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

U.S. Department of Education Green Ribbon Schools 2015-2018

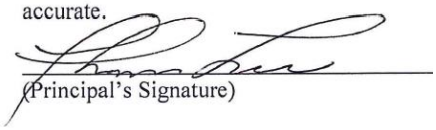
X Public ☐ Charter ☐ Title I X Magnet ☐ Private ☐ Independent ☐ Rural

Name of Principal: Thomas Lee
Official School Name: Omaha Northwest High Magnet School
Official School Name Mailing Address: 8204 Crown Point Avenue
County: Douglas

Telephone: 4025573510 Fax:

Web site/URL: http://northwest.ops.org/ E-mail: Thomas.lee@ops.org

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



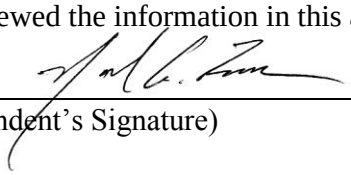
(Principal's Signature)

Date: 02/01/2017

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: 01/31/2017

(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 L Cooper

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

Sara L Cooper

Date: 01/31/2017

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Northwest is making great gains in environmentalism. We have partnered with UNO Service Learning and UNO's Environmental Sustainability class to engineer and build a rain garden to capture and filter storm water runoff to help solve the problem of Omaha's combined sewer systems. The rain garden also acts as a habitat for declining species such as Monarch butterflies and bees. Native plants are used in the garden to reduce watering and permeable pavement is used to line the garden to allow water infiltration. Students then tag the Monarch butterflies and participate in the MonarchWatch program to monitor the migration patterns and population numbers of Monarch butterflies. This project greatly enhanced the environmental and horticulture curriculum by incorporating all facets of STEAM, allowing students to utilize 21st Century Skills by conducting presentations to the community, and providing an opportunity for students to create something that helps their community and will also serve as a teaching tool for many future Northwest generations.

The project was so impactful to the students and the community that it won the Nebraska state title for the Samsung Solve for Tomorrow Contest, earning Northwest High School $20,000 worth of Samsung technology. The project was also featured on National Geographic's "Next Generation Environmental Leaders", and the Northwest students presented the design at the Great Plains Low Impact Development Conference. The Horticulture teacher and her UNO Service Learning partner were also asked to publish the Service Learning Rain Garden presentation at the International Symposium of New Issues in Teacher Education. They presented about the impact the project had on student learning, conceptions about the environment, and student conceptions on leadership.

Northwest students have also built a community garden and aquaponics system that grows fresh produce for the Northwest community. The students learn about creating fresh soil by composting organic matter and learn organic methods of gardening and pest control.

Northwest students also partner with UNO to determine water quality in the streams around Omaha by testing for nitrates and a common endocrine-disrupting pesticide called Atrazine. They collect, analyze, and then report their data to the UNO Toxicology Department who is working on publishing the data.

Northwest students also partner with UNO International students to learn about their native plants, cultures, foods, and sustainable infrastructures. They research and plant seeds together from multiple cultures and then harvest the produce for food.

Northwest Environmental students focus on making their schools and their lifestyles greener. They are currently making a

how-to recycling video for their student body to reduce trash going into landfills. They also partner with Keep Omaha Beautiful to clean and label storm drains so that trash does not get into our water. Next semester, they will be assisting with the Chytrid fungus Citizen Science project with the Henry Doorly Zoo and will monitor amphibian populations for the presence of chytrid fungus.

Northwest also has a Green Team that meets once a month to ensure that we are making strides in our energy ratings. We are revamping recycling practices by allowing Alternative Curriculum Program students to take out recycled paper twice a week. We check to make sure all lights, monitors, and electronics are turned off at the end of the day and that all leaky faucets and fixed. Students are also participating in the Nebraska Green Schools program to explore activities and ways to ensure their school is environmentally friendly.

Northwest 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. Sharps containers, biohazardous materials and surplus or outdated medications are collected by district personnel and are processed by a company specializing in the disposal of biohazardous waste. Hazardous waste disposal is tracked by 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. Environmental Department picks up all laboratory waste that is not approved for disposal in the sanitary waste or through the sewer system.

For our future plans, we will be writing a grant to expand our rain garden and community garden to include an orchard, a medicinal plants area, and an International plants area. We will also write a grant to include a solar panel near our gardens that will serve as an outdoor learning spot for many classes.

