

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *quantified achievement*¹ toward reaching the goals of each of the three Green School Pillars and elements.²

For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

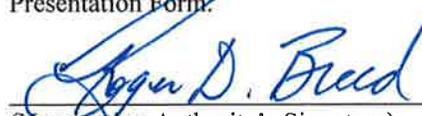
The signature by the Nominating Authority (the CSSO, DoDEA or BIE) on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *quantified achievement* toward the three Green School Pillars and Elements.
4. The school and the district meet applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and are willing to undergo EPA on-site verification.

Name of Nominating Agency Nebraska Department of Education

Name of Nominating Authority Dr. Roger D. Breed, Commissioner of Education
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

 Date March 26, 2012
(Nominating Authority's Signature)

Note to Nominating Authority: The application, including the signed certifications should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov, or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Andrea Suarez Falken, Director, Green Ribbon Schools, Office of Communications and Outreach, 5E227, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-8173.

1 The quantified assessment should be based on the common metrics provided in state level evaluator guidance.
2 In future years, evaluators will be required to review the school community's comprehensive *green school plan* that incorporates, at a minimum, the plan elements listed under "The Three Pillars and Elements," and a *baseline assessment* for each of the elements of the plan; however, this documentation is not a requirement in the pilot year.
ED-GRS (2011-2012) Page 1 of 1

**U.S. DEPARTMENT OF EDUCATION
2012 GREEN RIBBON SCHOOLS**

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

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

Official School Name **Lothrop Science and Technology Magnet Center**
(As it should appear in the official records)

School

Mailing Address **3300 N 22 Street**
(If address is a P.O. Box, also include street address.)

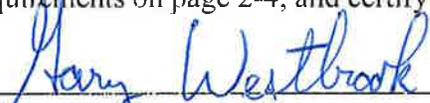
Omaha NE 68110
City State Zip

County **Douglas** State School Code Number **28 - 0001 - 133**

Telephone **402-457-5704** Fax **402-457-7963**
(Area Code) (Area Code)

Web site/URL **www.ops.org/elementary/lothrop** E-mail **gary.westbrook@ops.org**

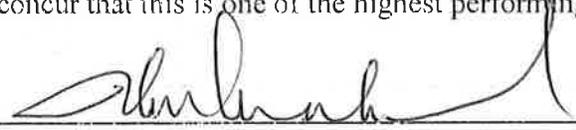
I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

 Date 2-29-12
(Principal's Signature)

Name of Superintendent* **Dr. John Mackiel**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* **Omaha Public Schools** Phone # **402-557-2005**

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

 Date 2/29/2012
(Superintendent's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space. In no case, is a private school required to make any certification with regard to the public school district in which it is located.*

Mail Application, Certification, and Summary to: Jim Woodland - Nebraska Department of Education - 301 Centennial Mall South - Lincoln, NE 68509-4987. Must be postmarked by March 2, 2012.

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify, for public schools, that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct. For private schools, the signatures of the school principal and district superintendent (or equivalent) on the next page certify that statements 1 through 3 and statement 8 are true.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *quantified achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school and, in the case of a public school, the public school district, meet applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and are willing to undergo EPA on-site verification.

SUMMARY OF ACHIEVEMENTS-Lothrop Magnet Center, Mr. Gary Westbrook

Lothrop Science and Technology Magnet Center is a Pre-K through grade four, elementary magnet school. The student body is comprised of neighborhood students and students who ride a bus from various parts of the city of Omaha, Nebraska. Grades 2-4 are magnet grades, according to the Omaha Public Schools Student Assignment Plan, however all grade levels at Lothrop are included in magnet Science and Technology programs. Lothrop is a Title 1 school with 81% of students participating in the Federal Free/Reduced Lunch Program.

Lothrop Magnet staff members are responsible for facilitating the development of young students and their growth. The goal is that students grow to be sound academically, as well as productive citizens with an awareness of the environment. Lothrop has a consistent, daily focus on reduce, reuse and recycle. Lothrop's consistent focus and environmental education includes the three pillars: environmental impact and energy efficiency, healthy school environment and education about the environment and sustainability. All students at Lothrop Magnet are environmentally aware. They want to be a part of the "Green Team" and remind each other about how recycling works. Lothrop is a healthy environment. Staff and students understand eating healthy, exercise and making healthy choices. The School Improvement Plan for the district includes a Wellness Plan that is formed by a staff committee.

