

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

Official School Name Miller Park Elementary
(As it should appear in the official records)

School
Mailing Address 5625 N. 28th Avenue
(If address is a P.O. Box, also include street address.)

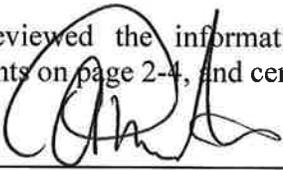
Omaha NE 68111
City State Zip

County Douglas State School Code Number 28-0001-141

Telephone 402-457-5620 Fax 402-457-5702
(Area Code) (Area Code)

Web site/URL ops.org/elementary/millerpark/ E-mail lisa.utterback@ops.org

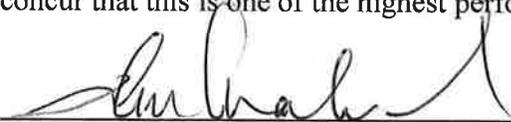
I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.


Date 2/28/12
(Principal's Signature)

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

District Name* Omaha Public Schools Phone # 402 - 557-2222

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.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

Miller Park Elementary Summary of Achievements

Miller Park Elementary School is located in one of the highest poverty areas within the city of Omaha. Our neighborhood has the highest gang violence and homicides within the city and state. The school serves 360 students in grades Pre-Kindergarten thru 6th grades, with two Head Start programs. Miller Park has 94.4% of students who receive free or reduced lunch. Our student racial composition is 72.3% African American, 10.9% Caucasian, 9.1% Multi Racial, 6.9% Hispanic, 0.6% American Indian, 0.3% Asian American. Staff members are committed to the mission of our school and their retention rate is phenomenal. For the past three years, we have attained 100% attendance at our Parent Teacher Conferences and we have successfully maintained a 93% and higher daily attendance rate. Our student council, staff, and green team members were all actively engaged in the preparation of this application.

In August 2010 the school's principal was awarded the Good Samaritan Award in by the Heartland Chapter of the Red Cross for assisting with two shooting victims outside of the school. Also in 2010, our elementary school counselor was awarded The Nebraska Elementary School Counselor of the Year. In 2011, our security guard was the recipient of the Aaron Dailey Security Guard of the Year Award.

Strengths

Miller Park Elementary works rigorously to ensure energy and resource conservation measures that provide opportunities for school-wide savings and reduces environmental impacts. The school community is diligent in pursuing energy performance improvements through a series of equipment and operational changes. Our geothermal system was installed in 2002, which has resulted in a dramatic reduction in energy consumption. We have also aggressively re-lamped the entire school since 2009, changing internal policies on which lights are on and off at specific times of the day. Our building management system is also being used to regulate temperature setbacks, monitor energy consumption and troubleshoot potential issues that arise.

The school's irrigation system covers about half of the grounds and is manually managed and adjusted based on weather. All grass is native buffalo grass, which is drought tolerant, and native and adapted species are located in five different islands in the perimeter of the facility.

Miller Park Elementary is focused on environmental and behavioral changes that promote health and productivity by fostering wellness and healthy habits for staff, students, and families. At the school, we have a coordinated health approach by incorporating Human Growth and Development into the curriculum led by our school's nurses. We provide dental screenings and sealants for students through our partnership with Creighton Dental. We also work closely with the Charles Drew Health Center to promote health and wellness in our students' home life environment. All students have mental health lessons

with our school counselor throughout the duration of the academic year. We strongly believe in the importance of educating the whole child.

Our students in 5th and 6th grade are afforded the opportunity to participate in extracurricular sports such as soccer, basketball, volleyball, and flag football. These semi-competitive sports teams have continuously taught our student athletes the importance of positive sportsmanship, proper fundamentals and the significance of having to balance academics and athletics. We hold a Field Day for our students and families once a year, where students celebrate the end of the school year with physical activities outdoors. Miller Park also partners with the Omaha Police Department to provide gang intervention services to our intermediate students.

At Miller Park we pay particular attention to scientific practices, as students in all grades learn how to raise questions, develop and use models, plan and carry out scientific investigations, and use mathematics and computational thinking. Our students also have multiple opportunities to have meaningful outdoor experiences that support scientific inquiry and project-based learning. We offer environmental education to ensure learning about key social, economic and ecological relationships, reinforce STEM subjects and develop civic engagement skills.

