U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

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

U.S. Department of Education Green Ribbon Schools 2014-2015

☐ Charter ☐ Title I ☐ Magnet ☐ Private ☐ Independent

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

Official School Name: Wilson Focus School
(As it should appear on an award)

Official School Name Mailing Address: 5141 F Street, Omaha NE 68117
(If address is P.O. Box, also include street address.)

County: Douglas State School Code Number *:

Telephone: 402-733-1785 Fax: 402-733-1846

Web site/URL: http://wilsonfocus.ops.org E-mail: bretanderson@ops.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.

Bret A. Anderson

_____ Date: 1/30/15

(Principal's Signature)

Name of Superintendent: Mark A. Evans

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

District Name: Omaha Public Schools

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

_____ Date: 1/30/15

(Superintendent's Signature)

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: 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.

Sara Cooper Date: 01/30/2014

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

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

The Wilson Focus School is Nebraska's first focus school of the Learning Community, a political subdivision for education in Nebraska's Douglas and Sarpy counties. Wilson Focus School is a school that is open to students living anywhere in the boundaries of the 11 school districts in the Learning Community. Extra value standards for the school were written to emphasize Leadership through Technology and Communication. The diverse population, extended day learning activities and extended calendar are a few features that set the Focus School apart. We have a strong emphasis on project-based learning through capstone projects and service learning. Our mission states what we are trying to accomplish with our students: *…to help all children embrace diversity and cultivate learning through the use of leadership, technology, and communication. By broadening the vision of students, families, educators, and community we will create leaders who contribute to the global society.*

As leaders and contributors to society it is important that our students learn about and how to care for the environment. The school has a strong STEAM (science, technology, engineering, arts, math) Focus and stresses "hands on"

activities in these areas. We are also teaching leadership in health and wellness promoting well-rounded students.

Wilson Focus was first in Nebraska in 2011 for the nutrition and fitness program Fuel Up to Play and has received awards for our work other years. This program requires student to log onto the computer and track their nutrition and exercise (physical activities). Each day the students get Grab and Go breakfast, lunch, lunch recess, and later in the day a snack and recess before our enrichment classes. We have regular PE classes and teacher led PE to allow our students to get plenty of exercise. We have assemblies throughout the year to promote nutrition and healthy foods, like sending 4th graders to the Agricultural Fest, bringing in food speakers from the Midwest Dairy Council and the Soybean Lady. Our enrichment classes offer many physical activities such as: tap dance, jazz dance, hip hop, yoga, outdoor sports, playground pals, Taekwondo, archery, walking club and biking club. There is also garden club, cooking class, and science classes. These are taught by outside experts and our staff.

Students learn about both our environment and healthy eating when working in our outdoor classrooms. There are eleven five by ten foot raised garden boxes that staff built with the help of the local Men's Garden Club. Our students help add dirt, plant and tend to the plants. Each classroom works their own garden box and we even have a garden club that runs through our enrichment classes. The produce is used in our cooking enrichment, in science classes, distributed to take home, in school lunches, and even sold by the garden club during conference night. We also have a large compost bin and an area at the side of the property that is used for composting to help our students learn about how nutrients from organic waste can cycle through our environment. The students assist with this and even gather things like banana peels during lunch. The school also has rain barrels that catch water used to water these garden boxes.

As a school we work at being a green school, and that includes recycling. Our students are part of the recycling effort, and we have blue recycling bins in classrooms and gathering areas. The students are part of a team that gathers recycling from around the building and takes it out to the large recycling dumpster. In the morning we have initiated a Grab and Go breakfast program, hot or cold breakfast that students eat within the classroom. As the students finish breakfast they take care of sorting their recyclables at hallway stations that have both recycling and waste containers. Almost all of the material in the Grab and Go breakfast can be recycled. At lunch the students separate and sort items as well with plastic milk containers going into recycling receptacles. The staff lounge is setup up with labeled and highly visible recycle and trash cans.

Besides working on physical exercise we have had the opportunity to work with ConAgra, Food Bank, Midwest Dairy Council, Fuel Up to Play, Whole Foods, Boy Scouts, Omaha Men's Garden Club, Food 4 Less, Westlake Hardware and other entities that see the value of developing environmental and health awareness.

We consistently teach recycling and health/wellness in our classrooms, and promote these concepts through our student council and televised morning news cast (run by students). We recently received a Bronze Award from Michelle Obama's Let's Move! initiative for our school going above and beyond to contribute to a healthy lifestyle. Wilson Focus is proud of our wellness practices and our sustainability learning opportunities, both in the classroom and in the garden.

