U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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 early learning to 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 and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. 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

Name of Principal: **Mrs. Becky Helf**
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name: **Helen R. Godfrey University Child Learning and Care Center**
(As it should appear on an award)

**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.

RaeAnne Forrest _____ Date: 2/26/21
(Principal's Signature)

Name of Superintendent: N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: N/A

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

_____ Date:
(Superintendent's Signature)

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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.

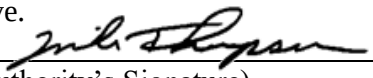
1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and 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: **Wisconsin Department of Public Instruction**

Name of Nominating Authority: **Carolyn Stanford Taylor**

(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: 2/26/21

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

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.

U.S. Department of Education Green Ribbon Schools
Summary of Achievements
for
Helen R. Godfrey University Child Learning and Care Center

The Helen R. Godfrey-University Child Learning and Care Center (UCLCC) is a community-location for four-year-old and five-year-old kindergarten in the Stevens Point Area School District in addition to providing birth to four childcare. UCLCC is a nature-based and Reggio-inspired model educational and training site collaborating with partners throughout the University of Wisconsin–Stevens Point and our suburban community. We continuously strive to be more environmentally conscious and sustainable.

Our partnership with the Office of Sustainability has resulted in an aggressive movement in center-wide composting and environmentally-friendly waste management. The center has two vermicomposting units that allow the children to learn about our food waste and what they can feed the worms. Children use the worm castings in the school garden during the spring and summer months.

Clothing and toy swaps allow families and community members to exchange used clothing and toys. This event provides necessary items to families, while keeping items out of landfills. Materials, such as paper towels rolls and baby food jars, are reused for classroom projects or recycled. The center is also a drop-off site small electronic recycling and ink cartridges, and participates in the "Sole-Mate" shoe recycling program. These resources help families responsibly dispose of their waste while teaching their children about different forms of recycling and waste disposal. A certified Breastfeeding Friendly Childcare Program, we support and encourage breastfeeding which reduces the environmental impacts of formula use, such as reduction of packaging waste.

Natural daylighting is utilized as much as possible. UCLCC has installed/upgraded energy saving equipment: energy efficient lighting, carpeting/flooring, and energy efficient equipment including laundry washer, dryer, and refrigerator. In December of 2019 we completed a bathroom remodel. Energy efficient sinks were installed, as well as soap, towel, and toilet paper dispensers that encourage the conservation of resources.

Students take ownership in their school by implementing procedures to help reduce energy consumption. In each room, there is a child whose designated job is "electrician." It is that child's responsibility to turn off the lights when everyone leaves the classroom. Rather than always having the fluorescent overhead lights on, teachers utilize natural light that comes in through the windows as much as possible. In addition, all lamps in the classroom all use energy efficient light bulbs.

We model walking with the children during field trips, on and off campus. We have bike racks for bike storage, we provide storage for strollers. Many of our children bike or walk to school with their families, and nearly all our student aides walk or ride their bikes to work here. With teachers and parents as models, our children recognize that using alternative transportation is not only a form of energy conservation, it is also a healthy choice. Children also participate in the "Babblers Bike Fest," a fun community event highlighting the community impacts riding bikes can have such as more social interactions, environmental impacts through less air pollution, and the overall health benefits.

Our school participates in Farm to School activities, including local food procurement. Meals are catered by the Dreyfus University Center who make efforts to use locally sourced, sustainable food products when possible. The campus garden is used as an outdoor classroom where students can also learn growing food as well as alternative energy through the solar panels on the hoop house which power the ventilation system. The children also grow items in our classroom garden during the spring and summer months. They learn how to care for the garden and are provided the fruits of their work by being offered the food that they grew. Through gardening, they have learned how much work goes into the food that they eat. This, in turn, helps the children develop a deeper understanding and appreciation of the food they eat each day.

