes that have rarely been shown on a national scale. The connection between aerobic fitness and increased standardized test scores was made in our district through research by Ronner, Walters, Avery, and Wanser (2013). These include engagement of 22,000+ challenge responses in 2013. Cultural shift of leadership with link between academic success and fitness. Shift in health, behavior and cultural changes with best practices shared, including decreasing obesity rate for four years running. LPS has experienced increased engagement of businesses partnering for challenges with the schools creating cultural change. Additionally, regular features on the news and hosting show Simple Choices on the Mayor's Health Channel as well as "In the Kitchen with Michelle" segments on nutrition education. Another measure is our social media growth illustrated by the 700+ Twitter followers.

Many innovative practices and partnerships ensure LPS students experience environmental and sustainability education at all grade levels. K-5 students experience instructional units in plants, seasons, animals and habitats, soil, prairie, ecosystems, and water and wetlands. In grades 6-8, students experience environmental science and living organisms units. In 9-12 biology and geoscience are required courses for all students. High school electives also include marine biology and

environmental studies. Additionally, the Science Focus Program offers some high school students the option to play a more active role in defining their learning environment, including authentic learning experiences through environmental projects.

Teachers also receive district support for professional development in environmental and sustainability education. Supported options have included Nebraska Game and Parks *Project Wild* sessions, the opportunity to attend the Prairie Pines Nature Hike, and the Nebraska Alliance for Conservation and Environment Education fall conference. Our most recent innovative partnership brings together Lincoln Public Schools and Southeast Community College to begin The Career Academy (TCA) in 2015-2016. TCA will offer high school students a choice of 16 career pathways including Ag/Bioscience. During the two-year course sequence of Ag/Bioscience, up to 48 students will take a course being developed based on the Nebraska Department of Education *Introduction to Agriculture, Food, and Natural Resource Systems*, which will include standards on the management of soil, water and habitat.

References

Ronner, R., Walters, R., Avery, M., Wanser, T. (2013). Evidence that aerobic fitness is more salient than weight status in predicting standardized math and reading outcomes in fourth- through eighth-grade students. *The Journal of Pediatrics*, 163(2), 344-348.

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.

2015 NEBRASKA DISTRICT APPLICATION

Number of schools at each Level [38] Elementary (PK - 5 or 6) [0] K - 8 [11] Middle (6 - 8 or 9) [6] High (9 or 10 - 12)	Other data you wish to collect:	How would you describe your district? <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	Is your district among the largest 50 districts in the country? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total Enrolled: <u>37,879</u>
Does your district serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL <u>44.43%</u> % limited English proficient <u>7.21%</u> Other measures _____	Graduation rate: <u>87.2%</u> Attendance rate: <u>95.25%</u>	

Application Outline:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green district/school programs	5 Points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 Points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 Points
Element 1C: Reduced waste production Waste Hazardous waste	5 Points
Element 1D: Use of alternative transportation	5 Points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated district environmental health program Integrated Pest Management Indoor air quality Contaminant controls and Ventilation Moisture control Asthma control Chemical management	15 Points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 Points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 Points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 Points
Element 3C: Development and application of civic knowledge and skills	10 Points
Total	100 Points

1. Is your district participating in a local, state or national district program, which asks you to benchmark progress in some fashion in any or all of the Pillars?

(x) Yes () No Program(s) and level(s) achieved: USDA's Healthier US School Challenge, 2013 Gold Schools=7; Silver Schools=20; Bronze Schools=7; Energy Star Certification, 2014: 39 buildings are at Energy Star rating of 57 or higher. Average rating is 93

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

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

- Lincoln – Lancaster County Health Department presented an Environmental Award to LPS Transportation for Pollution Prevention (2007) – This was from our EPA grant awarded in 2005 in which we installed diesel oxidation catalyts on all of the districts School bus fleet. At the time of the grant submittal. As part of the grant submittal Lincoln Public Schools estimated it had over 2,700 students attending school who exhibit some type of breathing condition.
- 2012 PestWise – IPM Innovator Award --The Lincoln Public School District was one of only 24 school districts nationwide recently recognized by the U.S. Environmental Protection Agency for its commitment to healthy schools through Integrated Pest Management (IPM). The EPA presented its 2012 Pest Wise Awards at the 7th international IPM Symposium in Memphis, TN in March 2012. PestWise Awards were established to encourage participation of IPM-related organizations, promote IPM accomplishments, and recognize organizations that foster collaborative solutions to pest management challenges. The competitive awards highlight extraordinary commitments to IPM that result in improvements in human health and the environment.
- 2007 EPA Leadership Award Winner “Tools For Schools” Program- Environmental staff received a ‘Leadership Award’ from the EPA for program implementation.