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

Public Burden Statement

2015 NEBRASKA APPLICATION

Level
1 Elementary (3-6)
0 K - 8
0 Middle (6 - 8 or 9)
0 High (9 or 10 - 12)
School Type
1 Public
0 Private/Independent
0 Charter
How would you describe your school?
1 Urban
0 Suburban
0 Rural
District Name
Omaha Public Schools

0 Largest 50 Districts

Total Enrolled:
220

Does your school serve 40% or more students from disadvantaged households?

1 Yes 0 No
% receiving FRPL 54.%
% limited English proficient 4.2%
Other measures Mobility 8.5%, SPED 17.5%
Graduation rate: N/A
Attendance rate: 95.7%

Application Outline:
ED-GRS Pillars and Elements Points
Cross-Cutting Question: Participation in green school programs 5 Points
Pillar I: Reduce environmental impact and costs: 30%
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions
Energy
Buildings 15 Points
Element 1B: Improved water quality, efficiency, and conservation
Water
Grounds 5 Points
Element 1C: Reduced waste production
Waste
Hazardous waste 5 Points
Element 1D: Use of alternative transportation 5 Points
Pillar II: Improve the health and wellness of students and staff: 30%
Element 2A: Integrated school environmental health program
Integrated Pest Management Indoor air quality
Contaminant controls and Ventilation Moisture control
Asthma control Chemical management 15 Points

Element 2B: Nutrition and fitness
Fitness and outdoor time
Food and Nutrition 15 Points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems 20 Points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 Points
Element 3C: Development and application of civic knowledge and skills 10 Points
Total 100 Points

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.

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breakfast program, hot or cold breakfast that students eat within the classroom. As the students finish breakfast they take care of sorting their recyclables at hallway stations that have both recycling and waste containers. Almost all of the material in the Grab and Go breakfast can be recycled. At lunch the students separate and sort items as well with plastic milk containers going into recycling receptacles. The staff lounge is setup up with labeled and highly visible recycle and trash cans.

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1. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?
1 Yes 0 No Program(s) and level(s) achieved:
OPS Green Schools Initiative, benchmarking Energy, Waste & Recycling, Paper Use, Water and Green Teams

2. Has your school, staff or student body received any awards for facilities, health or environment?
1 Yes 0 No Award(s) and year(s):
As a district, OPS received EPA's National Excellence Award for Indoor Air Quality in 2006, EPA's Model of Sustained Excellence Award for Indoor Air Quality in 2009 and the 2014 U.S. Department of Education District Sustainability Award.

Pillar I: Reduced Environmental Impact and Costs

Energy

1. *Can your school demonstrate a reduction in Greenhouse Gas emissions?
1 Yes 0 No *Percentage reduction: -3.9% over (m/yy - m/yy): 08/2010-07/2014
*Initial GHG emissions rate (MT eCO2/person): 3.78
Final GHG emissions rate (MT eCO2/person): 1.39
Offsets: None How did you calculate the reduction? Energy Star Total GHG Emissions

2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification? 1 Yes 0 No Year(s) and score(s) received: 2012 (78), 2013 (82), 2014 (96)

3. Has your school reduced its total non-transportation energy use from an initial baseline? 1 Yes 0 No
Current energy usage (kBTU/student/year): 11,738
Current energy usage (kBTU/sq. ft./year): 66.2
*Percentage reduction: -7.5% over (m/yy - mm/yy): 8/2010-7/2014
*How did you document this reduction? Energy Star Site Energy (kBtu)

4. What percentage of your school's energy is obtained from:
On-site renewable energy generation: None Type
Purchased renewable energy: None Type n/a
Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:
N/A

5. In what year was your school originally constructed? Originally constructed 1997, OPS purchased in 2004, 2005 gym added, Wilson Focus Renovation 2011
What is the total building area of your school? 37,552

6. Has your school constructed or renovated building(s) in the past ten years? 1 Yes 0 No
For new building(s): Percentage building area that meets green building standards:
Certification and level: Total constructed area:
For renovated building(s): Percentage of the building area that meets green building standards: 100%
Certification and level: Buildings and renovations to buildings, as indicated, were designed with a combination of green standards. While these standards are kept in mind to provide a comprehensive, cost effective design we do not have Certification documentation.
Total renovated area: 37552

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? 1 Yes 0 No
Average Baseline water use (gallons per occupant): 4,622
Current water use (gallons per occupant): 3,310
*Percentage reduction in domestic water use: n/a
*Percentage reduction in irrigation water use: -40.8%
*Time period measured (mm/yyyy - mm/yyyy): 08/2012-07/2014
*Optional items for documentation in schools opened in 2014
How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports)? Energy Star Water Use

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?
All of our landscaping is zone 4 or 5. We have added a great deal of landscaping around the property including plants, trees and rocks (@ 30 K) were used through a grant when we were preparing the building for our program.