School Demographic Information

Has your district previously received the DOE GRS District award? Yes

Total Enrollment 1477 **School Level** High School **School Description** Urban

Percent of students qualifying for free and reduced lunch 0.764

Percent of students who are limited English proficient 0.074

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

Cross Cutting Questions

Is your school participating in a local, state, or national program which asks you to benchmark progress in any or all of the Pillars

We recently began the Nebraska Green Schools program (October, 2016) and are working on completing the energy module. 2006-Present OPS Green Schools Initiative, benchmarking Energy, Waste & Recycling, Paper Use, Water and Green Teams

Has your school, staff, or student body received any awards for environmental stewardship, health and wellness, or environmental education/civic programs? Yes

The Advanced Horticulture class received the state title for the Samsung Solve for Tomorrow Contest in 2016 for designing a building a rain garden on Northwest's campus that collected and filtered storm water runoff.

The Advanced Horticulture class also won the high school division of the Great Plains Low Impact Development (LID) design competition in 2016 for their rain garden design.

The rain garden was also featured on October, 2016 online in National Geographic for Next Generation Environmental Leaders Projects. http://nationalgeographic.org/education/act-on-climate/next-generation-leaders/#omaha

In 2016, Northwest High School received the Omaha Public Schools Green Schools Initiative district award.

Has your school created a Green Team? Yes
Rachael Burns-- Northwest Environmental Teacher and district curriculum writer who teaches and writes environmental curriculum, leads the Environmental and STEM club, cares for Northwest greenhouse, rain garden, and community garden, and is the school's grant writer for green initiatives

Scott Peters-- Assistant Principal who directs the Green Schools Initiative program for Northwest High School

Susan Colvin--District Director of Supply Chain who operates the district in the most efficient and cost-effective manner to meet the material needs of students in the Omaha Public Schools

Cayetano Ledesma--Custodial Engineer who ensures school equipment is energy efficient and all lights, computers, etc. are turned off at the end of the day

Pillar III Environmental Education

Which practices does your school employ to help ensure effective environmental and sustainability education?
Environmental and sustainability concepts are integrated throughout the curriculum, Environmental and sustainability concepts are integrated into assessments. Students evidence high levels of proficiency in these assessments. Professional development in environmental and sustainability education are provided to all teachers. For High Schools Only: Our school has active enrollment in an Environmental Science course.

Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.
The Nebraska State Standards for science include focuses on Life Science (including flow of energy and matter, impact on ecosystems, and biodiversity) and Earth and Space Science (including use of earth materials, fuel, building materials, sustaining plant life, and effects of energy changes on Earth). These standards, which are connected to sustainability and the environment, are core elements of what students are taught every day.

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.

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

All staff have been trained on proper recycling techniques with professional development presentations and signage. Each light switch in the building includes a "please turn off" sticker.

Northwest students have designed and built a community garden, a rain garden, and a greenhouse for our campus. These areas are utilized by many subject areas. For example, the art class painted the rain barrel, the chemistry classes test the chemicals that the rain garden filters, the Shop classes build the shelves for the greenhouse, the Drama classes use the plants from the greenhouse and gardens as props, and the Food classes use the herbs and vegetables grown in the garden. The Environmental class studies the impacts these gardens have on our community. They also study the carbon and nitrogen cycle from the Aquaponics system in the greenhouse that grows food for our students.

Describe how environmental and sustainability education at your school supports teaching science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and earth sciences.
The city of Omaha has a combined sewer system. Because of this, heavy rainfalls cause flooding of the combined sewer system into Omaha creeks and the backyards of locals. The students wanted to address this problem by engineering and

building a rain garden that diverted storm water runoff from the storm drains to a garden that promoted native plant growth. The plants in the rain garden filtered pollutants from the storm water runoff, and also served as food for declining pollinator species such as Monarch butterflies and bees. All aspects of science, technology, engineering, and science went into creating the garden. The garden still serves as a place for learning since classes can conduct mini science experiments on chemicals collected, soil and water quality, insect populations, Monarch husbandry and tagging, and plant diversity.

Students also designed and built a community garden on our campus. The community garden provides fresh, healthy food for the students and families in need in our community. Within this garden is an aquaponics system that combines hydroponics and aquaculture. The students learn the nitrogen and carbon cycles by growing fresh produce with aquaponics while learning the life-cycle of fish.

Describe how your curriculum connects classroom content to college and career readiness, particularly post-secondary options that focus on environmental and sustainability field studies and/or careers.
Many students at Northwest are involved in Service Learning. During Service Learning projects, students are working with the University of Nebraska Omaha (UNO) as well as a local Omaha partner. For example, the Northwest Horticulture and Environmental students work with two UNO classes--the UNO International class and the Environmental and Urban Sustainability class. The Northwest students meet with the UNO classes 1-2 times a month and work on sustainability design or on international foods and plants. They are expected to collaborate during the meetings as well as outside of class to come up with designs that are then presented to local professionals including UNO and Omaha Public Schools administration, Omaha Green Tours, landscape architects, master gardeners, and state members of the EPA. By working with the college students and local professionals, Northwest students learn 21st Century Skills and are exposed to many career paths in environmental studies.