Pillar I: Reduced Environmental Impact and Costs

Energy

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

() Yes (x) No Percentage reduction: _____ over (m/yy - m/yy): _____
Initial GHG emissions rate (MT eCO2/person): Location dependent, not able to calculate across district.
Final GHG emissions rate (MT eCO2/person): Location dependent, not able to calculate across district
Offsets: _____ How did you calculate the reduction? _____

2. Has your district received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

(x) Yes () No Year(s) and score(s) received: 39 buildings are at Energy Star rating of 57 or higher, Average rating is 93

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

Current energy usage (kBTU/student/year): .0193 kBTU/Student, 2014 (731 kBTU/37844 students)
Current energy usage (kBTU/sq. ft./year): .00010167 kBTU/ sq.ft. 2014 (731 kBTU/7,189,761 sq.ft.)
Percentage reduction: 65% over (m/yy - mm/yy): 9-1-2008 to 8-31-2014
How did you document this reduction? Utility bill analysis

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

On-site renewable energy generation: Site specific Type: Ground source heat pump (see video <http://videocenter.lps.org/videos/video/1656/>)
Purchased renewable energy: None Type: _____
Participation in USDA Fuel for Districts, DOE Wind for Districts or other federal or state district energy program: N/A

6. Has your district 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: Site specific
Certification and level: NA Total constructed area: 566,569 sq.ft. (Bond Issued)
For renovated building(s): Percentage of the building area that meets green building standards: Site specific
Certification and level: NA Total renovated area: 4,484,122 sq.ft. (Bond Issued)

Water and Grounds

7. Can you demonstrate a reduction in your district's total water consumption from an initial baseline? No
Average Baseline water use (gallons per occupant): _____
Current water use (gallons per occupant): _____
Percentage reduction in domestic water use: _____
Percentage reduction in irrigation water use: _____
Time period measured (mm/yyyy - mm/yyyy): _____
How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, district reports)? _____
8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? Approximately 80%
Types of plants used and location: Any plantings that we do on school grounds is with more drought resistant species of trees and shrubs. Also, all new construction is designed in the same manner.
9. Describe alternate water sources used for irrigation. (50 words max) City water is used, no alternate water source.
Describe
10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)
We have added these run off locations to our site inspection checklists. As repairs are needed we coordinate with maintenance staff complete them. We are also working on awareness training at the building level as well as with maintenance staff – “Nothing but rain goes down the drain”.
11. Our district's drinking water comes from: (x) Municipal water source () Well on district property
() Other: _____
12. 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.
13. Describe the program you have in place to control lead in drinking water. (50 words max)
Facilities and maintenance environmental team takes periodic water samples at drinking fountains. 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.
14. What percentage of the district grounds are devoted to ecologically beneficial uses? (50 word max) Although facilities and maintenance does promote more drought resistant varieties of plants and grasses, the percentage was not available.

Waste

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting?
Complete all the calculations below to receive points.
A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):
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):
Recycling Rate = $((B + C) \div (A + B + C)) \times 100$: **30.9% recycling rate**
Monthly waste generated per person = $(A/\text{number of students and staff})$: **5.3 lbs. per person**
16. What percentage of your district's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?
The office paper in LPS in terms of Sustainable Management Certification, is from mills that have chain of custody certification (FSC-COC and PEFC-COC). The wood used in our industrial process is 100% FSC and PEFC controlled wood. Therefore the pulp is NOT produced from: a) wood harvested from forest areas where traditional or civil rights are violated; b) wood harvested from areas having high conservation values which are

threatened; c) wood harvested from genetically modified (GM) trees; d) illegally harvested wood; e) natural forest that has been converted to plantations or non-forest use. Our paper is elementary chlorine free (ECF). ECF is a technique that uses chlorine dioxide for the bleaching of wood pulp. It does not use elemental chlorine gas during the bleaching process and prevents the formation of dioxins and dioxin-like compounds, carcinogens.

