



2013-2014 School Nominee Presentation Form

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 that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

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

U.S. Department of Education Green Ribbon Schools 2013

Charter Title I Magnet Private Independent

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

Official School Name: Fontenelle Elementary
(As it should appear on an award)

School Mailing Address: 3905 N. 52nd Street
(If address is P.O. Box, also include street address.)

City: Omaha

State: Nebraska

Zip: 68104-2999

County: Douglas

State School Code Number*: 28-0001-101

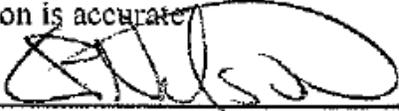
Telephone: (402) 457-5905

Fax: (402) 457-6525

Web site/URL: <http://www.ops.org/elementary/fontenelle/>

E-mail eric.nelson@ops.org

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



(Principal's Signature)

Date: January 21, 2014

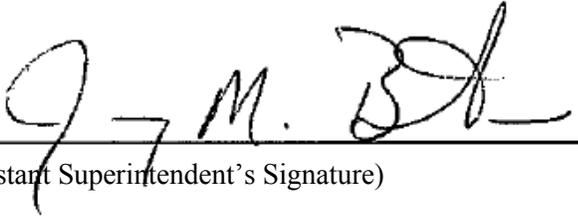
Name of Superintendent*: Mr. Mark Evans

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name*: Omaha Public Schools

Tel.: (402) 557-2006

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.



(Assistant Superintendent's Signature)

Date: January 22, 2014

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 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.

Fontenelle Elementary is the first and only school within Douglas County, Nebraska to become a Partner for a Healthy City member. We work to engage our staff, students and community in sustainable, healthy living practices. Our primary initial focus has been on improving the health and wellness of our students and staff. We have purified water for the staff to drink, clean and ample water fountains throughout the building, and we offer water at lunch as an added bonus on top of the milk and other healthy lunch items. Our school participates in the Grab-n-Go Breakfast program, which has increased our participation in school breakfast from 325 to over 500 students daily. We have started a Boltage program which encourages students and staff to walk or bike to school. The amount of trips a student takes throughout the year is calculated with the help of a solar paneled device that is located near the bike racks. Fontenelle also received and utilizes a Project Fit playground through a partnership with Blue Cross and Blue Shield of Nebraska. The playground has several pieces that students use during the day for exercise and the community utilizes the playground at night and on the weekends. The P.E. teacher also has lessons for the outdoor playground and several indoor pieces that he utilizes every week.

To further support and encourage health and wellness, we have started a school garden in our courtyard, and developed a space for Tai Chi Chih. The garden has several planter boxes, a butterfly garden, a compost bin and two rain barrels. The students are provided a hands on experience in the garden and demonstrate their proficiency with Math and Science

Standards by digging, measuring, cutting and sawing. We have planted carrots, corn, tomatoes, basil, watermelon, pumpkins, sunflowers, and several other vegetables. We have also partnered with the community to plant two trees in the play area to provide shade during the hot summer months. Tai Chi Chih is a wonderful, meditative exercise that lets the children breath and accomplishes activities that calm and relax their bodies and minds. Our courtyard can serve an entire class for a 20-minute session, and if the weather is not cooperating we hold the Tai Chi Chih in the classrooms.

Our “Green” school is also working to reduce the impact we have on the environment. Our recycling program has grown leaps and bounds over the years. Each classroom has a recycling bin for paper and cardboard that is emptied twice a week. We utilize students from the ACP (Alternative Curriculum Program) to gather the recycling twice a week from classrooms. This has helped with socializing and responsibility for students who are normally not part of the mainstream. The students also recycle plastics themselves from our Grab-n-Go Breakfast program, a practice that has led to a greater responsibility schoolwide. Fontenelle is also participating in the Keep America Beautiful's Recycle Bowl, which we are doing as a whole school community. We weigh all of our recycling and compete against other schools around the nation for prizes and recognition.