We believe strongly in learning from the natural environment, and staff strongly believe the environment acts as a "third teacher" to students. Our school has a "natural playscape" playground and children spend about 50 percent of their time at the center investigating the outside world. Rather than large pieces of plastic equipment, our playground is made up of natural, environmentally-friendly materials that have been recycled from other areas of the campus. Eco-Friendly artificial turf eliminates the need to water the grounds. A garden utilizes compost from the center as well as compost from a local organic farm, and both our garden and playground are free of pesticides. A tree was planted on the playground to help provide cleaner air and natural shade for the children.

Through our outdoor classroom the children's interests drive a play-based approach to environmental STEM exploration throughout the day. They learn about water and mud play at a sensory table. Large blocks, logs, and rocks are used to create complex structures. Themed focus boxes guide learning about specific environmental topics, such as trees, birds, insects, and water. Students participate in nature walks with books, and utilize scientists' tools such as paper, clipboards, microscopes, magnifying glasses, and binoculars outdoors. Playground activity cards provide staff with inspiration for large and small group engagement. These activity cards encourage the children's connection of STEM, the environment, and sustainability education.

On-site exploration, such as planting and nurturing gardens on the playground and off-site visits to places like Schmeeckle Nature Reserve, local farms, food and botanical gardens, Boston School Forest, and other area playgrounds support our nature-based programing, a key component of our curriculum. We teach young children about their impact on the world they live in and UCLCC children and alumni are conscious of their impact on the planet, and will know that they too can live a life of environmental citizenship.

About the Summary and Scoring:
Green & Healthy Schools Wisconsin collects annual survey information from schools and compiles this data long-term. The most recent survey data has been included in the application summary that follows along with additional supporting information provided by the applicant. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using a common ranking tool. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

Pillar I: Reduced Environmental Impacts and Costs

- ➢ Reduced or eliminated greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency improvements, conservation measures, and/or on-site renewable energy and/or purchase of green power
- ➢ Improved water quality, efficiency, and conservation
- ➢ Reduced solid and hazardous waste production through increased recycling and composting, reduced consumption, and improved management, reduction, or elimination of hazardous waste
- ➢ Expanded use of alternative transportation, through active promotion of locally available, energy-efficient options and implementation of alternative transportation supportive projects and policies

Energy
Energy managers have the following certifications: WASBO Facility Managers Program certification, Practical Energy Management (PEM), and Building Operator. The school implements energy efficiency practices and policies, including: computer power management settings, thermostat temperature setpoints, hot water temperature setpoints, guidelines for limiting personal appliances such as portable space heaters or mini-fridges, and a schedule for regular maintenance of HVAC equipment

UCLCC Staff have attended the Midwest Renewable Energy Fair. This provides an opportunity for teachers to educate themselves on many different aspects of energy/energy consumption, and its impact on the environment. Staff who attend these Energy Fair sessions can take this information back into the classroom by integrating it into the curriculum and sharing it with fellow colleagues.

As a staff it is always our goal to model environmentally conscious behavior. This, in turn, helps reduce energy consumption. Each classroom has an iPad and laptop, and teachers do their best to only have them plugged in while charging. Rechargeable batteries are used for items in the classrooms such as cameras and flashlights. In order to reduce paper waste, reusable wash rags and towels are utilized when possible, and the center recently purchased a new energy efficient washer and dryer to help offset the energy consumption. In addition, we recently replaced older refrigerators with energy efficient models.

Waste
Staff have attended a workshop on composting so they can provide children with an accurate and impactful learning experience. We promote waste education and participate in daily composting of food waste. The 4K children have visited the campus “state-of-the-art facility that provides students with landfill, wastewater treatment, recycling, composting and hazardous waste management training. The building includes a small-scale wastewater treatment plant. A portion of the building also functions as the campus materials recycling facility and handles cans, bottles, plastic and cardboard” (uwsp.edu). Children of every age are offered learning experiences in reduction, recycling, and waste management.