Types of plants used and location:
There is a maple tree on the playground for future shade, a willow tree right off the playground for shade and reading outdoors (just planted), shrub roses close to the building, lillies and grasses in the islands, rocks at the entrance with plantings of roses, spruce, low evergreens and lillies. Many trees have been planted to provide natural shade and improve aesthetics. Mulch has been added and is replenished every year.

9. Describe alternate water sources used for irrigation. (50 words max)
We have three rain barrels (40 gallons each) we use to catch rain water and then use it for the garden boxes. We also have a 55 gallon aquarium and a 35 gallon aquarium and as we do frequent water changes we use the water to water our landscaping plants outside. We do have a sprinkler system, but have it set to water early in the a.m. so we don't have excessive evaporation.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)
We have added rocks to direct the down flow of water within the landscaping, so more of the water hits the plants.

11. Our school's drinking water comes from: 1 Municipal water source 0 Well on school property
0 Other:

12. Describe how the water source is protected from potential contaminants. (50 words max)
The municipal water source, Omaha’s Metropolitan Utilities District (MUD), provides water that meets or exceeds every federal and state requirement for safe drinking water. MUD uses chloramines in the water treatment process to kill bacteria.

13. Describe the program you have in place to control lead in drinking water. (50 words max)
Water was tested by the District in all schools in 1989 when the EPA mandated testing water coolers for lead. Testing was done to the first draw of water after a weekend when lead concentrations would be highest. Two water coolers were removed from services in OPS after testing.

14. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max)
NEW: 80% We have a large playground area, fields for soccer and football and the back of the building has our garden area.

Large green spaces are used for PE, field day, enrichment classes and school projects. Landscaping was a priority at the start our program and it continues to be.

Waste

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

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 8X8, 64.0
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 8X4, 32
C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 4 cubic yards a month during warmer months (9 months a yr. with longer school calendar)
Recycling Rate = ((B + C) ÷ (A + B + C) x 100): 35.35
Monthly waste generated per person = (A/number of students and staff): .29

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 35%

17. List the types and amounts of hazardous waste generated at your school:
Flammable Liquids
N/A Corrosive Liquids
N/A
Toxics
N/A Mercury
N/A Other:
N/A

How is this measured? Using OPS Safety Protocols
How is hazardous waste disposal tracked? Using OPS Safety Protocols
Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)
OPS recycles waste as much as possible, employing methods such as mercury reclamation (for industrial use) and energy recovery from spent paint. Existing processes facilitate the reuse of chemicals and chemical products by offering the products for reuse by another school, rather than disposal. Unwanted or unusable chemical products become hazardous waste when there is no other option but disposal.

Hazardous waste disposal is tracked by use of waste manifests, which are written documentation containing the identification of the contents, quantity, and final disposal location as well as the signature of all who took possession of that material.

18. Which green cleaning custodial standard is used? ISSA Cleaning Industry Management Standards
What percentage of all products is certified? 25%
What specific third party certified green cleaning product standard does your school use? ISSA

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + students in the car) to/from school? (Note if your school does not use school buses)
90% of our students use buses and they arrive on fourteen buses from all over the learning community. @10% come by car and some will carpool occasionally. Our school is the only certified school of the Learning Community, which means we are open to eleven districts within the Douglas and Sarpy county areas. Currently we have students from seven different districts and we strive for a socio-economic diversity that mirrors the learning community.
How is this data calculated? (50 word max)
Estimated based upon the number of students we have on each bus against the total population.

20. Has your school implemented?

0 Designated carpool parking stalls
1 A well-publicized no idling policy that applies to all vehicles (including school buses)
0 Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors and windows
1 Safe Pedestrian Routes to school or Safe Routes to School
Describe activities in your safe routes program: (50 word max)
OPS Transportation Division has well-documented School Bus Idling Procedures located within the Handbook for Transportation Employees. OPS Transportation works to identify hazardous streets, number of students assigned to routes, and implementing a safe walk to school zone that is less than two blocks away from the school site.

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)
OPS bus idling procedures state buses should be turned off for loading, unloading or waiting for students, except in extreme weather. Buses don't start until all students have boarded. The bus fleet is fueled by liquid propane and is estimated to reduce 2.3 million pounds of CO2 per year for the entire District.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)
Approximately 430 of the OPS buses used are fueled by liquid propane instead of diesel. OPS has the largest school fleet of liquid propane buses in North America which has a tremendous impact on the OPS Green Schools Initiative. This change is estimated to reduce 2.3 million pounds of CO2 per year.

Our recycling program is strong and the students help to make it a success from breakfast to lunch and through the gathering of all recyclable products from the classrooms. They promote the efforts on our morning news and through Student Council activities (food drives, community work, service projects).