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

Flammable Liquids 1-55 gal drum (ea) solvent and glycol waste	Corrosive Liquids 1-15 gal drum of mixed Hi/Low pH	Toxics 1-5 gal drum	Mercury none	Other: 1-55 gal drum
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How is this measured? We reviewed the past several years of disposal information and came up with what we feel in a yearly average.

How is hazardous waste disposal tracked? Environmental staff collects all products that are to be disposed of. We keep a record of these products and where they came from.

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (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 make sure we are not keeping a 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. We complete routine spot inspections to make sure chemical storage areas are locked, inventories are correct, and items are stored correctly. We sit down 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.

18. Which green cleaning custodial standard is used? For several years now the LPS Custodial Department has used (1) one "Green Seal Certified" product by the name of "Clean by Peroxy All Purpose Cleaner." Other green seal certified products may be considered as we continue to work with our custodial chemical.

What percentage of all products is certified? Less than 1%

What specific third party certified green cleaning product standard does your district use? N/A

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + students in the car) to/from district? (Note if your district does not use district buses) Due to careful planning by our school board, including the establishment of attendance boundaries, LPS currently only transports 6% to 7% of its total student population via school buses.

How is this data calculated? (50 word max) This is site-based depending on the school site. Outer elementary schools reach out into rural areas so those are more bus/driven in. Inner schools are more walk/bike. If requested we can provide an attendance area map.

20. Has your district transportation use implemented?

Designated carpool parking stalls

A well-publicized no idling policy that applies to all vehicles (including district buses)

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

Safe Pedestrian Routes to district or Safe Routes to District

Describe activities in your safe routes program: (50 word max) We have worked with the city to setup designated crosswalks and there are staff members that observe. We have also begun programs at several buildings to inform the public/building staff of our no-idling programs with signage and informational training through our buildings IAQ Representative.

21. Describe how your district transportation use is efficient and has reduced its environmental impact. (50 word max) In order to maximize use of school buses and drivers routes are often double and triple tiered to maximize use of resources. This ensures the minimum number of buses are on the road the minimizing emissions and use of fuel. In response to concerns about diesel exhaust The Lincoln Public Schools Transportation Department, applied for and received a \$150,000 grant from

the Environmental Protection Agency. LPS used this money to replace existing exhaust mufflers on all of its schools buses with Diesel Oxidation Catalysts. This project was completed in 2005. While not fully eliminating exhaust fumes and particulates, the installation of the catalysts substantially reduced emissions thus creating a more environmentally and cleaner environment for children, staff, and community. Although LPS does not have a formal anti-idling policy the transportation department has taken steps to frequently remind its employees of things they can do to help improve environment.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max) While the LPS-FM has not pursued certification or recognition for our facilities, we do use the Energy Star portfolio manager as a tool to monitor energy consumption. Likewise, we instruct our Architectural and Engineering teams to use the LEED for Schools silver level as reference standard when designing capital projects; we stop short of committing the additional resources that would be required to obtain certification for our buildings.

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

Environmental Health

1. Describe your district's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.: Although LPS has not officially adopted an IPM policy the Custodial department has been using IPM principles in its operation since 2008. Beginning in 2008 all professional pest control services were bid out using IPM protocols. The LPS/IPM agreement with the Professional service provider specifies a comprehensive IPM Plan.
2. What is the volume of your annual pesticide use (gal/student/year)? The amount of pesticide use is minimal. Describe efforts to reduce use: Pesticides are only applied by licensed professionals if other IPM measures prove unsuccessful.
3. Which of the following practices does your district employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.
 - Our district prohibits smoking on campus and in public district buses. _____
 - Our district has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the district. We have removed all identified mercury sources in the occupied (classrooms) areas of the buildings. But, we still have some as part of mechanical systems district wide.
 - Our district uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO). CO levels are monitored in these areas as well as any areas served by equipment that may share these areas.
 - Our district does not have any fuel burning combustion appliances.
 - Our district has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our district was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. This is a program that is in progress. At this point we are concentrating on below grade rooms, with at grade rooms to follow.
 - Our district has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. _____
4. Describe how your district controls and manages chemicals routinely used in the district 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 make sure we are not keeping a 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. We complete routine spot inspections to make sure chemical storage areas are locked, inventories are correct and items are stored correctly. We sit down 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.
5. Describe actions your district takes to prevent exposure to asthma triggers in and around the district. (100 word max) Through our EPA "Tools for Schools Program" we have representatives at each building. We provide information & training to this group at our district level 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 return and 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 perform routine building inspections to insure that these programs as well as the training is being utilized at the building level.