The Science Standards for Omaha Public Schools include an environmental standard: "Investigate and describe the relationship between living things and the environment." Lothrop Magnet Center also has Extra Value Standards, unique to Lothrop. Lothrop Magnet Center's environmental program is a student designed, student run project designed to teach students environmental responsibility. Each classroom has a box which collects used paper during the day. Students rotate the responsibility of emptying the paper boxes each day. At breakfast and lunch, students use a traveling cart so that everything that can be recycled or composted is put in the correct place. Compostable materials are collected at breakfast and lunch, which are then donated to a community garden to be used as natural fertilizer. Containers for recycling batteries, eye glasses and electronics can be found. To build competence, confidence and responsibility, students are assigned small tasks to help with the program which builds a sense of belonging and teamwork. Students at Lothrop participate in service learning projects to meet Magnet Standards.

This is a summary of the Omaha Public Schools Magnet Service Learning Standards:

Grade 4 standards include recognizing and locating community partners, identifying community problems, and reflection.

Grade 8 standards include locating partners relevant to their magnet theme, identifying a community need relevant to their magnet theme, collaborating, creating and implementing a plan, and reflection.

Grade 11-12 standards include several: locating partners relevant to their theme, EVS's, and S.S. standards, locating relevant partners locally and/or globally, identifying problems and working collaboratively with stakeholders, executing the plan, and publishing their reflection for a global audience.

Lothrop Magnet was the first school to achieve the Green School Certification from the Green Education Council, which is one of five councils of the Green Omaha Coalition. Lothrop has earned a green flag which hangs in the entry of the building and a plaque commending the school for green efforts. Lothrop Magnet is always trying to make economical improvements in daily operations that will reduce energy consumption, minimize health and environmental problems before they arise and reduce waste. Lothrop's Science Magnet Specialist and students will attend a Climate Change Summit in April, which will include a focus on climate science and environmental literacy.

Lothrop Magnet has many community connections, including Lauritzen Gardens Botanical Center. Students plant sunflowers on school year and return the next school year to observe growth. Distance Learning has provided Lothrop students opportunities to share their learning about the environment and recycling and have even been asked to mentor other schools in their green efforts. The Verdis Group, a sustainability consulting group assists Omaha Public Schools in making green choices. They provide great support and assistance to Lothrop Magnet and assist in keeping the school constant in its green efforts.

Lothrop Magnet has high expectations for all students and staff. The efforts made to become green are immense! Lothrop is lucky enough to have a dedicated Science Specialist who leads the way for the Lothrop family. Students and staff work hard at this lifelong, important goal to our society and earth. Lothrop is worthy of being a U.S. Department of Education Green Ribbon School for these tremendous efforts.

Instructions for completing this form: *Please answer all of the questions below to the best of your ability. A more complete application will increase your chances of success. You may supplement the information in these questions by describing alternative benchmarks or indicators of progress (see final question in each section). Please note that, should your school become a finalist, you may be asked to provide documentation to verify your answers.*

PILLAR ONE: The school has a net zero environmental impact

Element 1A: Zero greenhouse gas (GHG) emissions

Energy

1A1. If your school has received EPA's ENERGY STAR certification, in what year was the certification earned? N/A

RESOURCES: DOE and EPA ENERGY STAR for K-12 School Districts
DOE Purchasing Specifications for Energy Efficient Products

1A2. If your school has reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction: 6.1 %

Measurement unit used (kBtu/Square foot or kBtu/student): kBtu / Square foot

Time period measured: from August 2010 to November 2011

RESOURCES: EPA Portfolio Manager
Database of State Incentives for Renewable Energy (DSIRE)

1A3. What percentage of your energy consumption is derived from?

On-site renewable energy generation: 0 %

Purchased renewable energy: 0 %

RESOURCES: Advanced Energy Design Guide for K-12 School Buildings
USGBC Center for Green Schools

Buildings

1A4. If your school has constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? 0 %

What is the total constructed area? N/A (square feet)

What is the total renovated area? N/A (square feet)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)? N/A

RESOURCES: K-12 Guide to Energy Savings Performance Contracting

1A5. What percentage of your school's total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards? 0 %

What is the total building area? 63,500 (square feet)

Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)? N/A

RESOURCES: ENERGY STAR for Federal Agencies

1A6. If your school reduces or offsets the GHG emissions from building energy use, please provide:
Current Total GHG Emissions (MtCO_{2e}) 911.60 (MtCO_{2e})
Baseline Total GHG Emissions (MtCO_{2e}) 944.11 (MtCO_{2e})
Change from Baseline: GHG Emissions (MtCO_{2e}) - 32.51 (MtCO_{2e})
Time period: from August 2010 to November 2011
Explain any offsets used? No offsets used, decrease is a result of a reduction in electricity use.