Finally, Fontenelle is a major participant in the Fuel up to Play 60 grant through the Midwest Dairy Council. We have utilized funds from the program to buy items that have helped our school become more environmentally friendly and kept our kids engaged in exercise. We have a walking club that calculates the distance they walk each time using pedometers. We have an indoor and outdoor walking space to use depending upon the current weather conditions. Also, each classroom has a wet/dry vacuum to clean up minor spills, which helps cut down on bringing out the large carpet cleaners and saves energy. Each classroom is equipped with stickers as reminders to turn off the lights when the class is not in session, and all of our lights have been changed to energy efficient bulbs. We monitor copies and the use of paper, encouraging the teachers to use technology and other differentiated lessons to reduce our use of natural resources. We have cut down on paper consumption for the last several years.

The students, staff and community of Fontenelle Elementary are doing their part to make our little corner of the world more environmentally friendly. We are utilizing “green” ideas and concepts to teach responsibility and understanding of the environment and the beauty of nature. The teachers have embraced hands-on learning through the use of our school garden and various outdoor exercises and play areas. Each and every child from Pre-Kindergarten to 6th grade have joined forces with the staff to make Fontenelle a model school for “green” initiatives and environmental friendly services.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools’ high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar and Element. This may be the Authority’s application based on the Framework and sample application or a committee’s written evaluation of a school in each Pillar and Element.

Nominating Authority’s Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school’s eligibility and compliance with the following requirements is true and correct to the best of the Authority’s knowledge.

1. The school has some configuration that includes one or more of grades Pre-K-12. (Schools on the same campus with one principal, even a Pre-K-12 school, must apply as an entire school.)
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental

and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Nebraska Department of Education

Name of Nominating Authority Mr. James Blake
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

James A Blake Date 1/27/2014
(Nominating Authority's Signature)

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

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

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



2014 NEBRASKA APPLICATION

Level <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter	How would you describe your school? <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name <u>Omaha Public Schools</u> <input type="checkbox"/> Largest 50 Districts Total Enrolled: <u>640</u>
Does your school serve 40% or more students from disadvantaged households? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	% receiving FRPL 90% _____ % limited English proficient 13% _____ Other measures _____	Graduation rate: N/A _____ Attendance rate: 95% _____	

Application Outline:

<u>ED-GRS Pillars and Elements</u>	<u>Points</u>
Cross-Cutting Question: Participation in green school programs	5 Points
Pillar I: Reduce environmental impact and costs: 30%	
Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions Energy Buildings	15 Points
Element 1B: Improved water quality, efficiency, and conservation Water Grounds	5 Points
Element 1C: Reduced waste production Waste Hazardous waste	5 Points
Element 1D: Use of alternative transportation	5 Points
Pillar II: Improve the health and wellness of students and staff: 30%	
Element 2A: Integrated school environmental health program Integrated Pest Management Indoor air quality Contaminant controls and Ventilation Moisture control Asthma control Chemical management	15 Points
Element 2B: Nutrition and fitness Fitness and outdoor time Food and Nutrition	15 Points
Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills and green career pathways: 35%	
Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems	20 Points
Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 Points
Element 3C: Development and application of civic knowledge and skills	10 Points
Total	100 Points

1. Is your school participating in a local, state or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?
 Yes No Program(s) and level(s) achieved:

OPS Green School s Initiative, benchmarking Energy, Waste & Recycling Paper Use, Water and Green Teams

2. Has your school, staff or student body received any awards for facilities, health or environment?
 Yes No Award(s) and year(s) _____

As a district, OPS received EPA’s National Excellence Award for Indoor Air Quality in 2006 and EPA’s Model of Sustained Excellence Award for Indoor Air Quality in 2009.