Accomplishments

Miller Park Elementary earned the ENERGY STAR in 2010 and 2012 (with a score of 89 and 92, respectively). Due to a clerical error at the district, we did not apply for the title in 2011.

Technology is the key to the future and we have invested in nine, twenty unit, Apple Mobile Learning Laptop Carts for each grade level. Each day, students are afforded the opportunity to actively engage in computerized interactive and differentiated software, aligned with grade level curriculum and state assessments. This provides another way to reduce consumption of paper, as teachers are able to assign meaningful math and reading lessons on computers. All of the web-based software that we have invested in provides crucial data, which allows teachers to measure growth to drive instruction.

Our community is very invested in Miller Park Elementary School. Miller Park offers a G.E.D. Program in our building for our parents and family members. We have developed and sustained relationships with the Kiwanis Club, Metro Community College, Nia Guardians, Foster Grandparent Program, REAL Readers, Broadmoor Development Group, Lozier Corporation, DLR Group, Embrace Teachers, Big Brothers/Big Sisters, Trinity Lutheran Church, King of Kings Church and the Partnership for Our Kids. These organizations consistently provide volunteers, mentors, greeters, readers, tutors, financial assistance, food, clothing and a light of hope to our children.

NEBRASKA GREEN RIBBON SCHOOL APPLICATION FORM

Introduction:

The U.S. Department of Education's Green Ribbon Schools (ED-GRS) Award is intended to recognize schools that are taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measured and verifiable outcomes wherever possible.

This is a two step process. The first step is to complete and submit this form to be selected as a state nominee. If your school is subsequently selected, you'll be asked to complete the second step of the process by providing additional information for the nominee package that will be forwarded to the US Department of Education (ED). This may include providing documentation to verify your answers.

Each state may submit up to four nominees to ED. Upon review, ED will then award up to 50 or more Green Ribbons from these nominees. Since about half of all states are likely to participate in this pilot year, it is highly likely that at least half of a state's nominees will win an award and perhaps more.

Background:

Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-GRS "Pillars":

1. The school has a "net zero" environmental impact
2. The school environment has a "net positive" impact on the health and performance of students and staff
3. 100% of the school's graduates are environmentally and sustainability literate

Three items are important to keep in mind as you consider applying to become a nominee:

1. These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars.
2. Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking.
3. It is important to demonstrate concrete achievement, using quantified measures wherever possible.

As you'll see in the application form below, the Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which enable you to demonstrate your progress. Some questions have been grouped together into categories for the sake of clarity and organization. Finally, the outline below will give you a sense of the weight which will be given to each Element by the application review committee.

General Comments:

This form is not only an application form but also a self-assessment tool. To be a green school, it is vital for you to measure your impact on both the environment and on your students, in order to find out with some precision how green your school really is and to measure progress. This assessment process takes time and effort, and should be part of your standard practice regardless of whether or not you apply for a Green Ribbon award.

And if this assessment process is not already part of your practice, then working on this application form will be very informative for everyone in your school even if it never gets submitted. This is the first time that all the components of a green school have been assembled and put together in one place, and studying the application form can provide an education in itself for those who are not fully versed in all three Pillars.

This form also represents the fact that becoming a green school cuts across almost all the activities and operational areas of your school. So it will be important to assemble a team representing these areas to work together to complete the form efficiently. This team would probably include: physical plant director, physical education director, food services director, academic head, and finance department representative (for access to purchase orders, etc.). A class or a group of students might also undertake to work with this team to complete the form.

Again, these questions represent a comprehensive approach to greening a school, and may seem daunting at first. Remember that you are competing with other schools to see who has made the most progress so far. You are not competing against a static benchmark, meaning that there is no minimum threshold for winning the award (beyond compliance with applicable laws and regulations). So it is expected that you will not necessarily be able to answer "yes" to all the questions or provide answers in all cases. Nor are other schools likely to be able to always answer affirmatively to these questions.