Our school recycles paper, glass, metals, plastic containers, ink cartridges, cell phones, milk and juice cartons, batteries, and food waste. UCLCC Administration uses paper that is 30% post consumer waste, and 90% of paper used for art projects is donated by companies who would have otherwise destroyed it.

Our school disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program. All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products. Our custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard.

We support families who use cloth diapers. Each family brings in a reusable water bottles for their child, and staff keep them clean and filled. When possible, staff utilize reusable washcloths and towels in lieu of paper. Classroom cleaning is done with washcloths, and the center has an energy efficient washer and dryer for laundry.

Our strong emphasis on nurturing relationships, family, community, and culture is promoted with developmentally appropriate practices through the Reggio Emilia Inspired Approach, and nature based programming. Teachers rely on programs like “Project Wild”, Claire Warden, and “Project Learning Tree” to enhance their curriculum.

UCLCC staff have been given many professional development opportunities in regards to waste reduction, recycling, and management, including, but not limited to: Green & Healthy Schools workshop on composting, the Midwest Renewable Energy Fair, which includes hands-on workshops regarding waste reduction, the “Farm to School Summit,” etc. UCLCC Staff have also had the opportunity to lead a GHS workshop at the annual conference. In addition, university students are required to take at least one course related to environmental literacy. Our large student aide staff can then share this information with fellow colleagues and with the children in a developmentally appropriate manner.

Transportation

Throughout the course of the semester we talk with the children about how they get to school. In the classrooms there are books about the different types of transportation that are available including information regarding which ones are better for their environment, such as riding bikes.

The UCLCC’s 4K has one school bus that drops off and picks up. Staff at our center are encouraged to utilize public transportation or other alternative transportation methods as a way to help reduce air pollution. To encourage families and staff to bike, UCLCC administration acquired a bike rack and placed it in a location that is convenient for anyone on campus to use. Of the few college student aides who drive to the center for work, most carpool with each other. Our student staff especially pride themselves on being able to walk to work from their apartments/dorms.

In the summertime the center hosts a fun “bring your bike to school” event. During the event, the children have the opportunity to ride their bikes in a small parade around campus. This event allows children to show of their bikes and leads to additional learning opportunities wherein teachers can discuss the importance of alternative methods of transportation. In addition, young children ride free of charge on the city bus and the older children utilize the city bus when going on field trips. This helps to support the community’s efforts towards lowering air pollution, as well as supporting our philosophy of being active participants in the community. The public transit also offers a lesson that teaches new bus riders how to effectively use the public bussing system.

Teachers utilize play based, experiential learning to teach and discuss transportation with the children. UCLCC lesson planning is based on child interest, and transportation is often an exciting and popular

topic with young children. They find riding bikes and city busses exciting, which offers teachers the ability to introduce sustainable alternative transportation as a concept early on. When a family brings their child to school using a bike, teachers can give the families an opportunity to participate in teaching by explaining their choice to use sustainable transportation. Children learn about electric vehicles and reducing emissions through exposure to the electric vehicles are used by campus services.

Children in the older classrooms use bikes in their dramatic play on the playground. They pretend their bikes are fire trucks, police cars, motorcycles, rocket ships, etc. The bikes on the playground are also an opportunity for children to develop their social emotional skills. The bikes teach the children the importance of taking turns, and communicating with their friends. They know that the bikes go one direction to keep everyone safe and they help remind each other of the rules.

Water

We have a municipal water supply from a groundwater source and our school meters water use and documents water use to identify substantial changes in water use. Our school conducts annual audits of the facility and irrigation systems to ensure they are free of water leaks and to identify opportunities for savings. Our school educates students and staff on what should and should not go down the drains.

The following equipment helps us conserve water:

- Hi-lo flush toilet valve
- Faucets with properly timed automatic shut-off
- Hand washing faucets equipped with 0.5 gallon per minute (gpm) aerators
- Air conditioning equipment does not utilize water.
- Optimized water or steam based heating systems to reduce blow-off.

