



## 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: Dr. Susette Taylor

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

Official School Name: Irving Middle School

(As it should appear on an award)

Official School Name Mailing Address: 2745 South 22nd Street

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

County: Lancaster State School Code Number \*: 55-0001-010

Telephone: 402-436-1214 Fax: 402-458-3214

Web site/URL: <http://wp.lps.org/prescott/> E-mail: [rwylie@lps.org](mailto: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.

Date: 1/27/16

(Principal's Signature)

Name of Superintendent: Dr. Steve Joel



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](mailto: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](mailto: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.

<b>Level</b>	<input type="checkbox"/> Charter	% limited English proficient: 2.19%
<input type="checkbox"/> Early Learning Center		Other measures:
<input type="checkbox"/> Elementary (PK - 5 or 6)	<b>School Description</b>	
<input type="checkbox"/> K – 8	<input checked="" type="checkbox"/> Urban	Graduation rate: N/A
<input checked="" type="checkbox"/> Middle (6 - 8 or 9)	<input type="checkbox"/> Suburban	Attendance rate: 95.2%
<input type="checkbox"/> High (9 or 10 - 12)	<input type="checkbox"/> Rural	Does your school serve 40% or more students from disadvantaged households?
<b>School Type</b>	<b>School Demographics</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<input checked="" type="checkbox"/> Public	Total Enrolled: 806	
<input type="checkbox"/> Private/Independent	% receiving FRPL: 40%	

**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.

Irving Middle School has consistently demonstrated their ability to be a leader in the district for school waste management and reducing their environmental impact. They were one of the first schools to participate in the LPS pilot recycling program in 1998, and have continued recycling mixed office paper, cardboard, plastic & aluminum, newspaper & magazines, and tin cans. To-date, Irving has diverted over 258,000 pounds of recyclables from the landfill since initiating the recycling program in 1998.

They were also one of the original three schools to pilot a compost program in the cafeteria. This program engaged students and was supported by a group of student leaders deemed the “FWCP Team” (Food Waste Composting Pilot). The peer support and encouragement was critical to the outstanding success of the program. Since implementing the compost program, 93,920 pounds of cafeteria waste has been diverted from the landfill, and building diversion has increased to 67%.

Irving is in the midst of an Indoor Air Quality and Renovation project, which focuses on a new energy efficiency heating and air conditioning system. The project will significantly improve energy efficiency as well as provide a better learning environment for students. The scope of the project includes a geothermal ground source heat pump system, LED lighting and new exterior windows. For construction waste management, the project has maintained an 80% or higher diversion rate.

Many innovative practices and partnerships ensure LPS students experience environmental and sustainability education at Irving Middle School. In grades 6-8, students experience environmental science and living organisms units. Irving teachers also receive district support for professional development in environmental and sustainability education. In addition, the Lower Platte South Natural Resource District has lead a field trip to teach environmental science in context to Irving students.

A culture of wellness persists throughout the school year for Irving, with involvement in quarterly district wellness challenges, school based Aardvark Activity Challenges, support for the mental health Run to Overcome, Backpack Walk and the Marathon Cheerfest, just to name a few activities. Each year the school donates barrels of food to the Lincoln Food Bank. The school has a walking club and intramurals for students and holds several fitness focused activities for staff engagement.

**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  No

Award(s) and years received:

- Irving received the School Recycling Award from the Keep Nebraska Beautiful organization in 2015.
- For the 2014-2015 school year, Irving 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 were spent on strength training resources for the school.
- Irving has also been a recipient of Fuel Up to Play 60 grant dollars to support their wellness initiatives in 2015.

3. Has your school created a place for teachers to share lessons on Sustainability? Yes  No  If yes, where?

4. Has your School Board adopted a Green Strategic Plan? Yes  No

5. Has your school created a Green Team? Yes  No  If yes, list team members and their roles.

6. Has your school seen a cost savings from green initiatives? Yes  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							
12-13							
13-14							
14-15							

**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  No  Percent reduction:  Over (m/yy - m/yy):

Initial GHG emissions rate (MT eCO2/person):

Final GHG emissions rate (MT eCO2/person):

Offsets:  How did you calculate the reduction?

What do you use to benchmark your energy use?