So just do your best. At a minimum, your school will learn a good deal about what is needed to achieve a truly green status; and you will likely have teams of people newly engaged and working across your institution in new ways, which will help propel your school forward and better position it to win a Green Ribbon in the future. And at the maximum, your school will join a very elite group of approximately 50 founding Green Ribbon award winners, who will be invited to an award ceremony with the highest levels of the U.S. government; receive extensive national, regional, state and local press coverage for the winners; and perhaps attract new sources of support from your community and government.

The following provides an outline for the sample application form as well as associated weights for reviewing and ranking applications.

GREEN RIBBON SCHOOLS PILLARS AND ELEMENTS	Weight/Points
PILLAR ONE: Net zero environmental impact	35%
Element 1A: Zero greenhouse gas (GHG) emissions Energy Buildings	20 points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 points
Element 1C: Reduced waste production Waste Hazardous Waste	5 points
Element 1D: Use of alternative transportation to, during, and from school	5 points
PILLAR TWO: Net positive impact on students and staff health	25%
Element 2A: An integrated school environmental health program Integrated Pest Management Ventilation Contaminant controls Asthma control Indoor air quality Moisture control Chemical management	15 points
Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time Fitness and Outdoor Time Food and Nutrition Ultra Violet (UV) Safety	10 points
PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate	40%
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	10 points
Element 3C: Development and application of civic engagement knowledge and skills	10 points
TOTAL	100 points

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? 2010 & 2012

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: 10 %

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

Time period measured: from 8/2010 to 10/2011

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: geoth 20 %

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? N/A %

What is the total constructed area? _____ (square feet)

What is the total renovated area? _____ (square feet)

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

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? N/A %

What is the total building area? 100,000 (square feet)

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

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}) 664.09 (MtCO_{2e})
Baseline Total GHG Emissions (MtCO_{2e}) 736.67 (MtCO_{2e})
Change from Baseline: GHG Emissions (MtCO_{2e}) - 72.58 (MtCO_{2e})
Time period: from August 2010 to October 2011
Explain any offsets used? No offsets, decreased primarily from decreased 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? no data %

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):
Our geothermal system was installed in 2002, which has resulted in a dramatic reduction in energy consumption. We have also aggressively relamped the entire school in the last two years, changed internal policies on which lights are on and off at specific times of the day. Our building management system is being used to regulate temperature setbacks, monitor energy consumption and troubleshoot potential issues that arise.

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: 19 %
Time period: from 8/2010 to 1/2012

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? Monthly

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:

The school's irrigation system covers approximately 1/2 of the grounds and is manually managed and adjusted based on weather. All grass is native buffalo grass, which is drought tolerant.

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? 85 %
 Describe the type and location of plantings: Native and adapted species located in 5 different islands in the perimeter of the facility and buffalo rye grass throughout the property.
- 1B5. Are alternative water sources (e.g., grey water) used before potable water for irrigation? Yes No
 If yes, describe these alternative water sources:
Gutter recapture and rain re-purposing.
- 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: _____
- 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:
The facility has electronic eye auto flush limiters on 95% of hand sinks and toilets.

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? 45 %
 Describe: Increasing the use of natural fertilizers and biodegradable materials that support opportunities for outdoor activities.

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? 25 % (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)? no data %

Hazardous Waste

1D1. How much hazardous waste does your school generate? zero last year 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: 0 % How does your school dispose of unwanted computer and other electronic products? Recycling through the Environmental Department which recycles computer and other electronics for the entire district.

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? 25 %
Which standard(s) are you using? _____

- 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:
Recover chemicals as much as possible for reuse, incineration of solvents and paints for energy recovery.
Recycling white goods, computers and other electronics.
Recycling program in place for plastic, aluminum, and paper.

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? 100 %
 Describe how this information been collected and calculated: Student Information Profile Reports - This information is collected on the Family Information Enrollement form and the student Information Enrollement form

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

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:

Miller Park's Energy Star score (Oct 2011) is 93, the highest score for any Omaha Public School.
Miller Park recycles paper, aluminum and plastic. The building is certified 100% Asbestos free, and 100% Lead paint free. Miller Park is also mitigated for lead removal.