RESOURCES: DOE State Energy Program

1A7. Has your school fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? Yes No
Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager? Yes No

RESOURCES: EPA's Guidelines for Energy Management Overview
EPA Portfolio Manager

1A8. What percentage by cost of all your school's furniture purchases are certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? unknown %

RESOURCES: BIFMA's level Standard

1A9. Does your school have an energy and water efficient product purchasing and procurement policy in place? Yes No

RESOURCES: EPA Portfolio Manager

1A10. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available): see supplemental pages

Assessment Tool: Clean Air Cool Planet's Campus Carbon Calculator

Element 1B: Improved water quality, efficiency, and conservation

1B1. If you can demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction: N/A %
Time period: from N/A to N/A

RESOURCES: EPA WaterSense

1B2. How often does your school conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings? N/A

RESOURCES: EPA WaterSense: Outdoor Water Use

1B3. Describe how your school's site grading and irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:

N/A

RESOURCES: EPA Drinking Water in Schools & Childcare Facilities

- 1B4. Do all your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? Yes No
 If no, what percentage of the total consists of this type of plantings? _____ %
 Describe the type and location of plantings: _____

- 1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation? Yes No
 If yes, describe these alternative water sources:

- 1B6. If drinking water is acquired from the school's own well, are your drinking water sources protected?
 Yes No
 If yes, describe how they are protected: N/A
- 1B7. Does your school have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place? Yes No
 If yes, describe this program: Omaha water standards required by Federal, state and city law.
All OPS schools were tested around 1990 specifically for lead, including water coolers.
- 1B8. Has your school been cited within the past three years for failure to meet federal, state or local potable water quality standards? Yes No
- 1B9. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes No
 If yes, how often is such cleaning conducted? daily
- 1B10: Describe any other ways, not addressed above, that the school is improving water quality, efficiency, and conservation:
All staff are trained to remind students to not waste water. Sinks and drinking fountains are never left running. Water is not wasted at Lothrop.

Grounds

- 1B11. What percentage of your school grounds are devoted to ecologically or socially (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, etc.) beneficial uses, including those that give consideration to native wildlife? 50% %
 Describe: Half of Lothrop Magnet grounds are used for playground and garden areas. Students manage the garden area, along with staff.

RESOURCES: Fish and Wildlife Service Schoolyard Habitats

Element 1C: Reduced Waste Production

Waste

This section asks you to describe how your school is working towards the elimination of all solid waste through reduced consumption, reuse practices, and increased recycling.

- 1C1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling? 21 % (total amount reused, composted, or recycled)/(total amount reused, composted or recycled used + total sent to a landfill or incinerator)

RESOURCES: EPA WasteWise Re-TRAC

- 1C2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: 0 % (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.) Which standard did you use? _____

- 1C3. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF)? 0 %

Hazardous Waste

- 1D1. How much hazardous waste does your school generate? 0 lbs/student/year
How was this calculated? All amounts were taken from weights listed on the waste manifests.
List each hazardous waste and the amount of each present at the end of the year:

- 1D2. How does your school monitor hazardous waste?
All hazardous, special, universal and solid waste is handled by one department with specially trained personnel.

RESOURCES: CDC Hazardous Waste Self-Management Checklist
Tennessee School Lab Chemical Cleanout Campaign Inventory
Design for the Environment

- 1D3. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? Yes No

- 1D4. Has your school been cited within three years for improper management of hazardous waste according to Federal and State regulations? Yes No Don't Know

- 1D5. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: unknown % How does your school dispose of unwanted computer and other electronic products? OPS Environmental Dept. recycles electronics and computers. Lothrop also has a community partner who recycles unwanted electronics when possible.

RESOURCES: EPEAT
EPA Reducing Risk From Hazardous Waste

- 1D6. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs? 100 %
Which standard(s) are you using? Omaha Public Schools requirements

1D7. Is your school's custodial program based in the principles of effective management and "green" service?
 Yes No

1D8. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard): Yes No

RESOURCES: ISSA Cleaning Industry and Management Standards

1C9. Describe any other indicators, not included above, of the school's reduction of solid waste and elimination of hazardous waste:
Science Specialist disposes of all chemicals properly. Chemicals are recovered as much as possible for resale. Solvents and paints are incinerated for energy recovery.

Element 1D: Use of alternative transportation to, during and from school

1D1. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school? 49 %
Describe how this information been collected and calculated: Lothrop Magnet has 330 students. 163 students ride buses or walk. This is 49%. Information was collected using bus schedule information from OPS Transportation and Student Information Forms filled out by parents.

RESOURCES: DOT Pedestrian & Bicycle Safety

1D2. Does your school have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? Yes No

RESOURCES: EPA Clean School Bus USA

1D3. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? Yes No

1D4. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):
N/A. No transportation use.