Our school uses the following landscaping practices:

- use of alternative water sources (ie. grey water, rainwater) for irrigation.
- use of a smart irrigation system that adjusts watering time based on time of day or weather conditions or does not irrigate landscape.
- use of mulch and native plants to reduce watering needs
- landscaping designed to be water efficient and/or regionally appropriate
- use of broom or blower to clean driveways and walkways
- careful application of fertilizers to reduce runoff impact

Our school has the following runoff or stormwater practices:

- Mowing, leaf collection, and snow removal managed to keep removed materials off impermeable surfaces
- Use of leakproof lids on dumpsters or other outdoor waste collection bins

Our school has the following deicing practices that help protect water resources:

- Snow & ice are removed with shovels, plows, or snowblowers before salt is applied
- Salt applicator is not paid by volume of salt applied
- Salt applicator has attended best management practices training for salt application
- Salt equipment is calibrated
- Application charts are used
- Salt is pre-wetted before use
- Anti-icing brine is used before storm event
- Salt is only applied when temperature is above 15 degrees F
- Salt is stored in an enclosed location away from surface water bodies including wetlands

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure). Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits. Our school has a chemical disposal policy that helps ensure water quality.

We have several automatic sinks designed for water and energy conservation installed in the children's bathrooms. Children's sinks that are not automatic use very low water pressure, creating a more conservative water stream for handwashing. Toilets in the facility have the "less water, more water" flushing option, and children are shown how to utilize them properly. Garden and grass areas are watered early in the day and late at night to reduce evaporation. UCLCC staff are currently working on a grant which would help implement a rain barrel in the school garden.

One learning opportunity for the children are the gardens they help plant and nurture. Children help water these gardens, and they are taught to recognize that water is an important part of the lifecycle of all living things. Teachers model how to carefully water the plants. Limiting the use of water is an emerging practice on the playground, and teachers take every opportunity to educate children on environmental issues and model environmentally friendly practices for the children. In addition, there is a system that collects run-off water from the building.

At UCLCC children are taught about the water cycle. Teachers provide children with resources in which to learn about water in a sustainable way. They document children's growing knowledge of water, and scaffold upon that knowledge. Teachers model an awareness of appropriate water conversation for children during handwashing, classroom cleaning, and play time.

Pillar II: Improved Health and Wellness

- ➢ High standards of Whole School Whole Community, Whole Child health, including health, nutrition, and outdoor physical education; health, counseling, and psychological services for both students and staff; family community involvement; and
- ➢ an integrated school environmental health program that considers occupant health and safety in all design, construction, renovation, operations, and maintenance of facilities and grounds, including cleaning and maintenance; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.

UCLCC has an integrated pest management program and does not use pesticides. Our school has a comprehensive indoor air quality management program that is consistent with the EPA's Indoor Air Quality (IQA) Tools for Schools. The method of control of air quality on campus varies from building to building depending upon the technology available at the time that the building was built or remodeled. The building in which UCLCC is located has mechanical ventilation systems that provide some amount of fresh outside air that mixes with the recirculated air being delivered to the building. This fresh air is used to replace the air being exhausted from rest rooms, exterior doors, occupancy of the building, and other activities within the building that require local exhaust etc. Each system has a minimum amount of "fresh air" that is determined by the code for that particular area. These systems are controlled and monitored by the building service's automation system.

All of the ground contact classrooms at our school have been tested for radon within the last 24 months. Our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. The air and water quality of the center are checked annually.

- Our school has taken actions to prevent exposure to asthma triggers such as mold, dust, and pet dander.