Table is based on School data taken from  (Portfolio Manager, district utility bills, etc.), as reported by  (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+177500+130165)/250/1000=1.83

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 \_\_\_ No X Year(s) and score(s) received:

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/>) installed summer 2015.**

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 \_\_\_ No X

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 \_\_\_\_\_ (Portfolio Manager, district water bills, etc.), as reported by \_\_\_\_\_ (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							
12-13							
13-14							
14-15							

12. Year your school was originally constructed: **1927** Total school building area (sq.ft): **184,954**

13. Has your school constructed or renovated building(s) in the past ten years? Yes  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? **The architectural and engineering teams were instructed to use the LEED for Schools silver level specifications as a reference for the current IAQ/renovation.**

Percentage of the building area that meets green building standards: **100% of the building has been or is being 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: **184,954 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

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

Average Baseline water use (gallons per **occupant**): **1.6** Current water use (gallons per **occupant**): **1.3**

Percent reduction in domestic use: **20%** Percent reduction in irrigation: **N/A** Total percent reduction: **20%**

Time period: from **2011-12** to **2014-15**

Average Baseline water use (gallons per **sq ft**): **.0073** Current water use (gallons per **sq ft**): **.0056**

Percent reduction in domestic use: **23%** Percent reduction in irrigation: **N/A** Total percent reduction: **23%**

Time period: from **2011-12** to **2014-15**

Fiscal Year	Water Consumption (gallons)	Total Square Feet	Water Consumption (gals/sq ft)	% Reduction from FY 11-12
11-12	1573	214,851	.0073	
12-13	1383	214,851	.0064	12%
13-14	1210	214,851	.0056	23%
14-15	1200	214,851	.0056	23%

Fiscal Year	Water Consumption (gallons)	Total number of Staff and Students	Water Consumption (gals/occupant)	% Reduction from FY 11-12
11-12	1573	965	1.6	
12-13	1383	920	1.5	8%
13-14	1210	928	1.3	20%
14-15	1200	912	1.3	20%

Table is based on School data taken from \_\_\_\_\_ [District Water Bills](#) \_\_\_\_\_ (Portfolio Manager, district water bills, etc.), as reported by \_\_\_\_\_ [District Personnel](#) \_\_\_\_\_ (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.

[Water is served in pitchers at lunch for students at no cost. Water fountain use is encouraged for hydration. No vending available on property for use by students during school hours.](#)

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

[All landscaping at Irving requires minimal maintenance and is not irrigated in order to minimize water use.](#)

17. What plants are native to your geographic location and how have you incorporated them?

[Native locust trees have been planted throughout the school grounds.](#)

18. Describe alternate non-potable water sources used for irrigation (e.g. roof run-off, parking lot runoff). (50-words max)

[The district does not irrigate school property, with the exception of specific athletic facilities. None of those facilities are located on Irving school property.](#)

19. Describe any efforts to reduce storm water runoff and/or reduce impervious pavement (e.g. rain gardens, bioswales, ponds). (50-words max)

[Environmental staff has added these run off locations to their site inspection check lists. As repairs are needed, they coordinate with maintenance staff to complete them. They are also working on awareness training at the building level as well as with maintenance staff – “Nothing but rain goes down the drain”.](#)

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  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)

[The district does not irrigate any of the Irving school grounds.](#)

25. What percentage of school grounds are devoted to ecologically beneficial uses? (50 word max)

***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): 40 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): 16.5 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): 32 cubic yards

Recycling Rate = ((B + C) ÷ (A + B + C) x 100): 55% recycling rate

Monthly waste generated per person = (A/number of students and staff): 40/578 = .07

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)

All teacher information, handbooks, student schedules, newsletters, and other mass communications are online or sent electronically. 6<sup>th</sup> graders have online curriculum in Math and Language Arts. 7<sup>th</sup> and 8<sup>th</sup> grade will have that online curriculum in the next 2 years. Teachers have Macbook Airs and iPad Air for classroom use, as well as websites for putting assignments online.

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 Irving 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 May of 2014, Irving implemented a compost program in its cafeteria. Students sort their lunch waste into compost, recycling, and landfill containers. Materials that are composted include all food waste (including meat and dairy), paper products, compostable dishes, and milk cartons. Since its implementation, over 93,920 pounds of organic cafeteria waste has been diverted from the landfill. The organic waste is hauled to an industrial scale composting operation at a local dairy farm. The combination of the recycling and composting programs has increased building diversion to 67%.

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  No

36. Are there any Underground Storage Tanks located at your School? Yes  No  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)  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

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

Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school

Irving is connected to a community recreation center, which allows for more activity space and encourages further activity. Irving is in a walkable neighborhood and bike racks are available for students who ride bikes.