6. Describe actions your district 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) The building custodial staff at each building is responsible for completing a building wide inspection after we receive moisture. If they come across an issue maintenance staff are dispatched to make the repair. After the repair has been made custodial staff work with environmental staff to dry out the materials. The goal for drying out these materials is 48 hours to prevent mold growth. Anything that cannot be dried out in that timeframe is closely monitored until dry to watch for mold growth. At any point if it appears that we may have mold growth the materials are removed and replaced.

7. Our district has installed local exhaust systems for major airborne contaminant sources. (x) Yes () No
This would include commercial kitchen hoods, dust collection systems, restroom exhaust systems and custodial storage exhaust systems.

8. Describe your district'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.

9. Describe actions your district 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) All mechanical systems are designed by licensed Engineering firms. All systems are designed according to the latest ASHRAE Guidelines. Each system incorporates a dedicated outside air unit. In many systems, CO2 sensors are utilized to monitor outside air needs and are automatically adjusted through the District's building automation system. We 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

10. Describe other steps your district takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Districts and/or conducting other periodic, comprehensive inspections of the district facility to identify environmental health and safety issues and take corrective action. (200 word max) 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). We have IAQ Liaison at each of our buildings. 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.

Nutrition and Fitness

11. Which practices does your district employ to promote nutrition, physical activity and overall district 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 district participates in the USDA's HealthierUS School Challenge. Level and year: 2013
Gold Schools=7; Silver Schools=20; Bronze Schools=7

[X] Our district participates in a Farm to School program to use local, fresh food. Though not yet funded for Farm to school, our district is making efforts to increase use of locally grown produce when possible to feed our 26,000+ students who eat with us daily. Example items are bib lettuce and tomatoes.

[X] Our district has an on-site food garden. Schools: Clinton, Beattie, Prescott and Northstar have gardens. More gardens have been approved in partnership with Community Crops, so expansion of the program is expected. Several of our schools are now also composting as a way to reduce waste and teach students about environmental impact of choices. For example, at Southwest High School, the principal notes a 75% decrease in their trash output since instilling this program.

Our district garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Schools with gardens utilize the foods they harvest either in their cafeteria, Family and Consumer Science classes or afterschool clubs and programs.

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

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

Health measures are integrated into assessments. Each year K-8 students are measured and weighed along with screenings such as dental, vision and hearing for targeted grades. Referrals for health are made as indicated. Students grades 3-8 complete the PACER cardiovascular fitness assessment. Changes in BMI and fitness are trended and correlated to academic success. School by school composite trending results are shared with school administration to help schools monitor progress and correlation of student health to student classroom success.

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

Food purchased by our district is certified as "environmentally preferable."

Percentage: 16% Type: We spend over \$1,100,000 on fresh produce each school year. For the past two years we have been increasing our usage of local produce. We purchase Smart Chicken drumsticks which are a Nebraska local food item that is certified organic and humane.

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

Our focus as a district is to help all students, rather they perceive themselves as athletes or not, to be active and build lifetime fitness skills. Schools have traditional playgrounds along with walking tracks, climbing walls and outdoor classrooms. High school students have the opportunity to take lifetime sports classes which include unique opportunities such as water sports and fishing. One school converted its parking lot to become a green space and remarkable outdoor classroom, all with donations and grants. Afterschool programming, school clubs and intramural programs keep students moving and learning about ways to have fun while becoming fit. Elementary schools have at least one playground structure that combines elevated platforms, climbing & sliding. Many elementary schools have early childhood structures designed primarily for K-2. Several elementary schools have designated walking tracks that average 1/6 of a mile long. Middle schools have soccer goals & baseball backstops as well as open free play space. High schools have sports fields which include football, baseball & soccer and a track for track & field sports.