- Our school has installed one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
- Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)
- Our school has installed local exhaust systems for major airborne contaminant sources
- Our school has CO alarms that meet the requirements of the National Fire Protection Association Code 720
- Our staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage
- Our school's indoor relative humidity is maintained below 60%
- Our school has moisture resistant materials/ protective systems installed (i.e. flooring, tub/shower, backing, and piping)
- There are no wood structures on school grounds that contain chromate copper arsenate
- Our school has combustion appliances that are annually inspected to ensure they are not releasing carbon monoxide; OR not applicable - the school does not have combustion appliances
- All of the ground contact classrooms at our school have been tested for RADON within the last 24 months

We have a chemical management program that includes a chemical purchasing policy that supports low or no-VOC products and substitution when less hazardous alternatives are available, storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting third-party certified green cleaning products.

Custodial services provide deep cleaning, and any use of basic household cleaning supplies is done after hours when no children are present. During hours of operation, dish soap and sanitizing/disinfecting bleach solutions are the only cleaning supplies utilized. Bleach solutions are made fresh each day according to the Department of Children and Families licensing recommendations. Both the dish soap and bleach solutions are kept out of the reach of the children.

When applicable, teachers have developmentally appropriate conversations with children about necessary chemical usage in the school (example: bleach sanitizer solutions). Children are not given any access to chemicals of any kind. Due to the very young age of the children, implementing information about chemical safety and awareness into lesson plans isn't feasible while following developmentally appropriate practices.

UCLCC professional staff are Wisconsin state employees with medical insurance, and have access to health care and mental health services. Student staff are provided with health services as part of their segregated fees, and for a fraction of the actual cost of care.

UCLCC provides a workout space in the building where staff can engage in physical activity after their shifts or during their lunch break. Students were also given the opportunity to learn about healthy eating choices during a presentation from a parent who is a dietitian. The students were given the opportunity to sample different fruits and vegetables and learn about healthy eating habits during this time.

The UCLCC collaborates with a community group called Farmshed for a fundraiser (www.farmshed.org). Students raise money for their school selling local food products. This program raises awareness of local food, supports local producers, and educates families on local food systems. The Farmshed is a network of people, businesses, organizations, and productive lands that create a local food economy. UCLCC staff has been trained in the “Got Dirt” curriculum.

The Child and Adult Care Food Program is utilized at our center which focuses on the nutrition of center provided food. The program helps the center provide nutritious meals and snacks which are served to the children throughout the day.

Our school has on-site indoor and outdoor physical activity facilities available to students, staff, and the community. Students spend at least 120 minutes per week per year in school supervised physical education and at least 50% of the physical education time is outdoors. We offer opportunities for students to be physically active outside of physical education classes (e.g., recess, open gym, before/after school programs, classroom activity breaks) and promote walking and bicycling to school.

While on the playground they are able to play and learn with each other. The children are offered time each week to walk over to the campus gym. At gym they are given toys, tools, and a safe space to develop their gross motor skills and encourage healthy physical activity. The 3 and 4 year old classrooms have the opportunity to partner with physical education majors from on campus. The children visit the college students, who are given the chance to practice activities and simple lesson plans. The college students are able to practice teaching and the UCLCC students have a chance to play while also developing important cognitive and physical skills.

UCLCC teachers are well trained in the area of sensory needs. Children who need large motor activities are identified and given the opportunity to move their bodies. Classroom plans are flexible and adapted to the child's physical needs.

Teachers use the Conscious Discipline strategy of "Brain Start Smart" as a way to foster wellness. We breathe, we move our bodies, and we commit to kindness. This evidence-based tool supports both adults and children to improve social emotional wellness and create a healthy classroom community. By focusing on safety, connection, and problem solving behaviors, children learn self-awareness so we can respond consciously to the needs of the moment, such as taking deep breaths when feeling overwhelmed which allows children to be calm when negotiating conflict with peers. Children are encouraged to be active participants in a "school family," which includes keeping the classroom and playground safe as a team.

Our young children have access to the Portage County's Birth to 3 program if there is a 25% delay to the child. Birth to 3 offers developmental screenings, service coordination, developmental evaluations, child and family education, speech and language pathology, occupational therapy, physical therapy, community information, along with related health services for the children and families who qualify for their support. This information is communicated to the families on a case by case basis with a recommendation from the families looking for some support, or from the teachers who may suggest some support. Through campus collaborations we offer speech screenings, hearing screenings as well as vision screenings to our children throughout the year and recommendations are passed on to the families.