Describe students' meaningful outdoor learning experiences at every grade level and how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills.
The greenhouse is used at the freshman level Physical Science course for explaining energy transfer and the water cycles. The sophomore level Biology course uses the gardens for ecology, biodiversity, and species interactions.
The junior and senior level Food courses use the gardens for herb, vegetables, and fruits. The Shop courses make plant stands and shelves for the plants. The Chemistry courses test the pollutants collected in the rain garden. The Environmental and Horticulture classes grow the plants, design the gardens, and study the socioeconomic impact these gardens have on the community. The Drama class uses the greenhouse plants as stage props. The Photography Career Center students take pictures of the wildlife and plants in the gardens. The art students designed the rain barrel that collects water from the roof of the greenhouse, and the pottery students make the Horticulture students clay pots to grow their plants in. The Horticulture students then sell the plants at the local Craft Fair to raise money for the greenhouse and gardens to replace/buy more supplies.

Describe any other ways your school integrates core environment, sustainability, STEM, equity and environmental justice issues (as defined by EPA), green technology, and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships.
The Green Team meets once a month to discuss any ways the school can become more environmentally friendly. They also plan ways to get the school more involved, such as hosting "Green Day" where students are expected to wear green and involving students in the recycling program twice a week. Northwest students also participate in "Keep Omaha Beautiful" by cleaning and labeling storm drains within their community. Students also participate in the UNO Miss Atrazine Project by collecting water samples around Omaha and testing for the endocrine-disrupting pesticide Atrazine. Students have also helped build other community gardens in North Omaha and participate in the MonarchWatch program that tags and monitors the migration and population patterns of Monarch butterflies. Many students at Northwest have also been trained on using ArcGIS to create story maps and evaluate geographical data around the world.
Next semester, students will be assisting the Henry Doorly Zoo with the Chytrid Fungus Project and will be writing a grant to get solar panels for the school.

Pillar II School Health and Wellness

What programs or practices does your school utilize to ensure the environmental health of the school community?
Our school implements an up-to-date Integrated Pest Management program., Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school., Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to reduce exposure., Our school has tested all frequently occupied rooms in contact with the ground, and first floor rooms above basement spaces that are not frequently occupied for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L, Our school has an Asthma Management Program consistent with the National Asthma Education and Prevention Program., Our school has a chemical management program in place, with elements of purchasing, inventory, storage, training, spills, and hazards communication., Our school controls moisture from leaks, condensation, and excess humidity and promptly removes moldy materials., Our school practices routine inspection and maintenance of the building's ventilation system.

Describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (
The IPM program (10+ years) does not include antibacterial or antifungal cleansers. No routine application of pesticides is allowed. Pests are captured and identified. Specific strategies are developed for the control of that pest population. No over-the-counter pesticides are used.

Voluntary elimination of mercury policy since 1997.

The use of wood structures containing preservatives is not standard practice. Any landscaping lumber suspected to contain chromate copper arsenate is protected by polyurethane.

All frequently occupied rooms are tested for radon following EPA guidelines, and retested after significant remodeling projects or ventilation system changes.

We minimize/eliminate major asthma triggers such as second hand smoke, pollen/mold spores, dust mites, cockroaches and animal dander. Smoking is prohibited; one-inch pleated filters are used in HVAC systems; mold remediation and prevention is a priority; indoor humidity is expected to be below 60% to minimize dust mites.

School is provided information, procedures and support to control/manage chemicals used. This includes locked storage areas, safety manuals/presentations, laboratory waste stream directions, inventory spreadsheets, disposal information, established spill procedures, and educational videos. The goal is to substitute chemical products with the least toxic product available and to reuse chemicals to avoid disposal.

Custodians are trained to look for water leaks or condensation to prevent mold growth. Any leak or condensation is reported immediately and repairs are completed promptly. If mold is suspected but cannot be found, mold spore sampling may be performed. It is standard practice to dispose of any porous material that has supported mold growth and properly remediate any mold growth on hard surfaces.

Custodial staff change filters on air handling units on a quarterly basis or more frequently if needed. Any response to an indoor air quality complaint includes an inspection of the HVAC system to verify the equipment has been properly maintained.