Pillar I: Reduced Environmental Impact and Costs

Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?
 Yes No Percentage reduction: 3.8% over (m/yy - m/yy): 08/10-07/13
 Initial GHG emissions rate (MT eCO2/person): 1.064
 Final GHG emissions rate (MT eCO2/person): 0.981
 Offsets: N/A How did you calculate the reduction? Energy Star – total GHG emission
2. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?
 Yes No Year(s) and score(s) received: current Energy Star score is 93, has not applied
3. Has your school reduced its total non-transportation energy use from an initial baseline? Yes No
 Current energy usage (kBtu/student/year): 6.124
 Current energy usage (kBtu/sq. ft./year): 42.4
 Percentage reduction: 3.3% over (m/yy - mm/yy): 08/10 – 07/13
 How did you document this reduction? Using Energy Star – site energy use
4. What percentage of your school's energy is obtained from:
 On-site renewable energy generation: 0 Type _____
 Purchased renewable energy: 0 Type _____
 Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:
 N/A
5. In what year was your school originally constructed? 1954
 What is the total building area of your school? 95,189 sq. ft
6. Has your school constructed or renovated building(s) in the past ten years? Yes No
 For new building(s): Percentage building area that meets green building standards: _____
 Certification and level: _____ Total constructed area: _____
 For renovated building(s): Percentage of the building area that meets green building standards: _____
 Certification and level: _____ Total renovated area: _____

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline? Yes
 Average Baseline water use (gallons per occupant): 2.971
 Current water use (gallons per occupant): 1.295
 Percentage reduction in domestic water use: 57% (overall use)

Percentage reduction in irrigation water use: 30%

Time period measured (mm/yyyy - mm/yyyy): 08/2012 – 10/2013

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports)? Utility Bills

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 80%
Types of plants used and location:
Perimeter of school: Grass mulch, bushes and trees
Courtyard: Hostas, mums, ornamental grasses, red bud trees, Amur Maackia tree, day lilies, aloe plants, hydrangea bushes, iris, various food in garden during spring and summer, harvesting late summer.
10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)
Rain barrels are used to water plants and the garden.
Homemade irrigation paths made out of recycled plastic bottles cut and fit together to create the path.
11. Our school's drinking water comes from: (x) Municipal water source () Well on school property
() Other: _____
12. Describe how the water source is protected from potential contaminants. (50 words max)
The municipal water source, Omaha's Metropolitan Utilities District (MUD), provides water that meets or exceeds every federal and state requirement for safe drinking water. MUD uses chloramines in the water treatment process to kill bacteria.
13. Describe the program you have in place to control lead in drinking water. (50 words max)
Water was tested by the District in all schools in 1989 when the EPA mandated testing water coolers for lead. Testing was done to the first draw of water after a weekend when lead concentrations would be highest. Two water coolers were removed from services in OPS after testing.
14. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 word max) 20%
The school garden has an area designated as a bumble bee/butterfly garden. Also included in the garden are hummingbird feeders, bird houses, and bird feeders.

Waste

15. What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting? 19%
Complete all the calculations below to receive points.
A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 131 cubic yards (assumed 100% full)
B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 30 cubic yards (assumed 100% full)
C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 1 cubic yard
Recycling Rate = $((B + C) \div (A + B + C)) \times 100$: 19

Monthly waste generated per person = $(A/\text{number of students and staff})$: 0.185
16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free? 35%

17. List the types and amounts of hazardous waste generated at your school:

Flammable Liquids	Corrosive Liquids	Toxics	Mercury	Other:
N/A	N/A	N/A	N/A	N/A

How is this measured? Using OPS Safety Protocols

How is hazardous waste disposal tracked? Using OPS Safety Protocols

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max)

OPS recycles waste as much as possible, employing methods like mercury reclamation (for industrial use).

Whenever possible chemicals and chemical products are reused by another school, rather than disposed of; processes are in place to facilitate reuse. Unwanted chemicals become hazardous waste when there is no other option but to dispose of the material.

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

18. Which green cleaning custodial standard is used? ISSA Cleaning Industry Management Standards

What percentage of all products is certified? 25%

What specific third party certified green cleaning product standard does your school use? ISSA

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + students in the car) to/from school? (Note if your school does not use school buses) 87%

How is this data calculated? (50 word max)

The amount is calculated by taking the total number who ride the busses, carpool and through our Boltage program - which calculates the number of times a student walks or bikes to school. We have over 100 kids enrolled in the program.