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

Environmental Health

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

OPS personnel are among the founding members of the Nebraska IPM Coalition and have been actively implementing IPM practices in the District for more than ten years. All pest management professionals employed by OPS are instructed to use IPM methods and must secure permission from the IPM program manager and the IPM program committee before any pesticide application is permitted. The OPS IPM program does not include antibacterial or antifungal cleansers.

All OPS schools are practicing IPM methodologies. No routine application of pesticides is allowed in OPS schools. Pests must be captured and identified. Only then is a specific pest management strategy developed for the control of that pest population.

Insect pest populations are monitored by use of sticky traps some of which may have been impregnated with pheromones which are regularly monitored and the findings recorded by the PMP vendor.

OPS personnel are not allowed to purchase or bring from home over-the-counter pesticides for use in OPS buildings.

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:
0 gal/student/year - We work with staff on keeping foods in containers and cleaning up the lounge so insects are not attracted to the building.

3. 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.
1 Our school prohibits smoking on campus and in public school buses. Smoking is prohibited on OPS property (including all buildings and grounds) and on any OPS student transportation vehicle.

1 Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. OPS has implemented a program of voluntary elimination of mercury policy since 1997. Elemental mercury is sent for distillation and industrial reuse.
1 Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).
Carbon monoxide monitors have been placed in all school boiler rooms, kitchens or rooms where gas fired appliances are in use since 2010. Prior to that time, the district used portable carbon monoxide and multi gas monitors to test for potential CO exposure.
0 Our school does not have any fuel burning combustion appliances.
1 Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.
All frequently occupied rooms are tested for radon following EPA guidelines, and retested after significant remodeling projects or ventilation system changes.
1 Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. The use of wood structures containing preservatives is not an OPS standard practice. Any landscaping lumber suspected to contain chromate copper arsenate is protected by polyurethane.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)
OPS provides information, procedures and support to control/manage chemicals used. These measures include locked storage areas, safety manuals/presentations, laboratory waste stream directions, inventory spreadsheets, disposal information, established spill procedures, educational videos, as well as pick up services to recycle science lab chemicals, cleaning chemicals, art/other paints, and other chemicals. In addition to program support and pick up services, there are individuals at the district level to answer questions regarding the proper handling of chemicals. The chemical program goal is to substitute chemical or chemical products with the least toxic product available and to reuse chemicals, when possible, to avoid disposal.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)
Our schools work to minimize or eliminate major asthma triggers such as second hand smoke, pollen/mold spores, dust mites, cockroaches and animal dander. For example, smoking is prohibited; one-inch pleated filters are used in HVAC systems to reduce pollen/mold spore concentrations; mold remediation and prevention is a priority; indoor humidity is expected to be below 60% to minimize dust mites; an Integrated Pest Management Plan with an emphasis on cockroach control is fully implemented, and classroom pets are allowed only in rooms without sensitive individuals and must be kept in cages and food is stored in air tight containers.

6. 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)
Building engineers and custodians are trained to look for water leaks and condensation and to work with the OPS Environmental Department to prevent mold growth in all schools. Any leak or condensation is reported immediately and repairs are completed promptly to prevent mold growth if possible. If the presence of mold is suspected but cannot be found, mold spore sampling may be performed. The OPS Environmental Department has specialized training to assess mold issues. It is standard practice to dispose of any porous material that has supported mold growth and properly remediate any mold growth on hard surfaces.

7. Our school has installed local exhaust systems for major airborne contaminant sources. 1 Yes 0 No

8. 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)
Custodial staff is responsible for changing filters on air handling units on a quarterly basis or more frequently if needed. The District heating, ventilation and air-conditioning (HVAC) technicians provide crucial technical support to determine the proper operation of all ventilation systems as needed. The HVAC technicians have also upgraded filters with a 6% efficiency rating to pleated filters with a 30% efficiency rating. Any response to an indoor air quality complaint includes an inspection of the HVAC system to verify the equipment has been properly maintained.

9. 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)
As a new school is designed or old school remodeled, architects and mechanical engineers work with District staff to ensure close adherence to the ASHRAE Ventilation Standard. Pre-construction design considers the placement of outdoor air intakes (preferably away from loading docks); refuse containers, student drop off lanes, dedicated exhaust systems, interior relative humidity control and temperature control. The OPS HVAC technicians also recommend upgrades or retrofit systems to achieve ventilation rates and air quality as recommended by the current ASHRAE Ventilation Standard.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)
The District uses the EPA's IAQ Tools for Schools program to monitor indoor air quality (IAQ), and has been recognized for its program by EPA – National Excellence Award for IAQ (2006) and Model of Sustained Excellence Award for IAQ (2009). Annual IAQ baselines are collected at each school to monitor IAQ and are used to detect early issues in the building. This data is also used to determine ENERGY STAR eligibility. The District works regularly with building personnel to educate them in the recognition of environmental health and safety issues and where they can receive assistance with any corrective actions needed.