RESOURCES: CHPS Transportation Plan

1D5. Have "Safe Pedestrian Routes" to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? Yes No

RESOURCES: Safe Routes to Schools

1D6. Describe any other accomplishments your school has made under Pillar One towards eliminating its negative environmental impact or improving your environmental footprint which you feel should be considered:
Lothrop Magnet Center has an overall focus on taking care of the environment. Lothrop Staff teach children about being aware of conserving water and energy, recycling materials and consistently work towards the standards that correlate to becoming a responsible citizen about our world.

PILLAR TWO: The school environment has a "net positive" impact on student and staff health

Element 2A: An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds

Integrated Pest Management

- 2A1. Does your school have an integrated pest management plan in effect to reduce or eliminate pesticides?
 Yes No
- 2A2. Does your school provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? Yes No
- 2A3. Does your school maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices, and MSDSs in an accessible location? Yes No
- 2A4. Does your school prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? Yes No

RESOURCES: EPA Integrated Pest Management for Schools

Ventilation

- 2A5. Does your school meet the stricter standard of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? Yes No
If yes, which standard is your school using?
Designed to existing code at the time of building/renovation, our local code often incorporates ASHRAE
- 2A6. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? Yes No
- 2A7. Has your school installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? Yes No

RESOURCES: EPA Indoor Air Quality Tools for Schools

Contaminant Controls

- 2A8. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months:
 Yes No
What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121? 100 %
- 2A9. Carbon Monoxide (CO): If your school has combustion appliances, does your school have an inventory of all combustion appliances & does your school annually inspect these appliances to ensure no release of Carbon Monoxide (CO)? Yes No No combustion appliances
Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? Yes No

RESOURCES: EPA Healthy Schools Environments Assessment Tool

2A10. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices?
 Yes No (Explain): _____

Does your school recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations:

Yes No

REOURCES: EPA Schools and Mercury

2A11. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months?
 Yes No

L. Secondhand Tobacco Smoke: Is smoking prohibited on campus? Yes No

REOURCES: CDC Guidelines for School Health Programs to Prevent Tobacco Use

2A12. Asthma Control: Does your school have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines?
 Yes No

REOURCES: EPA Managing Asthma in Schools
CDC Tools for Making Your School Asthma-Friendly

2A13. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? Yes No

REOURCES: EPA Indoor Air Quality Tools for Schools

2A14. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? Yes No

Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? Yes No

Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? Yes No

REOURCES: EPA Mold Remediation in Schools and Commercial Buildings

2A15. Chemical Management: Does your school have a chemical management program in place that includes the following elements:

Chemical purchasing policy, including low- or no-VOC products

Chemical inventory

Storage and labeling

Training and handling

Hazard communication

Spills, clean-up and disposal

Select EPA's Design for the Environment - approved cleaning products

Yes No - Explain _____

Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff

Food and Nutrition

2B1. Has your school earned USDA's HealthierUS School Challenge award for school food? Yes No
List award level earned: _____

RESOURCES: USDA HealthierUS School Challenge

2B2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)? 0 %

RESOURCES: USDA Farm to School Program

2B3. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? 5 % Does the school have an onsite garden in which the students participate? Yes No

RESOURCES: USDA Agriculture In the Classroom

2B4. Does the school have an onsite food garden? Yes No
If yes, does the school garden supply food for the school cafeteria? Yes No

Physical Education, Outdoor Opportunities, and UV Safety

2B5. What percentage of students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week? 100 %

2B6. What is the average amount of time over the past year that each student engages in school-supervised physical education (including outdoor time) per week? 160 minutes/week

2B7. What percentage of school-supervised physical education is spent outdoors? 70 %

RESOURCES: The President's Challenge
The First Lady's Let's Move!

2B8. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program regarding UV protect and skin health? 0 %

RESOURCES: EPA Sunwise Program

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

2B9. Does the school use a Coordinated School Health approach or other health related initiatives to address overall school health issues? Yes No

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

All allergies and health alerts available. Staff CPR, First Aid and EPI Pen trained.

2B10. Does the school partner with any community groups to support student health and/or safety?

Yes No

If yes, describe these partnerships:

AHEC (Area Health Education Center), UNMC (University of Nebraska Medical Center) see supplement

2B9. Describe any other measures regarding the school's built and natural environment that your school takes to protect student and staff health and which you feel should be considered:

All staff aware of allergies and health issues. No latex balloons are allowed, due to allergies.

PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate

Learning and Environmental Literacy

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems

3A1. What percentage of last year's graduates scored proficient or better during their high school career on state or school:

environmental education assessments? _____%

sustainability assessments? _____%

environmental science assessments? _____%

Briefly describe the assessment(s):

N/A---PreK through grade 4 students

3A2. Does your school or your state have an environmental or sustainability literacy graduation requirement?

Yes No

Describe: Omaha Public Schools does have a Service Learning Certification---see supplement

3A3. Are environmental and sustainability concepts integrated throughout the curriculum? Yes No

Describe: Yes! Lothrop Magnet students, Pre-K through grade 4 are focused on environmental concepts daily. Students and staff are responsible for various recycling duties in the classrooms and cafeteria.

Many subject areas infuse environmental concepts into the curriculum. see supplement

RESOURCES: State Education & Environment Roundtable

Excellence in Environmental Education: Guidelines for Learning (K-12)

3A4. If your school is a high school, what percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career? N/A _____% What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? N/A _____%

RESOURCES: Advanced Placement Environmental Science

3A5. If neither your state nor school conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? 97 _____%

3A6. Are teacher professional development opportunities in environmental and sustainability education provided for all teachers in your school? Yes No

Describe these professional development opportunities including the number and percentage of teachers who participated in these over the last two years:

All staff (25) and teachers (34) (100%) at Lothrop Magnet Center receive ongoing Professional Development environmental and sustainability education. The last two years there has been an emphasis on this area of curriculum. see supplement

- 3A7. Does your school's environmental education program pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence: Yes No
- 3A8. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level? Yes No

Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy

- 3B1. Do your students matriculate or graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences? Yes No
How many hours per week on average do students spend in science content classes? 5-8
- 3B2. If your school is a high school, does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? Yes No
Describe these college and career connections:
N/A

Community and Civic Engagement

Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community

- 3C1. Are all students required to conduct an age-appropriate, self-selected civic/community engagement project at every grade level? Yes No
What percentage of these projects focused on environmental or sustainability topics? 100 %
What percentage of students satisfactorily completed such a project last year? 100 %
- 3C2. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? N/A %
- 3C3. Does your school partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance your school, other schools (particularly schools with lesser capacity in these areas), and community toward the 3 Pillars? Yes No
Briefly describe the scope and impact of these partnerships:
Lothrop Magnet partners with local schools , businesses and community partners. Lothrop is the elementary part of a Magnet Pathway ---Lothrop Science & Technology Magnet, King Science & Technology Magnet and Omaha North High Magnet. see supplement
- 3C4. Does your school provide outdoor learning opportunities for students (e.g. outdoor classrooms)? Yes No
If yes, describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills:
Lothrop Magnet provides outdoor learning opportunities for students in an outdoor classroom. Students planted flowers, plants and trees when garden outdoor classroom was created. This area has evolved over several years. see supplement

RESOURCES: Fish and Wildlife Service Schoolyard Habitats

3C5. What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate does your school feel should be considered by the review committee?
see supplement

Send completed Application, Certification, and Summary
postmarked before March 2, 2012
to:

Jim Woodland
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

Supplemental Pages to Lothrop Science & Technology Magnet Center

Nebraska Green Ribbon School Application Form

1A10. Most lightbulbs in the Lothrop school building have been changed to energy efficient bulbs. Some classrooms have an 'electrician' -- a student responsible for turning off lights when the class leaves the room. All teachers have been encouraged to turn off lights when leaving the room for more than 15 minutes. Computers, monitors and printers are turned off at night and on the weekends.

1B4. Plantings at Lothrop are native species. Anything that wasn't native was killed by the weeds and lack of water last year and the year before -- including the strawberries. We mulch everything to keep the weeds down and use weed barrier -- all of which are environmentally friendly. We are hoping to purchase or make a rain barrel to use as a teaching tool.

1D6. The Verdis Group assists Omaha Public Schools with sustainability, therefore is a great support to Lothrop Magnet Center.

2B6. Lothrop Magnet students and staff are aware of the importance of regular exercise to stay healthy. Students participate in "Jump Rope for Heart" as part of the school Wellness Program. The P.E. teacher is the leader for this event. Science Specialist and Classroom Teachers lead students in recycling games with our Pathway Magnet Middle School, King Science & Technology Center. Lothrop students create games out of items recycled, such as relay races with plastic bags and milk bottles. Students turn over soil and add compost, as digging in the soil is exercise.

2B10. AHEC (Area Health Education Center) and UNMC (University of Nebraska Medical Center) are strong partners with Lothrop Magnet Center. AHEC and Lothrop partner each school year to plan Family First Aid classes and Science/Nutrition classes for students. This past year, AHEC included Lothrop in a grant with the Learning Community that provided Lothrop students with after school Science/Health camps and many Science/Math curriculum supplies.