20. Has your school implemented?

Designated carpool parking stalls

A well-publicized no idling policy that applies to all vehicles (including school buses)

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors and windows

Safe Pedestrian Routes to school or Safe Routes to School

Describe activities in your safe routes program: (50 word max)

OPS Transportation Division has well documented School Bus Idling Procedures located within the Handbook for Transportation Employees. OPS transportation works to identify hazardous streets, number of students assigned to routes, and implementing a safe walk to school zone that is less than two blocks away from the school site. Signage is in place at three strategic locations to show the three safest routes to Fontenelle for our bike riders and walkers.

21. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

OPS bus idling procedures state buses should be turned off for loading, unloading or waiting for students, except in extreme weather. Buses don't start until all students have boarded. The bus fleet is fueled by liquid petroleum and is estimated to reduce 2.3 million pounds of CO₂ per year.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

Beginning at the start of the 2013-2014 school year, approximately 434 of the OPS buses used are fueled by liquid propane instead of diesel. OPS now has the largest school fleet of liquid propane buses in North America which has a tremendous impact on the OPS Green Schools Initiative. The change is estimated to reduce 2.3 million pounds of CO₂ per year.

Boltage program - which encourages students to walk or bike to school. We have 3 bike racks that are consistently full and that has lessened the number of parent cars in the parking lot.

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

Environmental Health

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

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

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

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

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

2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:
0 gal/student/year -- no pesticides at all are used

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

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

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. Voluntary elimination of mercury policy since 1997.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).

The only fuel burning appliances are the gas stoves used in the school kitchen. These are all vented and there is an emergency shutoff valve on them. Our emergency generator is a combustion engine that uses natural gas but it is only used in the event of an emergency.

We have installed carbon monoxide detectors in these areas.

Our school does not have any fuel burning combustion appliances.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

All frequently occupied rooms are tested with retesting after significant remodels or ventilation system changes.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. Any landscaping lumber suspected to contain chromate copper arsenate is protected by polyurethane.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. (100 word max)

The District provides information, procedures and support to control and manage chemicals used. These tools include locked storage areas, safety manuals/presentations, laboratory waste stream directions, inventory spreadsheets, disposal information, spill procedures and educational videos, as well as pick up services to recycle science lab chemicals, cleaning chemicals, are/other paints and other chemicals. In addition to this written support

and pick up service, there are individuals at the district level to answer any of our questions on managing chemicals. The overarching goal is to always try to substitute less toxic chemicals and to reuse chemicals when possible to avoid disposal.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 word max)
Fontenelle works to minimize or eliminate major asthma triggers such as second hand smoke, pollen and mold spores, dust mites, cockroaches and animal dander. For example, smoking is prohibited; one-inch pleated filters are used in HVAC systems to reduce pollen and mold spore concentrations; mold remediation and prevention is a priority; indoor humidity is expected to be below 60% to minimize dust mites; an Integrated Pest Management Plan is being finalized, and other actions attempt to eliminate cockroaches and any classroom pets are kept in cages with food in air tight containers.
6. Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleanup mold or removes moldy materials when it is found. (100 word max)
Annual baseline reading temperature, relative humidity and carbon dioxide are taken at each school and additional IAQ baselines can be collected if requested. If the presence of mold is suspected but cannot be found, mold spore sampling may be performed. The OPS Environmental Department has specialized training to assess mold issues. Building engineers and custodians are trained to look for water leaks and condensation and to work with the OPS Environmental Department to prevent mold growth in all schools. Any leak or condensation is reported immediately and repairs are completed promptly to prevent mold growth if possible.
7. Our school has installed local exhaust systems for major airborne contaminant sources. (x) Yes () No
8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)
Custodial staff is responsible for changing filters on air handling units on a quarterly basis or more frequently if needed. The District heating, ventilation and air-conditioning (HVAC) technicians provide crucial technical support to determine the proper operation of all ventilation systems as needed. The HVAC technicians have also upgraded filters with 6% efficiency rating to pleated filters with a 30% efficiency rating.
9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (100 word max)
As a new school is designed or old school remolded, architects and mechanical engineers work with District staff to ensure close adherence to the ASHRAE Ventilation Standard. Issues considered by the design team include the placement of outdoor air intakes – preferably away from the loading docks, refuse containers, student drop off lanes, dedicated exhaust systems, interior relative humidity control and temperature control. The OPS HVAC technicians also recommend upgrades or retrofit systems to achieve ventilation rates and air quality in line with the current ASHRAE Ventilation Standard.
10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)
The District use the EPA's IAQ Tools for Schools program to monitoring indoor air quality (IAQ) and has been recognized for its program by EPA – National Excellence Award for IAQ (2006) and Model of Sustained Excellence Award for IAQ (2009). Annual IAQ baselines are collected at each school to monitor IAQ and are used to detect early issues in the building or in the ENERGY STAR awards program. The District works regularly with building personnel to educate them in the recognition of environmental health and safety issues and where they can receive assistance with any corrective actions needed.
The District provides support for potential mold problems, asbestos management, lead testing of paint, soil and water, mercury spills clean up by use of a special vacuum and two direct read mercury vapor analyzers, chemical management for spills and proper storage and proper disposal of potentially hazardous materials.
Other safety issues are managed by the Risk/Safety Management Office by providing training and corrective actions related to safety; including fire safety, occupational safety, traffic safety, extreme weather, playground and other safety issues to all schools.