Through the school district, our 4K program follows the Wisconsin Model Early Learning Standards. The standards address student's health and physical development, social and emotional development, language development and communication skills, and cognition and general knowledge. When extra support is needed for the children and their families, professionals such as school psychologists, school social workers, and counseling services are able to offer support. This information is communicated to the families on a case by case basis with a recommendation from the families looking for some support, or from the teachers who may suggest some support.

We are Nationally Accredited through NAEYC, and our program philosophy is to educate and expose children to a variety of cultures. Family involvement is highly encouraged along with resources and departments across campus. Families complete an information document upon enrolling asking about

their cultural background and willingness to share with the class/program. Embracing differences and similarities in cultures, unique traditions, and experiencing multicultural foods and experiences are consciously integrated into the everyday experiences in the program. Every effort is made to hire employees of different backgrounds and cultures when possible. Cultural diversity is respected and no religious training is available.

Pillar III: Increased Environmental Literacy

- ➢ Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.
- ➢ Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st-century technology-driven economyance; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.
- ➢ Development of civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability issues in their communityance; mold and moisture; chemical and environmental contaminants; ventilation; and pests and pesticide.

The UCLCC learning environment is cognitively stimulating, aesthetically pleasing, and fosters children's emotional, social, physical and cognitive growth. The center's strong emphasis on nurturing relationships, family, community, and culture is promoted with developmentally appropriate practices through the Reggio Emilia Inspired Approach and nature-based programming.

All children, starting with our infants are taught the importance of the environment. For the younger children this includes being out in nature and listening to the wind, animals, and other aspects of the natural world. Children are given opportunities on a daily basis to be out and playing in nature. For the older children, they are given more opportunities to study specific aspects of the environment.

We generally focus on the application of content knowledge by using higher order thinking skills and encourage connections to be made with the world beyond the classroom that connect to their lives and interests. Environmental literacy is particularly appropriate for emphasizing the world beyond the classroom, for developing depth of understanding and content knowledge, and opportunities to use higher order thinking skills. Students explore and learn from the community beyond our classrooms, such as the Schmeeckle Reserve and other green spaces.

We use the Portage Guide 3 assessment tool to assess children's growth which has an environmental literacy component: *Social Studies 22. Explores the Natural World*. The skills outlined in this vary from age-to-age. The parts of this component include: identifying elements of nature, understanding features of local geography, recognizing aspects of the environment, and demonstrating an understanding that people need to take care of the environment.

All children, including children with disabilities or other special needs, deserve access to quality childcare programs, and we make our childcare program accessible and inclusive by providing the support all children need. If support, accommodations, or modifications are needed to ensure the child's full, active participation, they are provided appropriately. The participation results in an authentic sense of belonging for all children and their families.

The UCLCC has a developing partnership with The Stevens Point Sculpture Park. The sculpture park is a unique learning experience and outdoor classroom. Mary Zinda, education committee chair, mentors teachers in the use of the green space for educational purposes. While visiting the park, children are exposed to nature, art, and community. Many of the displays are created from recycled and repurposed

materials. The park is a wonderful example of how to be good stewards of trails and publicly used green space.

UCLCC children frequently visit the Natural History Museum. There, children have the opportunity to see taxidermy animals and representations of the animals' habitats. We scaffold on the interest by following the museum visits with deeper studies into animals, habitats, and human's impact and responsibility.

Each year our students visit the Boston School Forest. During their time at the school forest, they learn about animal tracks and go for nature hikes. Depending on the age group, the children are able to participate in activities related to the environment.

Through our Farmshed partnership a local chef comes in and does a healthy food project with the children linking healthy food grown on a farm to the food that they are served that day. The children are able to work with food from the farm firsthand while learning about the importance of healthy eating.