The District provides support for potential mold problems, asbestos management, lead testing of paint, toys, soil and water, mercury spills clean-up by use of a special vacuum and two direct read mercury vapor analyzers, chemical management for spills and proper storage, and proper disposal of potentially hazardous materials.

Other safety issues are managed by the Risk/Safety Management Office by providing training and corrective actions related to safety; including fire safety, occupational safety, traffic safety, extreme weather, playground and other safety issues to all schools.

Nutrition and Fitness

11. 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)

1 Our school participates in the USDA's HeathierUS School Challenge. Level and year: Bronze, 2014
1 Our school participates in a Farm to School program to use local, fresh food.
1 Our school has an on-site food garden. Each classroom has a garden box, we have eleven plus a small green house.
1 Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Enrichment classes use the produce and sometimes the Garden Club sells it to our school families.
1 Our students spent at least 120 minutes per week over the past year in school supervised physical education.

1 At least 50% of our students' annual physical education takes place outdoors. Physical Education, Teacher led PE, recess, garden areas and enrichment classes take place outdoors.
1 Health measures are integrated into assessments. The school has a health and wellness plan

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

0 Food purchased by our school is certified as "environmentally preferable."
Percentage: Type:

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)
Playground is located outside, large garden area and outdoor science classroom, green spaces and field to play on. The school has PE, lunch recess and enrichment recess, enrichment classes: dance, tap, hip hop, outdoor sports, playground pals, cheerleading, biking club, walking club, Garden Club, Taekwondo, and Yoga.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)
OPS is a member of the School Food Focus (Food Options for Children in Urban Schools), to make school meals more

healthful, regionally sourced and sustainably produced. OPS is an active participant in the Midwest Regional Learning Lab.

The Gretchen Swanson Center for Human Nutrition is a partner in actively promoting Farm to School Activities.
The newsletter, Nutrition Connection, is sent to all parents; Daily Nutrition Tips for Schools on our website; monthly Taste It! Try It! Fruit & Veggie Day! - introduces new and different items, and "Cheese Nugget" of the month which features a locally produced cheese nugget.

Coordinated School Health, Mental Health, School Climate, and Safety
14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? 1 Yes 0 No
If yes, describe the health-related initiatives or approaches used by the school:
We are involved in Fuel Up to Play and our students log and monitor their eating (nutrition) and exercise daily.
15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? 1 Yes 0 No
If yes, describe these partnerships:
We have speakers come in associated with health and wellness, like the YMCA and athletes from surrounding schools. South High School sends students to work with our students mentoring and assisting our 5th grade Kindness Retreat (high energy active day).

16. Does your school have a school nurse and/or a school-based health center? 1 Yes 0 No

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):
Omaha Public Schools has a strict anti-bullying policy and procedure in place. Documents are available for students to report bullying behavior, and administration can assign consequences to students who participate in bullying behavior according to the Code of Conduct. Students who bully and students who are bullied are also able to receive followup counseling through the school counselor and the Community Counseling Program.

School counseling curriculum includes a personal/social component which is taught in classrooms to all students. The Physical Education department also teaches the concepts of families, peer relationships, puberty, and personal health care during their Human Growth and Development coursework.

Our school has a solid base of Positive Behavior and Intervention Supports. We partner with the ADL (Anti Defamation League) and have become a "No Place for Hate" school. We earn banners, have assemblies and practice the pledge combining it with our Lion Pledge said every day. We use the Waging Peace curriculum for lessons on bullying and problem-solving. The counselor teaches Steps to Respect to reinforce what the teachers are doing. Character Counts and the Three B's form the backbone of our school-wide guidelines. We use the think time process as well as a Positive Action Center to problem-solve and get students back to class. Referrals are used when needed, as well as suspensions, but our focus is on re-teaching and problem-solving. We also use a computer program called Heart Math as way for students to develop skills in monitoring their heart rate, calm down and get focused on school work (mainly used with our resource students for test anxiety). In terms of physical and health we just received a Bronze Award from Washington and Michelle Obama's Let's Move! initiative for our school going above and beyond to contribute to a healthy lifestyle.

Pillar III: Effective Environmental and Sustainability Education
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.
0 Our school has an environmental or sustainability literacy requirement. (200 word max)

1 Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)
Within the climate and culture standards for Social Studies, students learn agricultural practices of various regions and how people in other cultures interact with their environment. They study the long lasting effects of pollution within their science courses and use math and graphing skills to document trends over time. Some of the non-fiction selections used by reading classes include literature relating to the environment and renewable energy.
1 Environmental and sustainability concepts are integrated into assessments. (200 word max)

Included on the OPS Acuity Diagnostic tests and on the Nebraska State assessments, questions pertaining to recycling, renewable energy and cultural practices are included.