Nutrition and Fitness

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. (100 word max each)

Our school participates in the USDA's HealthierUS School Challenge. Level and year: _____

Our school participates in a Farm to School program to use local, fresh food.

Our school has an on-site food garden. 2010 - Present

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

Community and Garden Club work Spring, Summer and Fall to grow fruits, vegetables, flowers and spices. The kids have the opportunity to try different foods that we don't offer in the cafeteria or at home. Home Depot partnered with us to create 9 planter boxes, which are tilled by the students. The boxes have produced a great number of produce to engage the kids in Science and Math lessons, along with recognition of fresh food choices

Our students spent at least 120 minutes per week over the past year in school supervised physical education.

At least 50% of our students' annual physical education takes place outdoors. Project Fit Playground

Health measures are integrated into assessments. President's Fitness Challenge & Project Fit Program

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

Food purchased by our school is certified as "environmentally preferable."

Percentage: _____ Type: _____

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)

Fontenelle has 4 playgrounds, 1 baseball field, 1 Project Fit playground, soccer field, basketball court and acres of open space. We offer intramurals: soccer, basketball, and flag football, which take place in our outside open space.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

We have a unique partnership with Project Fit America, BlueCross/Blue Shield and the Omaha Schools Foundation to provide indoor and outdoor activities to enhance the P.E. curriculum and fight childhood obesity. The staff takes part in Zumba and Yoga after school and 12 classrooms are exposed to Tai Chi Chih during the day. We have two Ideal Pure Water coolers for staff consumption. Grab-n-Go breakfast, which has moved our participation to over 500 students a day eating a nutritious breakfast.

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

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (x) Yes () No

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

A "Healthy School Environment" is Policy 6.29 in the Omaha Public School district. The policy states that "The district recognizes that schools play a critical role in creating a healthy environment for the prevention of childhood obesity and combating problems associated with poor nutrition and lack of physical activity. Federal law requires that each school district have a wellness policy. The district's wellness policy encourages all members of the school and community to maintain an environment that enhances maximum student potential. Therefore, each school must create and maintain a wellness plan that meets the goals and guidelines in the districts' wellness policy. Federal law also requires the district to measure the implementation of the wellness policy."

FOR STAFF: All OPS employees are also eligible to participate in EHA Wellness events such as "Super Salads" "Power of Music" etc. Employees receive freebies and rewards for tracking participation. The EHA Wellness program also provides a physical and mental health survey to each employee each year. Newsletters are sent out by the Employee Assistance Program each quarter and contain healthy recipes, tips for dealing with stress, and

information about timely events. The Employee Assistance program also offers 3 free mental health counseling visits for any staff member in need. Flu shots were made available for free (covered by OPS health insurance) to all staff and family members.