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

RESOURCES: [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

RESOURCES: [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

RESOURCES: [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

RESOURCES: [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

RESOURCES: [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: OPS Food Services has Miller Park's application pending.

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)? 0 % 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? 150 minutes/week
- 2B7. What percentage of school-supervised physical education is spent outdoors? 25 %

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:

Human Growth and Development curriculum led by nurses and mental health lessons with counselor.

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

Yes No

If yes, describe these partnerships:

School Based Health Community Centers, Creighton Dental, Girls Inc., Charles Drew Health Center, Inc.

- 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:

We work with KidAbility to support our students development, as well as offer gang intervention programs. We provide 5th and 6th grade students extra curricular athletic activities. We also offer CPR and first aid training to staff. Finally, we offer the community learning center after school hours.

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 - Miller Park is an elementary school.

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

Yes No

Describe: _____

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

Describe: Each grade level learns about the environment through social studies and science curriculum, based on state standards. We provide hands-on learning experiences for all students, as well as interactive fieldtrips and project-based learning, particularly in these areas.

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? 86.6 %

- 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:

N/A

- 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? 3 hours/week
- 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 - Elementary school.

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:
Our school partners with School Based Health Community Centers, Creighton Dental, Girls Inc., and the Charles Drew Health Center, Inc.
- 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:
Through science and social studies and other curriculum field trips. All outdoor activities are tied directly to our curriculum standards.

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?

At Miller Park we strive to have 100% of our school community actively engaged in becoming aware of the importance of recycling and taking care of our environment. We are able to engage students in weekly lessons and conversations centered around becoming conscientious of going green.

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



green
schools
initiative
Omaha Public Schools



Miller Park Elementary
5625 North 28th Avenue
Omaha, NE

Environment and Sustainability Education at Miller Park Elementary including examples like STEM Based Curriculum highlights, Outdoor Experience Field Trips, and Photos from 2010-2012

5th Grade
2010-2011

- Water Cycle Study with Bobbi Holm (UNL Extension Office Assistant - Clean Lakes)
 - o Four visits as part of science unit focused on the water cycle.
 - o Students learned about the importance of keeping the environment clean by reducing pollution.
 - o The culminating project was decoration and usage of rain barrels. Bobbie followed up by putting on spouts and the working parts of the rain barrels. The barrels were then donated to two members of the Miller Park community.
 - o The subsequent field trip to provide a meaningful outdoor experience connected to their study of the water cycle unit was a trip to Fontenelle Forest. Students hiked with a tour guide pointing out how the area used to be the city's garbage dump before local personal realized that this area was essential to the clean water in Omaha. The hike was followed by an outdoor science experiment at the swamp to engage student's critical thinking, problem solving and decision making skills. The outcome of the experiment was that students could determine the type of insects that were in the water, and thus constructed explanations of why the water was clean or not.

4th Grade
2010-2011

- Learning about the Food Cycle and specifically food In Nebraska:
 - o School visit by Jeff Everroad, Executive chef at Pitch Restaurant in Omaha, NE.
 - o Field trip to the Metro Culinary Institute to study how science is used in the industry.
 - o Visit to Pitch Restaurant to discuss how a restaurant functions – with food costs, purchase orders, and how food is made.
- Study of Food's impact on Community and Businesses in Nebraska through a Field Trip to Lincoln, NE:
 - o The 4th grade students took a trip to Lincoln to visit the capital.
 - o They had a working lunch session with the Nebraska Soybean Board and the Nebraska Pork Producers Association, where they learned about the importance of these industries to the economy of Nebraska.
 - o They received curricular materials that provided further opportunities to study both industries in class, as well as resources to share with parents.

1st Grade

2010-2011

- Outdoor Experience at Gifford Farm Education Center, Bellevue, NE:
 - Students learned about farm animals and their contribution to the farm and society.
 - Students interacted with an outdoor classroom, where they experienced the wonders of gardening, nature, and the environment.



Kindergarten

2010

- Outdoor Experience at Vala's Pumpkin Patch, Gretna, NE:
 - Students learned about pumpkins and apples.

- They were able to pick a pumpkin to take home, and walked through an apple orchard, learning about how apples grow and the different foods they contribute to engage student's critical thinking skills at this young age.