UNMC students work with Lothrop Magnet students in small focus groups. The "Young Surgeons" group is especially popular. This is a strong partnership and both sets of students benefit.

3A2. Lothrop Magnet Center students exceed Service Learning Standards by the time they reach fourth grade through their many science and technology opportunities, therefore they continue to work toward the grade eight Service Learning Standards. Below is a copy of the mission and expected certification outcome of Magnet students, along with the standards.

Omaha Public Schools Magnet Schools, Extra-Value Service Learning Certification:

Mission Statement: The OPS Magnet Schools Service Learning Program actively involves students in grades 4-12 in meaningful, engaging, and instructional service activities carried out in a collaborative and diversified student and community environment. The Magnet Schools Service Learning Program aligns and scaffolds skills and knowledge required to recognize a meaningful community issue; identify community stakeholders and resources; organize, collaborate, and plan in order to address the issue; and execute and assess the plan. The goals of the Program are 1) to execute meaningful projects that solve real social problems and 2) to certify students' successful completion in a manner recognizable by institutions of higher learning.

Expected Final Outcome: students who complete the EVSL standards at proficient or advanced in all three reporting grades will receive Certification upon graduation. This certification will be recorded on their official transcripts and will be recognized by institutions of higher learning.

There are standards and a rubric for each of the reporting grades.

4 th Grade	EVSL - 01 Students will understand community partners who work to solve problems in Omaha, what these partners do, where they are located, and how they can be reached.
Addresses Nebraska Social Studies standard Number 4	
Writing Standard 5 and 6 Speaking and Listening 7, 8, and 9	EVSL - 02 Students will work collaboratively in groups to simulate identifying and solving a community problem using community partners. (see Teacher Guidelines)
Multiple Literacies 10	EVSL - 03 Students will reflect in writing on their experience.

This project is unique to OPS Magnet Schools. Certification that is recognized by institutes of higher learning could be a tremendous asset to OPS Magnet Students in their pursuit of a post secondary education. Their work on EVSL projects will definitely be an asset to their learning, to their partners, and to their community.

3A3. Students learn about environmental and sustainability concepts throughout the curriculum. In one specific activity, students are given a variety of items and separate them into trash or recycling. Then we go through each pile and come up with ways that we could have prevented

using the item (such as using cloth towels instead of paper towels, real plates rather than paper plates... .) We collect juice boxes used by about 6 other schools in the sunflower project for planters, along with the lids from milk bottles that were used as eyes for the Lemur puppets used in Madagascar. Kids do crayon recycling projects (melting of crayon pieces to make new crayons and then the art projects such as picture frames and the sign in science). We do vermicompost and have a speaker come out to talk about it -- on Earth Day, we gave out worms to the public and taught them how to use them. We also study worms in science so the kids understand the biology and the benefits to the soil. We teach about erosion and environmentally friendly ways to prevent it. We also teach about soil pollution and what home owners can do -- such as reading labels or not applying pesticides, particularly broad spectrum pesticides that kill the predators as well as the pests while also harming birds and other wildlife. We did a landscaping project to help the neighborhood understand how to landscape to reduce exposure to soil lead caused by drainage and lead based paint.

In Technology students learn about alternative energy sources such as hydropower, wind, solar and nuclear. When we go on field trips we point out the wind turbines and discuss why they are used. Students are fascinated by various forms of power.

Students do paper recycling ever year in science -- they take paper and turn it back into pulp and then experiment with adding different items such as evergreen needles to make pretty paper, then the use the paper they make to create nature journals.

Lothrop Magnet has several Robotics Teams, that are learning to build robots using various energy sources.

Reading, Math, Writing, Science, Technology, Social Studies and real life problem solving can all be taught through environmental lessons.

3A6. Lothrop Magnet has job embedded professional development, as classroom teachers attend Science and Technology Magnet classes with their class of students. The idea here is that teachers learn along with students, while assisting the Specialist. Lothrop's Science Specialist does professional development meetings on a regular basis to keep staff current on routines. It seems Lothrop is always adding or refining an environmental project, and communication is key to success! Lothrop has also been included in Omaha Public Schools meetings and focus on "Going Green" in the District. Science Specialist, Ms. Pamela Galus delivers professional development to others via Distance Learning, as well as in person.