FOR STUDENTS: OPS is a member of the School Food Focus (Food Options for Children in Urban Schools), to make school meals more healthful, regionally sourced and sustainably produced. OPS is an active participant in the Midwest Regional Learning Lab. The Gretchen Swanson Center for Human Nutrition is a partner in actively promoting Farm to School Activities. The newsletter, Nutrition Connection, is sent to all parents; Daily Nutrition Tips for Schools on our website; monthly Taste It! Try It! Fruit & Veggie Day! - introduces new and different items, and "Cheese Nugget" of the month which features a locally produced cheese nugget.

Fontenelle has a Wellness plan for students as part of our school improvement (EXCELS) goals. This includes curriculum presented to students by the school nurse, health information presented in classes (Human Growth, Tech and Living, Science, PE), wellness information presented via daily announcements, and wellness information posted in cafeteria. Wellness information is shared with families via the school newsletter and during Open House and Parent-Teacher Conferences.

One important decision that our building has made is that there are no vending or soda machines on school grounds. All students are eligible to eat free breakfast every day, and a healthy lunch is served to students (at a reasonable price for those who pay). Most breads and pastas offered are made with whole grain flour, and students must take a fruit and vegetable in addition to the main dish. Nutrition information for all food items is available online and families are encouraged to review the menu each week to help students select quality combinations of foods. Fruit juice, milk and water are offered at each meal.

The school nurse works closely with students, parents and pediatricians to educate them about the foods available and selecting a balanced meal at school. The school nurse and school counselors also work with families regarding medication interactions with food, etc.

Fontenelle works with UNMC to address health issues and Creighton Medical for dentistry issues. The school is also aligned with a School Based Health Center at King Science Middle School

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (x) Yes () No

University of Nebraska Medical Center / Creighton Medical Center - providing dental work and eye/ear screenings.

Fontenelle is the first and only school in Douglas County Nebraska to be a Partner for Healthy City member.

Fontenelle also received and utilizes a Project Fit playground through a partnership with Blue Cross and Blue Shield of Nebraska. The playground has several pieces that students use during the day for exercise and the community utilizes the playground at night and on the weekends.

We have also partnered with the community to plant two trees in the play area to provide shade during the hot summer months.

Fontenelle is a major participant in the Fuel up to Play 60 grant through the Midwest Dairy Council. We have utilized funds from the program to buy items that have helped our school become more environmentally friendly and kept our kids engaged in exercise. We have a walking club that calculates the distance they walk each time using pedometers. We have an indoor and outdoor walking space to use depending upon the current weather conditions. Also, each classroom has a wet/dry vacuum to clean up minor spills, which helps cut down on bringing out the large carpet cleaners and saves energy.

16. Does your school have a school nurse and/or a school-based health center? (x) Yes () No

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.):

Omaha Public Schools has a strict anti-bullying policy and procedure in place. Documents are available for students to report bullying behavior, and administration can assign consequences to students who participate in bullying behavior according to the Code of Conduct. Student who bully and students who are bullied are also able to receive follow-up counseling through the school counselor and the Community Counseling Program.

The physical building contributes to students' overall mental health and well-being because every classroom (with one classroom exception) has windows to allow natural light to come in. Sunlight is an important element in influencing students' moods. Studies have also shown that students with attention disorders are better able to focus in rooms with natural light as opposed to fluorescent light.

Pillar III: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement. (200 word max)

The Nebraska State Standards for science include focuses on Life Science (including flow of energy and matter, impact on ecosystems, and biodiversity) and Earth and Space Science (including use of earth materials, fuel, building materials, sustaining plant life, and effects of energy changes on Earth). These standards, which are connected to sustainability and the environment, are core elements of what students are taught every day.