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

Our community partners have worked to create maps to encourage Safe Routes to school. This school, in addition to being attached to a recreation center also backs to a community park, encouraging further use of the area for activity. Walking and biking safely is encouraged and reminders are sent via electronic messaging to families in the fall and spring.

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)

N/A

### 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)

Irving is in the midst of an Indoor Air Quality and Renovation project, which focuses on a new energy efficiency heating and air conditioning system. This includes a new mechanical system that utilizes a geothermal ground source heat pump system with heat recovery on the fresh air being brought into the building. LED lighting and new exterior windows will also be provided throughout. This project is ongoing, and will be completed January 2017. To-date, 80% of construction waste materials have been diverted from the landfill, including 80 tons of scrap metal, 157 tons of concrete, and 16 tons of ceiling tile.

### 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.

Our school prohibits smoking on campus and in public school buses

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

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.)

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 \_\_\_\_\_ No  X

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", Irving 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. Irving also limits delivery of latex balloons and due to significant allergy concerns, establishes peanut safe classrooms where students with allergies learn. At a district level, Integrated Pest Management Programs as well as Preventative Maintenance Programs help to provide healthy spaces for staff/students.

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)

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 works 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. At any point if it appears that we may have mold growth the materials are removed and replaced.

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

Implementing EPA IAQ Tools for Schools and/or

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

The district has 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). Irving 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)

- Our school participates in the USDA's Healthier US School Challenge. Level and year:
- Our school participates in a Farm to School program to use local, fresh food. [District food service utilizes locally produced items including dairy, tomatoes, lettuce and more.](#)
- Our school has an on-site food garden that teaches nutrition and environmental education, describe.
- Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.
- Our students spent at least 120 minutes per week over the past year in school supervised physical education. [Irving students have physical education every other day, providing 125 minutes weekly on average.](#)
- At least 50% of our students' annual physical education takes place outdoors.
- Our school participates in International Walk to School Day in October and/or National Bike to School Day in

May. Year(s):

Our school has a School Wellness Policy that addresses both nutrition AND physical activity District wellness policy is in place that addresses nutrition, physical activity and other aspects of whole child wellness. Irving completes school based wellness investigation annually and creates a goal and action plan to support improvement of wellness status.

Our school has a School Wellness Committee that meets at least once a year. School wellness committee meets monthly and a student wellness team focused on Fuel Up to Play 60 is also involved.

Health measures are integrated into assessments District partners with schools to measure student BMI status and physical fitness as measured through the PACER cardiovascular testing. Wellness measures are cross-correlated with success in reading, math, science and other measures such as socioeconomic status.

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 is purchased every day, fresh 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)

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

Irving is able to offer outdoor education to all 7<sup>th</sup> graders during the Lower Platte South Natural Resources District sponsored annual field trip for the environmental studies class. During this trip, Irving students are able to spend many hours netting bugs and dipping into a pond to evaluate biodiversity. On a day to day basis, intramurals, walking and activity clubs as well as access to the recreation center, park and supervised outdoor activity all support fitness. One example: Volleyball, Soccer, Girls and Boys Basketball and Track with a total of 304 students out for all sports incorporating both indoor and outdoor physical activity

#### **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:

Irving is a Fuel Up to Play 60 school, so a school wellness investigation hybrid is used to measure changes in wellness culture over time. Our district uses a unique investigation tool that combines the Fuel Up to Play 60 investigation with measures of wellness cultural change that are being monitored over time, including issues such as food rewards in classrooms, access to water for students and more. Composite results help the district monitor trends in wellness success and move forward best practices.

19. 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:

Fuel Up to Play 60, University Extension, Lancaster County Health Department programs, local grocery stores, neighborhood recreation centers and after-school programming including clubs and intramurals all support student education about food and nutrition both in and beyond the classroom. Many of these groups sponsor specifically focused programming, such as support of walking club, exposure to food variety through tasting opportunities and skill building.

20. Does your school have a school nurse and/or a school-based health center? Yes  X  No \_\_\_

A health office managed by a school nurse and with support from health techs provide vital support to daily health issues experienced by students and management of chronic health conditions such as diabetes or respiratory issues.

21. 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. At the middle school level, counselors are onsite to help with managing the challenges of relationships during those difficult years.

### 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, 830 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. Participation has significantly increased, partly due to the ability for students to electronically return their results. They do an exceptional job of sharing their success stories about how the challenges have impacted them personally.