Head Start (Pre-K)

January 2012

- Interactive presentation on basic concepts of Composting and Recycling:
 - Kumari from Kelley's Carpet to present on reduce, reuse and recycle
 - The students watched a slideshow
 - The students observed a big bucket of compost that has worms in it. She shared with the students how it works and the students could touch the worms with one finger.

Additional STEM learning photos at Miller Park Elementary 2010-2012



4th grade students
2011-2012
Unit on Food
Students prepare and study about healthy snacks and nutrition. Students used mathematics and computational thinking to measure ingredients and baking time, and use technology to study the nutritional value of different snacks.



5th grade students
2010-2011
Unit on Animals and body parts
Students studied different farm animals' body parts, and had a chance to dissect a cow's eye. Students used technology to research different farm animals, and used specific measurements to dissect the eye, while learning about the intricate systems concealed in the eye. This experiment taught student how to plan and carrying out an investigation and incorporate scientific practices like dissection into their learning.

Did you know that Miller Park Elementary recycles?

In early December, each classroom and office received a blue box, and a poster, and was asked to place materials such as paper, aluminum, and plastic into it (instead of placing them in the trash). The excitement was overwhelming, and Student Council became the official recyclers in the school, as every Friday they move around the school, in teams of two, collecting all of the recycled materials from around the school and throwing it in the Recycling Dumpster (which is by far the best part of the whole experience, according to the students). Student Council even made a movie about recycling, which has been proudly shown on SimbaVision several times.

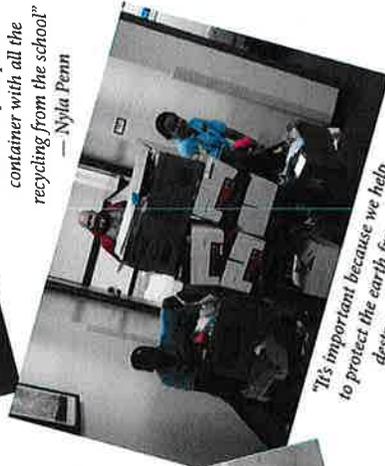
For more information and to pick up tips about how to keep a green home and community, and to learn more the Green School Initiative, log on to www.ops.org/gsi
Now you know!



"It's fun and awesome to put all the material in the dumpster!"
— Brean Buchholz



"I like to fill up the container with all the recycling from the school!"
— Nyla Penn



"It's important because we help protect the earth from being destroyed by trash."
— Niyo Fulgence



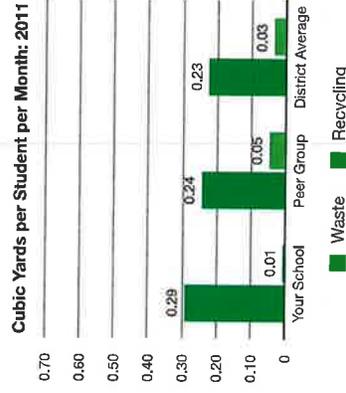
Miller Park Student Council



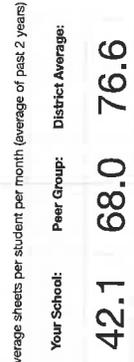
"It can help us save plants and trees!"
— Hserr-Eh, Moo Nart

Miller Park Elem. | School Data Sheet | February 2012

Landfill Waste and Recycling:



Paper Use:

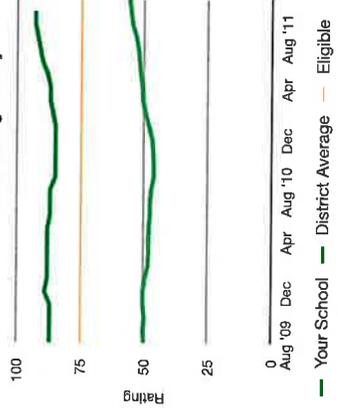


ENERGY STAR ratings:

Rating scale 1-100, current as of October 2011



ENERGY STAR Rating History



Miller Park Elementary 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	<i>Goal Achieved!</i>

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.

District Average ENERGY STAR Rating v. Annual Energy Expenses