3A7. The Extra Value Standards for Lothrop include " Investigate human impact on the world " at all grade levels. These Extra Value Standards are included in this application. Lothrop's environmental education program emphasizes scientific practices, as we are a Magnet. Asking questions and inquiry based lessons are an integral part of curriculum. Developing and using

models, planning and carrying out investigations, analyzing and interpreting data are a constant in the Science Lab, Greenhouse and Outdoor Classroom. Mathematics, computational thinking, constructing explanations and engaging in argument and applications based on evidence are apparent in lessons across the curriculum. Students are encouraged to explore, experiment and discover at all grade levels.

3A8. Students at all grade levels are involved in meaningful outdoor experiences. Students conduct investigations with soil, plants and flowers in the outdoor classroom and greenhouse.

Grade levels have specific areas to care for. As a class, they make decisions about using the area.

3C1. One hundred percent of Lothrop Magnet students participate in a community based, service learning project, at least once in a school year. This may include community service, trash pick up, recycling projects, planting in an elderly person's yard, plant selling and/or collection for a charity.

3C3. Lothrop Science and Technology Magnet is a member of the Center for Interactive Learning and Collaboration (www.cilc.org), a website to volunteer to mentor other schools that wanted to begin environmental programs. Lothrop Magnet students in grades 3 and 4 have mentored schools from the West Coast to the East Coast. Lothrop students explain the evolution of the environmental program and some of the things that have been learned that make the program run more smoothly. Students collect compost at breakfast and lunch and donate it to individuals in the community for garden composting, a community garden, and it is used in our own vermicompost program. Students rather experiment with finding environmentally friendly solutions to our pest problems. For example, we have raised praying mantis and released them in the greenhouse as biological control for a white fly invasion. Small lizards such as anoles were released in the greenhouse to experiment with ways to reduce the slug and cricket populations. Students apply mulch and weed barrier to prevent weeds. Lothrop Magnet students and staff collect paper juice boxes from breakfast for several months to obtain enough to be used in a project through the Lauritzen Garden. The recycled juice boxes are given to the many schools involved to start the sunflowers that would eventually be planted in the sunflower forest of the children's garden area. We invite multiple community organizations to the school such as the Metropolitan Utilities District, Lauritzen Garden Botanical Center, the Henry Doorly Zoo, National Resource District, Green Plains Renewable Energy and others to teach students about alternative energies, fossil fuels and how to reduce human impact on environments such as reducing the spread of the Emerald Ash Borer. Each year third grade students travel to Louisville State Recreation area where individuals from the Game and Parks Commission help students understand how small changes in behavior can reduce environmental problems caused by the massive numbers of humans that visit natural areas each year. Students learn the difference between native and invasive species. Students also learn that using non-biodegradable soap to wash dishes, not leaving trash, not removing organisms (such as frogs and tadpoles) and

other behaviors can preserve the health of the ecosystems we enjoy. Individuals from the Natural Resource District visit to talk about environmental issues associated with our rivers including current attempts to help species that have become threatened or endangered due to the burgeoning human population. Students participate in many Project Wet and Project Wild activities to learn about natural environments and struggles faced by various species due to habitat destruction and environmental degradation. Many organizations visit Lothrop to observe our environmental program and help recommend changes. Lothrop students do presentations to the community on a wide array of environmental topics. Our students spoke in front of the Mayor and others to talk about lead contaminated soil in the area and the impact on families. Students produced a play with community organizations to teach about the importance of blood tests for lead and many ways that individuals can reduce exposure. Lothrop students have won many environmental awards including one given at an Earth Day celebration where students did an educational display on vermicompost and provided red worms to individuals interested in starting their own program. This year Lothrop students have been invited to do an Earth Day project with twenty volunteers from Union Pacific. The final project has not been chosen but will include some kind of planting.

3C4. Many activities described in the response to 3C3 would also apply here. Lothrop Magnet does have an outdoor classroom area that is maintained by students. Several years ago, landscaping stones with the teacher's name and grade were signed by all students in the class and placed in an area that was cared for by that class so that everyone had their piece of the planet. Students learn about common weeds found in the area and how to remove them. Each year, fourth grade students have a competition in the outdoor classroom to dig a dandelion from the outdoor classroom to show how long the root system is. Students look at roots under the microscope and learn the function of the root system. Each year, Lothrop students plant vegetables in the outdoor classroom. In the fall, students learn how to make salsa and other foods from garden produce. Community members are invited to use Lothrop's greenhouse and share in investigations with students.

3C5. Lothrop Magnet students do a variety of experiments using the process of science. For example, third grade students manipulate variables in an experiment to simulate the greenhouse effect (such as adding air pollution, cloud cover ect. . .). Other students study the foods students eat at lunch and breakfast services and help educate students on which foods are healthier. Students have found ways to trap fruit flies without pesticides. Students create nature journals using recycled paper and sticks that have fallen from trees.