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

Unique to our district: LPS Wellness Challenges. Quarterly opportunities are offered to all schools, for students and staff to take part in combined programming, focused on being active and learning about all facets of health, from physical activity to nutrition, to sleep, to social/emotional wellness and connection to the community. Wellness Champions from each school come together monthly at district gatherings to share best practices and find support for their wellness committee efforts. Partnership for a Healthy Lincoln, Community Health Endowment and countless community partners have joined forces to impact the health of our students and their families.

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

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

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

Our district has each school annually complete a wellness investigation, which is a combined tool utilizing both the national Fuel Up to Play 60 assessment and best practice wellness measures being monitored for trending by our district wellness facilitator, including the extent of adoption of practices at each school. Engagement in LPS Wellness Challenges and monthly meeting engagement by each school is also tracked for trends. We continue to see significant changes happening across the district, both through district level policy support and school based efforts to improve the wellness environment and engagement of students in building healthier life habits. Examples of items monitored include recess before lunch adoption, shifting away from food rewards in classrooms and change in approach to celebrations such as birthday and holiday approaches. Walkathons have replaced many other versions of school fundraising as well.

15. Does your district partner with any postsecondary institutions, businesses, nonprofit organizations, or community

groups to support student health and/or safety? (X) Yes () No

If yes, describe these partnerships:

Lincoln Public Schools has an extraordinary network of partnerships. In fact, community partners funded the first three years of our school wellness facilitator's salary to ensure this important work would find its feet inside the school walls. Partnership for a Healthy Lincoln, the Community Health Endowment, local hospitals, cultural groups, parks and recreation, YMCA, community trails, University of Nebraska-Lincoln, community extension, Lincoln Lancaster Public Health, Community Crops, Fuel Up to Play 60, Workwell, local grocery stores and countless others partner to make Lincoln a city with wellness as a key focus area.

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

Each school has a health office and an assigned nurse as well as health technicians who assist, depending on the size and demand of schools. LPS has a medical advisory committee of physicians, respiratory therapists, pharmacists and other health professionals who meet biannually and provide support for the vast medical conditions supported during the school day.

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

Lincoln Public Schools has an active anti-bullying policy and practice, backed up by preventative behavioral intervention programming and support. Schools utilize the positive behavior program BIST that focuses on student success and provides training for staff who work with students. Schools each have a social worker providing support along with eight elementary counselors, 33 middle school counselors, and 33 high school counselors.

Pillar III: Effective Environmental and Sustainability Education

1. Which practices does your district 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 district has an environmental or sustainability literacy requirement. (200 word max)

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 grade 12. In K-5 we have plants, seasons, animals and habitats, soil, prairie, ecosystems, and water and wetlands units. In grades 6-8 we have environmental science and living organisms units. In 9-12 we have biology as a required course for all students. Our high school electives that touch on environmental concepts include marine biology and environmental studies.

Environmental and sustainability concepts are integrated into assessments. (200 word max) The requirement for environmental or sustainability literacy comes in the form of 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 beginning in grade 3 and up through grade 10. Data from these assessments are used for providing instructional support by specific standard.

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

Data from the NeSA Science test demonstrated that some of our highest performance indicators at the tested grades 5, 8, and 11 were in the area of life and earth science. In grade 5, SC.5.3.1 Characteristics of Living Things and SC.5.3.4 Changes in Organisms were two of our highest indicators district wide. At grade 8 indicators SC.8.3.1 Structure and Function of Living Organisms and SC.8.3.4 Characteristics of Organisms were two of the three highest. In grade 11, the indicator SC.12.3 Organisms and Their Environment were one of the 3 top indicators.

Professional development in environmental and sustainability education are provided to all teachers. (200 word max) Teachers are compensated by the district for the time to attend professional learning opportunities each year. To fulfill these hours, options have included Nebraska Game and Parks "Project Wild" sessions at grades 1,2,4 and 5. All teachers had the opportunity to attend the Prairie Pines Nature Hike and the Nebraska Alliance for Conservation and Environment Education fall conference with District support. An upcoming flex session will focus on JODIES Resolution, where a professional development lead by Expedition 352 focuses on the Indian Ocean Monsoon cycle to uncover Earth's climate history.