1 Students evidence high levels of proficiency in these assessments. (100 word max)
Our NeSA state science scores have been increasing and our students have been scoring higher than our district and state averages. 2011-2012 we had 50% meets/exceeds, 2012-2013 was 70%, 2013-2014 was 80%
1 Professional development in environmental and sustainability education is provided to all teachers. (200 word max)
As a school we talk about and address issues as a building. We have discussed best ways to recycle during our Grab and Go and other aspects of our recycling, like having students be responsible for the collection of our blue paper bins and gathering school-wide. Ms. Greer attend outside science workshops. Mr. Gamble has attended ongoing training and has been a building science rep. He has also assited in the selection and testing of new science curriculum for the district.

2. For schools serving grades 9-12, provide:
Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: N/A Percentage scoring a 3 or higher: N/A

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)
Our garden boxes have made a big impact in assisting the students in learning about plant growth, produce, the growing cycle and learning through "hands on" initiatives. They discuss erosion, water conservation, the engineering of construction, math skills in consideration of depth, measuring, etc. The "hands on" and active participation makes a true difference in our learning.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)
We are currently a part of a grant to get hydroponics started at our school and the idea would be for the students to maintain this garden/aquarium process to understand more clearly agricultural processes. We have also had many small garden grants to assist the expansion of our garden area, from adding a small green house to working with the Boy Scouts in building an outdoor washing station with a sink. They continue to learn about recycling and the environment and our progress is promoted throughout the building (morning news and student stories).

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)
The students worked with the Mens Garden Club to improve the size of the garden boxes. The Boy Scouts worked with us to add the washing area and railroad ties around the garden boxes defining the outdoor classroom area. Doing food drives to accent the need for food in areas of our city and selling produce to make money for the garden club for more plants.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)
All of our grade levels 3rd through 6th have a raised garden box that they plant, take care of and harvest the produce from. The outdoor area is used as a supplement to the science curriculum and reinforces concepts from growing to composting and understanding various cycles. The 3rd grade also does a sunflower unit and plants seeds and monitors growth and does some planting with these flowers outdoors.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)
Our outdoor classroom is an ever evolving learning tool and we continue to add to the use and ways of integrating it into the curriculum. We have recently added thermometers and a weather station working with a volunteer from Camp Kitaki. Others continue to contribute to the garden classroom area and it's growth. Parents volunteered with the principal, teachers and cafeteria manager for the original creation of this area. It used to explain science concepts, math, engineering and to assist our students in understanding the broader sense of community and contributing. The hard work and pride they take in growing and developing their garden areas pays off in so many ways.

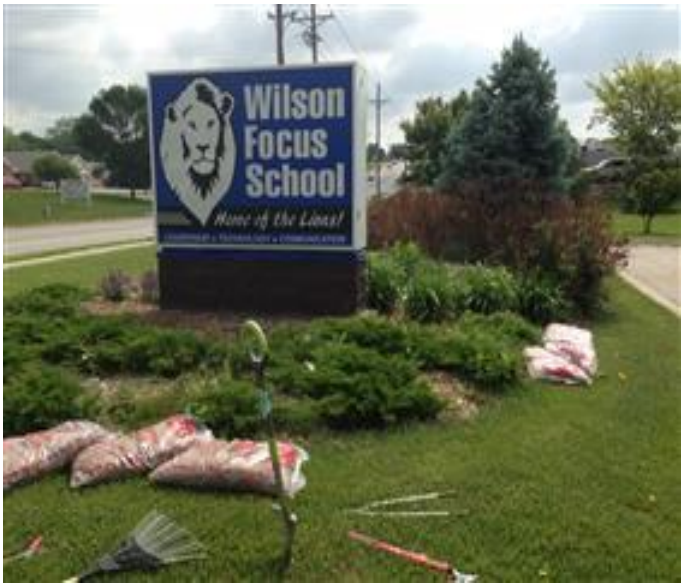
8. Describe your partnerships to help your school and other schools achieve in the three Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

Our partnerships have included connecting field trips to opportunities to learn about agriculture and the environment. We partner with Camp Kitaki to send our 6th grade students to two days of outdoor education full of learning activities and rotations outside, including visiting a pond, lake, canoeing, GPS hiking, astronomy, rock climbing, tower course, etc. Many of the activities are science and physical related to the experience we want to provide for our students. We have also partnered with ConAgra to do food drives and promote hunger need awareness in our area. We have partnered with the Midwest Dairy Council to present about nutrition and work with our students on exercise through Live Well Omaha (5,4,3,2,1 explaining food pyramid). Westlake Hardware has donated vegetable plants to assist the garden. Other partners have included the Boy Scouts, the Omaha Men's Garden Club, Kelly's Carpet, Soybean Lady, and grants with Whole Foods to improve the garden.