Lothrop Magnet is making great progress at educating all students about the environment and sustainability. The hope is that the impact of these elementary experiences is carried for a lifetime.



Omaha Public Schools Magnet Program Extra-value Service Learning Mission Statement

The OPS Magnet Schools Service Learning Program actively involves students in grades 4-12 in meaningful, engaging, and instructional service activities carried out in a collaborative and diversified student and community environment. The Magnet Schools Service Learning Program aligns and scaffolds skills and knowledge required to recognize a meaningful community issue; identify community stakeholders and resources; organize, collaborate, and plan in order to address the issue; and execute and assess the plan. The goals of the Program are 1) to execute meaningful projects that solve real social problems and 2) to certify students' successful completion in a manner recognizable by institutions of higher learning.

Lothrop Magnet Extra Value Standards

Science

Grade 2 Science

- EV 1 Utilize weather data to study the effects on the environment.
- EV 2 Examine needs, changes and habitats of plants and animals.
- EV 3 Investigate human impact on the world.

Grade 3 Science

- EV 1 Manipulate conditions to simulate environmental impact on living things.
- EV 2 Compare and contrast health needs of humans and animals.
- EV 3 Investigate human impact on the world.

Grade 4 Science

- EV 1 Analyze, compare and contrast Nebraska agriculture plant growth and effect on the environment.
- EV 2 Collect and analyze data related to polluted soil.
- EV 3 Investigate human impact on the world.

Technology

Grade 2 Technology

- EV 1 Build a simple machine and investigate its ability to do work.
- EV 2 Combine simple machines to make compound machines.
- EV 3 Use new and innovative technology devices for research, cross-curricular class work and electronic portfolios.

Grade 3 Technology

- EV 1 Investigate renewable energy sources.
- EV 2 Build and evaluate working models that use solar, hydro and wind energy.
- EV 3 Use new and innovative technology devices for research, cross-curricular class work and electronic portfolios.

Grade 4 Technology

- EV 1 Construct interactive robots using various input devices.
- EV 2 Program robots to perform a series of tasks.
- EV 3 Use new and innovative technology devices for research, cross-curricular class work and electronic portfolios.

Lothrop Science Magnet is supported by a District-wide Green Initiative

Omaha Public Schools Green Schools Initiative Summary

The Omaha Public Schools (OPS) is Nebraska's largest school district with 45,000+ students and 8,000+ staff. After developing a comprehensive Energy Management Plan in the spring of 2009, the Green Schools Initiative (GSI) was born and began in February 2010. The first step was the formation of the Core Committee that comprised a wide variety of individuals including teachers and administrators, members of the outside community and local technical experts. The Core Committee brainstormed many potential goal categories, including green purchasing, bike racks, green cleaning, and community gardens. Informed by research and input from sustainability consultants at the Verdis Group, this Core Committee narrowed down the list to these seven important environmental categories and set medium term goals for the district overall:

2009	2010	2011	2012	2013	2014	2015	2016
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ENERGY STAR: District-wide goal is an average score of 56 by August 2013.

Baseline:	47.4	
Current:	56.2	Goal Achieved!

Waste: Send less than 110,000 cu.yd./yr. to landfill by August 2016.

Baseline:	142,000	
Current:	143,600	

Recycling: Recycle more than 34,000 cu.yd./yr. by August 2016.

Baseline:	17,300	
Current:	23,300	

Water: Use less than 11.1 million gal./yr. by August 2014

Baseline:	12.5	
Current:	11.95	

Paper: Purchase less than 7,800 cases/yr. by August 2016

Baseline:	10,560	
Current:	9,320	

Green Teams: All OPS buildings have a green team by May 2014.

Baseline:	36%	
Current:	85%	

Integrated Pest Mgmt: District is IPM STAR Certified by 2016.

All pest management contracts include IPM practices and a district-wide IPM plan has been created.

Energy use reduction initiatives have been the most successful and have saved the district approximately \$700,000 in total. Two phases of major lighting retrofit projects have taken place during the summers of 2010 and 2011, resulting in significant reductions in electricity use across the district. This reduction is not only quantified in dollars saved, but also in the district-wide increase in ENERGY STAR ratings. Additionally, nine schools in the district have been officially awarded Energy Star Awards since 2009.

Beyond the energy work through a lighting retrofit and work of each custodian to implement best practices to reduce energy use, work has been done to engage all students, staff and administrators at each school in the district. Recycling programs have been started where they did not exist. Green Teams were formed to educate students and staff, who then in turn implemented green practices school-wide like shutting off lights in unoccupied rooms, shutting down computers, using paper more thoughtfully, and conserving other important resources like water.