Does your school take any other steps 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? Yes

Describe other steps taken to protect indoor environmental quality.

The EPA's IAQ Tools for Schools program is used to monitor indoor air quality (IAQ). Annual IAQ baselines are collected, monitored, and are used to detect early issues. This data is also used to determine ENERGY STAR eligibility. Building personnel are educated in the recognition of environmental health and safety issues and know where they can receive assistance with any corrective actions needed.

The District provides Chandler View 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 Environmental/Safety 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.

Which programs or practices does your school implement to promote nutrition, physical activity, and overall school community health?
Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria., Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers., Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education., At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors., Our school integrates health measures into student assessments, We have a Health and Wellness Center in our school as well as a Student Health Center

Describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Highlight any innovation and/or unique partnerships.
Northwest High School has a Health and Wellness Team in our school, as well as a Student Health Center that provides care to at-risk students. The Health and Wellness Team promotes healthy eating and an active lifestyle by motivating staff to participate in lunch-walks, soup lunches, and weight-loss goals. The students also have a Health Huskies group that meets twice a month to make healthy foods and promote active lifestyles.

Northwest has also implemented healthy vending machines in the school and participates in the Farm to School program so students receive fresh produce from local farms.

All students are required to take a physical education or JROTC course their freshman year, and many students take weight training as an elective course.

Our school has both an aquaponics system and a community garden that grows fresh, organic produce for the students and their community. The students learn how to grow the produce and herbs in the Plants/Propagation and Advanced Horticulture courses, and many of the herbs are used in the Foods classes.

Pillar I Reduced Environmental Impact and Costs

Which programs or practices has your school implemented to conserve energy and to protect our environment from the negative effects of buildings and transportation?
Our school energy use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program, Our students helped to collect data, analyze and implement actions plans whenever appropriate (e.g. NE Green Schools Energy Investigation).

Describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you engage students, how you set your goals for reduction, and how you measure your progress. Also include any student learning objectives, and the educational and environmental benefits to date.
Our green team ensures that all lights, computers, and electronics are turned off at the end of the day to save electricity. Northwest maintains building and room thermostats within specified ranges and ensures the Building Management System is

set to "night" mode during unoccupied times such as nights, weekends, and breaks.
Our energy star rating rose from 25% in 2009 to 37% in 2016.

Other indicators of your progress towards reductions of greenhouse gas emissions and/or increased energy efficiency (describe in detail and include metrics if available including information from completion of the NE Green Schools Energy Investigation)
We have many plants around the building that the Horticulture students care for. These plants will remove carbon dioxide from the air and release oxygen.

Which practices contribute to the protection and conservation of the school domestic (drinking) water?
We are served by a community/city/county owned water provider that is required to report annually on the quality of our water., Our school has a plan to minimize run-off and limit impermeable surfaces., Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination., native drought-tolerant plants, Our school water use is tracked and bench marked using EPA ENERGY STAR Portfolio Manager or an equivalent program., Our school engages students in collecting water use data, analyzing and implementation of water use plans

Describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal. Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. Describe any efforts by the school to minimize its water quality impacts and any student learning objectives, and the educational and environmental benefits to date.
We are building additional rain gardens that capture water runoff from roofs and parking lots. Our rain gardens are surrounded by permeable pavement that allows water to soak through rather than flowing into our combine sewer system. We also focus on planting native pollinator plants that do not require irrigation and collect rain water in our rain barrels to water our community garden with the collected water.

Other ways you are working to improve water quality, efficiency, and conservation (including action plans from NE Green Schools Water Investigation)
Environmental Science students are currently working on the NE Green School Water Investigation action plan.

Which programs has the school initiated and maintained to reduce solid waste, eliminate hazardous waste, and procure environmentally preferable products?
Our recycling program collects every material that is collected in our city/county., Our school composts organic materials on site, Hazardous and dangerous products at our school have been reduced or eliminated., Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations., Our school has a greenhouse gas emission reduction plan in place that targets solid waste reduction and recycling. We measure our annual progress against our reduction goal. Our students are engaged in collecting data, analyzing and applying data analysis to develop and implement waste reduction and green purchasing.

Describe your solid waste management plan, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing.
90% of the furniture purchased is either HON or Virco. Nearly all of those products are certified to the ANSI/BIFMA Furniture Emissions Standard.
Northwest recycles electronic equipment in an environmentally friendly manner. The Recycler we use disassembles and shreds the components allowing it to be reused and remain out of the landfill.
Northwest does not routinely use pesticides or herbicides in our lawn care program. We use vinegar in the fence lines to kill weeds and unwanted grasses.