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

The sixth grade capstone project is a science fair and the students create experiments to test their theories and hypothesis. Many of the projects include produce and products and often at the core is the product more economical, good for the environment and best all around. Kelly's Carpet provides assemblies on recycling and being green for our 4,5 and 6th. Other STEM curriculum that we have integrated is heavy technology with our 1:1 (students learn to reserve power and shut down as appropriate) and classes like VEX robotics (we have six teams) and Gear Tech 21 (Lego robotics) classes.

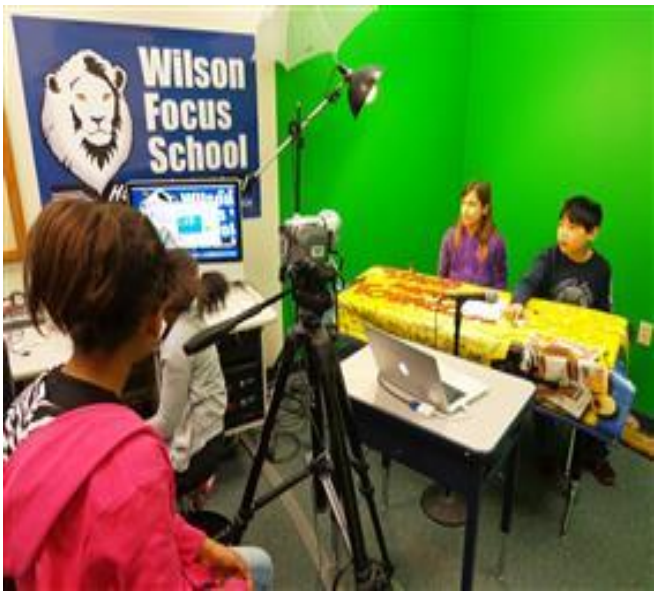
10. Submit up to 20 photos or up to 10 minutes of video content.



Improving landscaping around sign!

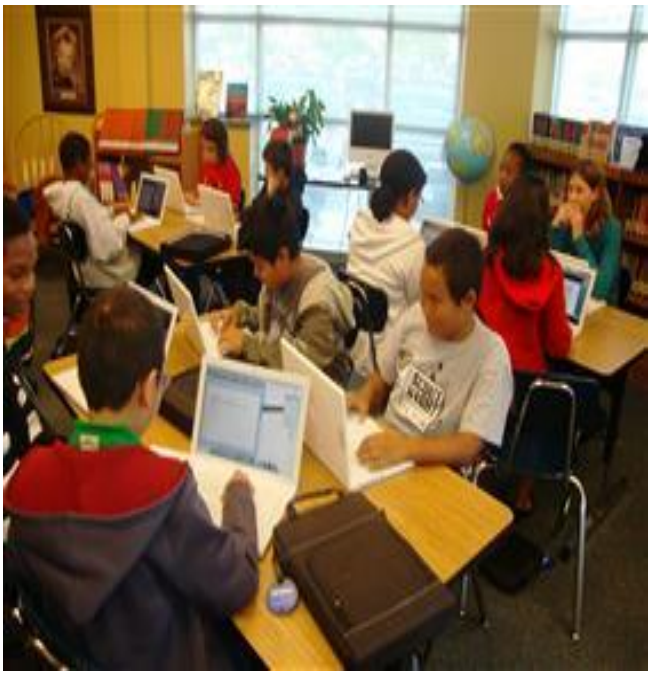
Our carved lion mascot and garden area.

A truck load of dirt arrives for our new boxes.

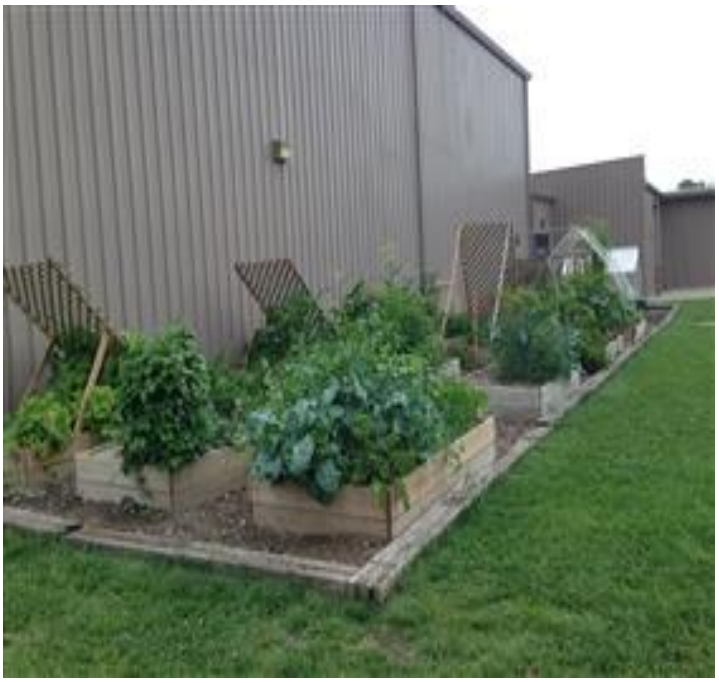


Media studio to promote healthy initiatives.