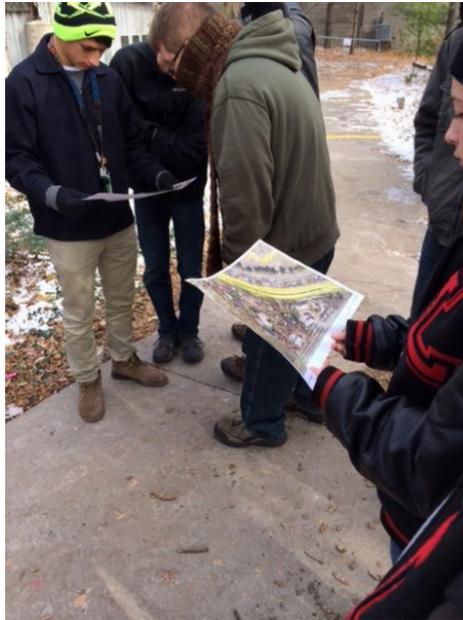
2. For districts serving grades 9-12, provide:
Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: NA
Percentage scoring a 3 or higher: NA
3. How does your district use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max) Project Lead the Way's curriculum makes math and science relevant for students. By engaging in hands-on, real-world projects including applications to decrease environmental impact by allowing for projects that may use solar energy for design products, students understand how the skills they are learning in the classroom can be applied in everyday life. This approach is called activities-based learning, project-based learning, and problem-based learning or APPB-learning. 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 district use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max) Lincoln Public Schools and Southeast Community College have joined together to begin The Career Academy (TCA) in 2015-2016. TCA will offer high school students a choice of 16 career pathways including Food Science and Ag/Bioscience. During the two-year course sequence of Ag/Bioscience, up to 48 students will take a course being developed based on the Nebraska Department of Education *Introduction to Agriculture, Food, and Natural Resource Systems*, which will include standards on the management of soil, water and habitat. One of the standards for this course that discusses sustainability and the environment is, "Standard 5. Students will apply knowledge of soil, water, and habitat to the management of natural resource systems."
5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max) The Science Focus Program students took part in a storm water runoff design charrette this year during a joint project between the Lincoln Children's zoo, an environmental company called Tetra Tech, and the City of Lincoln. Students learned how to delineate a watershed and calculate runoff. The engineers from Tetra Tech came in to lead a brainstorm to improve infiltration of storm water at sites around the Zoo. If the city likes some of the student designs it is possible they may actually construct them.
6. 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. 6th grade includes weather and climate unit and Earth's changing surface. 7th grade has environmental science. Geoscience and biology are required for all Lincoln 9-12 students. All biology classes had the opportunity in 2014 to visit a woodland or prairie sponsored by the NRD in connection with the ecology unit.
7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max) 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 NRD provides materials and time with a brand new high school biology fieldtrip in 2014.
8. Describe your partnerships to help your district and other districts achieve in the three Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words) 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 NRD on LPS science curriculum spans K-12 beginning with seeds provided to kindergarten, shared support of the 5th grade Earth Wellness Festival, taking over 600 students on biology field trips in 10th grade, mini grants, and supporting a trip to the Lincoln Zoo. The Nebraska Game and Parks similarly funds many projects and provides expertise for professional learning opportunities available to LPS teachers. Local pharmaceutical industries, Zoetis and Novartis, provide personnel time and

funding to support our LPS Science Fair. The Zoetis-LPS-Novartis Science Fair is in its 20th year in 2014, which is open to students in 5th through 8th grades and provides an opportunity for over 400 students to engage in science, technology, and society.

9. Describe any other ways that your district integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. (Maximum 200 words) Culler Middle School teacher Kevin Atterberg received the Giving Grant from DuPont Pioneer to develop a yearlong course on agriculture in the city. He integrated this course throughout the year by including opportunities to see the UNL mobile beef lab, have an ag “pen pal”, utilize vermicomposting, visit a dairy, and a horse rescue.
10. Submit up to 20 photos or up to 10 minutes of video content.



Biology students on a recent field trip to Spring Creek Prairie.



Science Focus Program students designing infiltration for the Lincoln Children's Zoo.



First graders at Kloefkorn learning about animals and habitats at the Chet Ager Nature Center.