As a Reggio Emilia inspired school, our underlying philosophy is that children learn through play. Our goal is to provide many kinds of play experiences, supporting each child's unique developmental progress. Based on the assumption that all children have strengths, we promote the positive accomplishments each child makes. The center's programming emphasizes cognition and general knowledge, language and communication, social emotional development, diversity and learning, and health and physical development. Our playground helps support this learning.

The outdoor classroom has been developed with careful considerations of the needs of children and staff. Play patterns are observed and the children's interest are taken into consideration as our natural playscape evolves. Teachers are provided with training and equipment that encourage their confidence executing lessons in a natural teaching site.

The children are also able to take walks around campus as another form of physical activity. The classes are able to walk to large grassy areas around campus that they are able to play in. The children are also able to access Schmeeckle Nature Reserve where they are able to learn through nature. The young children are able to observe nature around them, while the older children are able to learn about nature, such as animal habitats in the reserve and the importance of keeping them safe, clean, and preserved. The children also play large motor games in the nature reserve.

The children visit the campus garden and campus botanical garden to learn about growing food/herbs and the different ways in which these plants are helpful to people, animals, insects, and the environment. The garden staff also educate the children on the importance of pollination from bees.

Through research and training, the staff understand the importance of learning in the outdoors. The lead staff provide a learning environment for the children that reflects this training. They provide stimulating activities both in the classroom and outside that help teach the importance of the environment. Staff provide the children the opportunity to study nature based on their interests. For example, one class had a strong interest in trees, so they were provided tree identification books and given the opportunity to study trees in a hands-on capacity through the use of UCLCC's natural playground and Schmeeckle Nature Reserve.

The UCLCC curriculum was created to foster a learning environment that is cognitively stimulating, aesthetically pleasing and supports children's emotional, social, physical, and cognitive growth through learning activities. Our curriculum focuses on activities that are developmentally appropriate. This means that teachers meet each child where they are developmentally to teach them about energy. Our infants

and toddlers learn about the wind when they feel it on their faces on a walk outside. Our older children at the center learn about wind energy by studying windmills and the power that they create. They have studied the concept of solar power by building a solar oven, and have visited the botanical garden where they learned how to dry out herbs in an energy conscious manner.

The study of water begins at birth and follows children throughout the entire program. Infants' and toddlers' study begins with basic introductions to water. With the use of normal handwashing, mealtimes, and sensory table play, younger children can explore how water with all 5 of their senses. As children get older they are introduced to more complex properties of water, its place in our environment and society, and how to help conserve it.

The UCLCC lead teachers and administrators are very active in the area of continuing education, specifically in the area of environmental education. We have all participated in Wisconsin Nature Action Collaborative for Children events and many other trainings, including, but are not limited to: Talking and Thinking Floorbooks, Adult Role Interactions vs. Interference, Learning Through Nature, Developing Pedagogy, Preserving Early Childhood, Environment as the Third Teacher, Eco Awareness Nature & Risk it, Inspirational Learning in Nature, Inspirational Learning; Inside, Outside, and Beyond, 10 Steps Breastfeeding Friendly Natural Environments, Respectful Infant Care, Claire Warden Nature Kindergarten Training, Energy Fair, Sprouting Healthy Kids, Project Learning Tree, Growing Up Wild, and Composting in Schools.

Based on the assumption that all children have strengths, UCLCC promotes the positive accomplishments each child makes through play and at each child's own developmental pace. We know that a child's most formative years are from birth to six years of life. It is our mission to provide the highest level of hands-on environmental experiences throughout those early years. It is our hope that the education provided at UCLCC will leave a lasting effect on the child and environment.