The benefit of having a community recreation center and community park adjacent to the school has significant impact on opportunities for students to be active. This school is also unique in that it is a classic older structure with four floors. Students and staff are very active moving between the different floors of the building on the stairs. It's really quite the workout! Elevators are reserved for use by those with physical limitations or hauling heavy loads.

### 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)

In grades 6-8 we have environmental science and living organisms units.

[x] 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. 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)

Data from the NeSA Science test demonstrated that some of our highest performance indicators at the tested grade 8 is in the area of life and earth science. At grade 8 indicators SC.8.3.1 Structure and Function of Living Organisms, SC8.4.4 Changes in Earth, and SC.8.3.4 Characteristics of Organisms were the three highest indicators.

[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)

The Chimney Swift Club, a student group, was created in 2013 and is aimed at increasing awareness of these migratory birds within the community and helping gather information about the birds lives and habits. The club, which includes two staff members and 15-20 students, meets monthly to develop ways to improve awareness. They have extended an invitation for Irving families to gather and view the birds as they enter the chimney in the evening the past two years. The club provides information to viewers as well through student made pamphlets. It has been an opportunity to help students and community build an appreciation for wildlife. The chimney project is the essence of STEM because it involves a cross-curricular connection and authentic learning.

4. How does your school 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 included 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." Every seventh grader at Irving gets to visit TCA and learn about these opportunities throughout the school year to prepare them for their high school course choices and how that affects their future career.

**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)

As part of the current Chimney Swift renovation project, the tower in which they roost was a concern. Irving partnered with Michael Forsberg, photographer, Mary Bomberger Brown, University of Nebraska – Lincoln professor of

Ornithology (and former Irving Middle School graduate), and Jeff Dale of TRL camera to ensure the tower was secure and would be undisturbed by renovating crews in efforts to continue to provide a safe place for the swifts to roost and allow environmentalists to study them. Jeff Dale and Michael Forsberg installed remote control cameras in the tower to film and document the chimney swifts' activity. This project will eventually be featured in national geographic.

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)

This Chimney Swift Club is an endeavor connects with concepts from 6th grade—Weather/Climate; 7th grade—Environmental Science, ecosystems of animals and biodiversity; 8th grade—Forces, Motion and Energy.

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. 6th grade includes weather and climate unit and Earth's changing surface. 7th grade has environmental science. During the environmental science course, Irving went to Nine Mile Prairie on their field trip. About 260 students participated and spent 3 hours outdoors netting bugs and dipping into a pond to evaluate the biodiversity of the area.

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)

In their 7th grade science classes, Irving students partner with Terracycle in efforts to earn money for The Wildlife Rescue Team of Lincoln. Terracycle is a company that collects recyclable products and uses them to make new products. The Wildlife Rescue Team uses the money earned to care for injured, orphaned, and abandoned local wildlife. Irving has been involved in this effort for the last 4 years.

Prairieland Dairy Farm located in Firth, NE was a critical partner for initiating the compost program. All of the cafeteria waste is hauled to the industrial compost facility at the farm, and the staff have been readily available for educational opportunities, and they even helped create a video of the composting procedures that take places on site. This video is available on the LPS Recycling website.

A partnership with WasteCap NE, a local non-profit promoting zero waste initiatives, has been essential for the construction waste management associated with the IAQ project. Their expertise has allowed for more materials to be recycled than have ever been done on any other project in the district. They also helped to facilitate the ceiling tile recycling efforts, which was a new initiative for the district as well.

### **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)

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 and the Nebraska Game and Parks Commission on LPS science curriculum spans K-12, and carries into the opportunities available at Irving Middle School.

The Nebraska Game and Parks similarly funds many projects and provides expertise for professional learning opportunities available to LPS teachers. Additionally, the Zoetis-LPS-GSK Science Fair is in its 21<sup>st</sup> year in 2015, which is open to students in 5<sup>th</sup> through 8<sup>th</sup> 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 Irving students have the opportunity to attend.

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)

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

Student Video for Compost Program - [http://docushare.lps.org/docushare/dsweb/Get/Document-1838393/Compost%20\(Irving\).mov](http://docushare.lps.org/docushare/dsweb/Get/Document-1838393/Compost%20(Irving).mov)



260 7th grade students spent 3 hours netting bugs and dipping into a pond to evaluate the biodiversity of Nine Mile Prairie.



260 7th grade students spent 3 hours netting bugs and dipping into a pond to evaluate the biodiversity of Nine Mile Prairie.



To-date, Irving has diverted over 258,000 pounds of recyclables from the landfill since initiating the recycling program in 1998