Filling our grade level garden boxes.



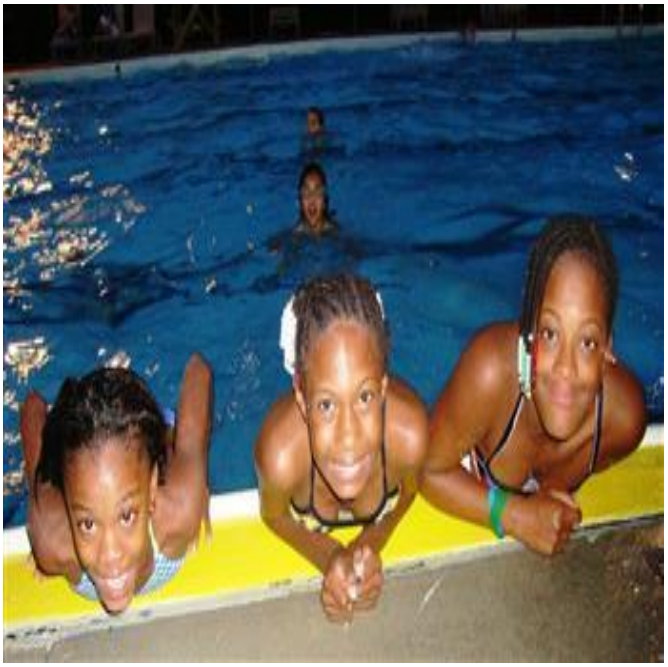
Classrooms have natural light and green plants.



Grade level garden boxes growing produce.

Staff recycling in lounge.

Becoming a recycling school!



Family fun all school swim night.

Playground to provide plenty of exercise.

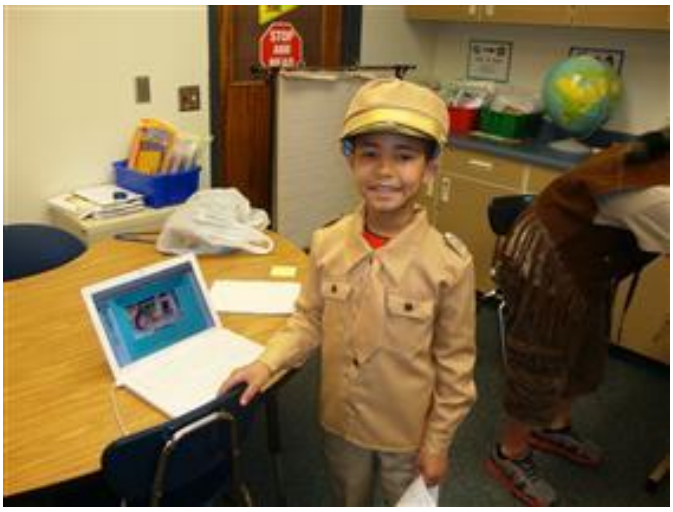
Hard surface for ball games and basketball.

Archery enrichment class.

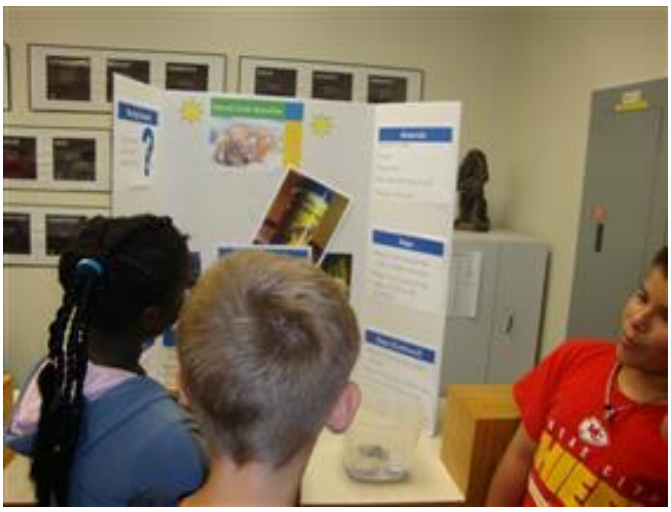
Parachute fun on school green space area.

Grab and Go breakfast program a success!

Six Robotics teams demonstrate our STEAM.



5th grade wax museum leader study/presentation.



6th grade science fair and capstone projects.

Getting a Healthy School Award!