Green & Healthy Schools Annual Survey
Policies
The following policies exist in our school or district.
● Providing healthy classroom snacks.
Audits
In the last 12 months, the following audits have been conducted for our school building.
● Water ● Transportation
Reducing Environmental Impact and Costs
Energy efficiency or conservation measures were implemented in our school in the last 12 months:
● LED lighting installation. ● Energy efficient kitchen or office equipment.
Check the conservation practices used in your school.
● Computer power management settings ● Thermostat temperature setback for unoccupied building times. ● Monitor energy costs by tracking monthly energy consumption and costs. ● Delamped lighting fixtures.
Our school, or district, works with an energy management services provider.

● McKinstry
Our school composts:
● Landscape and garden waste ● Cafeteria food waste ● Classroom food waste
What type of composting system does your school use?
● Organics waste hauler
Our school implements water conservation measures.
Check the water conservation strategies that are used in your school and on your school grounds.
● Meters water-use to identify substantial changes. ● Educates students and staff on what should and should not go down the drains. ● Installed low flow toilets, or hi-low flush valve. ● Faucets with properly timed automatic shut-off. ● Efficient dishwashing equipment.
Our school practices "ecologically-friendly" landscaping methods on school grounds.
● Do not irrigate OR Grey water or rain water used for irrigation. ● Do not irrigate OR Smart irrigation system adjusts watering time based on time of day or weather conditions ● Water efficient, or native plant landscaping. ● Do not use fertilizers OR Careful application of fertilizers to reduce runoff impact
Our school practices "ecologically responsible" methods for snow and ice removal.
● Snow and ice removed before salt is applied. ● Salt applicator is not paid by volume of salt applied. ● Salt application charts are used and equipment is calibrated. ● Salt is pre-wetted before use. ● Anti-icing brine is used before storm event. ● Salt is only applied when temperature is above 15 degrees F.
Our school has an integrated pest management (IPM) program.
Improving Health and Wellness for students and staff.
Our school hosted bike or walk to school events in the last 12 months.
Students and staff spend a minimum of 2 hours, beyond recess and organized sports, learning outside.
Our school implemented, or continued, improved environmental health practices and procedures to improve indoor air quality in the last 12 months.
● Utilization of green cleaning products. ● Ground contact classrooms tested for radon. ● Monthly inspection of school structures for mold, moisture, and water leakage. ● Installed energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
Drinking water in our school was tested for lead and other contaminants in the last 12 months.
Increasing environmental literacy.

Students have opportunities to participate in organizations or clubs related to nature, the environment, or the outdoors.

What green and healthy student clubs or organizations are offered, and how many students participate?

- Our school has a nature-based playground, which is used as our outdoor classroom/research area.
- UCLCC is within walking distance of Schmeeckle Nature Reserve which allows teachers to make it part of the children's learning experience.

Staff (teaching or non-teaching) participated in professional development or training related to green & healthy concepts:

- MREA fair
- Earth Partnership for schools
- GHS workshops
- KEEP
- PLT
- Project WILD
- WAEE

Green and healthy concepts are included in the curriculum at every grade level.

In the last 12 months, have students and staff utilized the school building and outdoor spaces as extensions of classroom learning?

- All classrooms spend at least one hour at a time on the playground at least twice per day (weather permitting per DCF licensing standards). In the summer months the children spend as much time as possible outdoors.

Please provide examples of ways in which the school building and outdoor spaces were used for learning this year.

- Staff at UCLCC strongly believe that the environment can act as a “third teacher” to students. We offer a “natural playscape” playground, which acts as a second classroom for the children. Our playground is made up of nature-based equipment.

Types of areas available for outdoor learning:

- Our school has a food garden. Approx. 30ft x 30ft 5 beds; the garden is 1/3 of our playspace.
- Our school uses a wooded site adjacent to the school site: Schmeeckle Nature Reserve 280 acres
- Our school uses the existing site, lawns, parking areas, playgrounds, etc. for outdoor teaching.
- Our school uses a community park: Emerson Park (Stevens Point school district)
- Our school has integrated natural features into the playground area.
- Our school has a school forest registered with the Department of Natural Resources: Boston School Forest

Our school provides regular communication to staff, students, and families about green & healthy practices and accomplishments.