School offered alternative transportation options to driving in single occupancy vehicles to and from school.
Our school participates in a "Safe Routes to School" or similar program., Our school offers yellow school bus service., Our

school is served by city/Metro public transportation service., All school buses that serve our students were built after 1994 when the first emission standards were adopted., Our school has a well-publicized no idling policy that applies to all vehicles including school buses., Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows., Approximately 430 of the OPS buses used are fueled by liquid propane instead of diesel.

Describe alternative transportation options to driving in a single occupancy vehicle to and from school. Include how the alternatives are promoted, any data you have about participation in school bus service, public transportation, carpools, ride-sharing, and commuting to school by walking or biking. Discuss how your school transportation use is efficient and has reduced environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions)

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.

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.

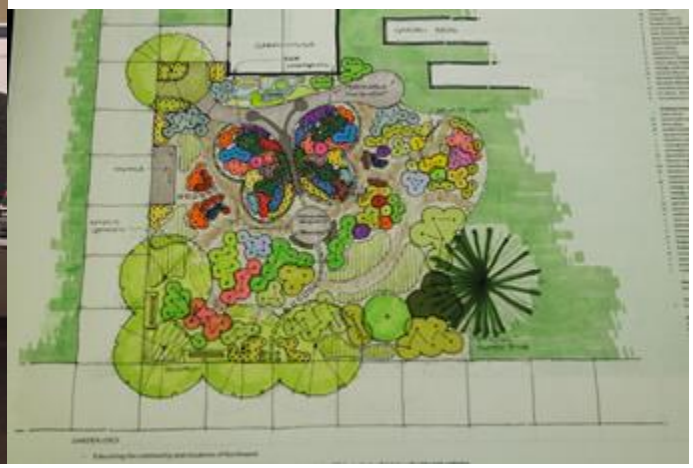
Approximately 430 of the OPS buses used are fueled by liquid propane instead of diesel. OPS has the largest school fleet of liquid propane buses in North America which has a tremendous impact on the OPS Green Schools Initiative. This change is estimated to reduce 2.3 million pounds of CO2 per year.

Describe any other efforts to engage students toward reducing environmental impact, focusing on innovative or unique practices and partnerships, including investigations and action planning from NE Green Schools Investigations

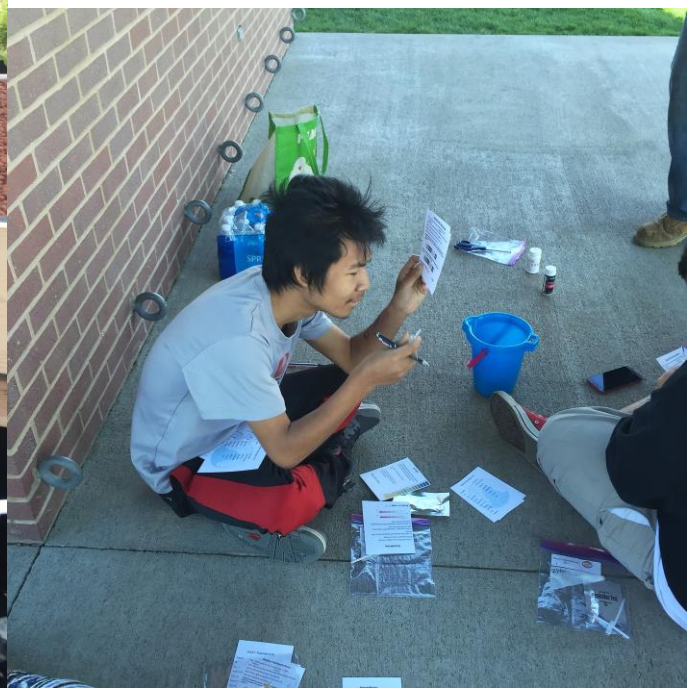
Environmental Science students are currently making a how-to recycling video for the final semester project that will be shown to the rest of the student body.

Students also partner with "Keep Omaha Beautiful" to clean and label storm drains so trash and organic debris does not get into our water.


PERIODIC TABLE
OF THE ELEMENTS




Background Information
• Shallow depression that is planted with deep-rooted native plants and grasses allowing runoff to soak into the ground and replenish local water system.
• During a storm or shower, the rain garden soaks up a few inches of water runoff from a roof, driveway, or other paved surface. That water slowly seeps into the ground instead of heading for the nearest storm drain.
• The rain garden is planted with trees, shrubs, flowers and other local plants
• Add beauty to the landscape
Nebraska
College of
Public
Affairs and



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: March 31, 2018

Public Burden Statement