Environmental and sustainability concepts are integrated throughout the curriculum. (200 word max)

Within the climate and culture standards for Social Studies, students learn agricultural practices of various regions and how people in other cultures interact with their environment. They study the long lasting effects of pollution within their science courses and use math and graphing skills to document trends over time. Some of the non-fiction selections used by reading classes include literature relating to the environment and renewable energy.

Environmental and sustainability concepts are integrated into assessments. (200 word max)

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

Students evidence high levels of proficiency in these assessments. (100 word max)

Professional development in environmental and sustainability education are provided to all teachers. (200 word max)

Power points are presented to the staff and students, which come from the Green School Initiatives School Site. All staff has been trained on proper recycling techniques with professional development presentations and signage. Each light switch in the building includes a "please turn off" sticker.

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: N/A

Percentage scoring a 3 or higher: N/A

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (200 word max)

Our recycling program is used to enhance our math curriculum and to help our students become better stewards of the Earth. The Garden Club utilizes all pieces of plant, which enlists the use of a compost bin and rejuvenation of the soil. The STEM club recycles plastic bottles and creates irrigation channels to utilize rain runoff. Participated in the Nestle Waters Keep America Beautiful campaign. Also, participated in the RecycleBowl Competition

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)

We utilize a school wide process that showcases fresh fruit and vegetables, by the Federal Fresh Fruit and Vegetable Program, our school garden and farm to school program. The garden has expanded each year to include many different produce and the kids are very excited to get dirty and observe the process of growing. Several children have joined the Garden Club to further their knowledge of gardening and farming to someday create and sustain a garden or go into the rural area of Nebraska to farm. As a school in the heart of North Omaha, to have students talk about farming is an amazing thing, but not so out of the ordinary any more.

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)

The students' have worked closely with the staff, community partners and each other to further the concepts of wellness and environmentally safe living. The kids are responsible for recycling their breakfast in the morning, which entails separating out the recyclable and non-recyclable materials. They partnered with Home Depot and helped to create, measure and build the planter boxes in the garden. The excitement for many children who got to hammer and saw was priceless.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)

The students in all grades learn from our garden. We learn the parts of flowers, about bumble bees, where certain foods come from and how they grow. How a plant grows from a seed, plants native to Nebraska. We also learn about math: taking the temperature, measuring precipitation with a rain gauge. How deep to plant and how far apart when planting seeds.

Our students participate in property clean up days, school garden work, planting of trees and shrubs, and Field Trips to Fontenelle Forest.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (200 word max)

The school garden is used to teach Science and Math Standards, along with utilizing the space for class reading and Tai Chi Chih. Many of the vegetables are used to enhance the school nutrition menu and taken home to enhance the meal experience at home.

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

From the way to school to the end of the day, Fontenelle is on a mission to make it the healthiest school of its kind. Fontenelle has implemented about half a dozen programs, all designed to have the students there making healthy choices.

Fontenelle joined the Partners for a Healthy City Program to create a healthy environment for staff, students and the community.

A school garden, fresh fruits and vegetables, fitness centered play ground, and a school walking program, Boltage, are among the programs. The Douglas County Health Department backs Fontenelle's programs, saying that two thirds of adults and one third of children in Omaha are obese.

The most successful program is something called Grab and Go. The students pick up their breakfast and take it with them to class. Before the program, about 320 of Fontenelle's 640 students were eating breakfast. Now, they serve upwards of 550 students a day.

Nurse visits have decreased drastically; behavior issues have also decreased, and the day starts off on a nice, easy calm setting.

Fontenelle promotes staff wellness too because if teachers aren't physically and mentally healthy, their students won't be either.

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

We have a STEM club that has 15 members that actively participate in weekly STEM activities before school. We are beginning a partnership with Monroe Middle School and Benson High School to better streamline our STEM club.

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



Butterfly Garden with hummingbird feeders.



School garden with corn, basil and melons. The planter boxes are seen under the vegetation



Carrots that 4th grade students harvested.



Joy of success with carrots and 4th grade students.



Initial work on the planter box soil, prepping for beans.



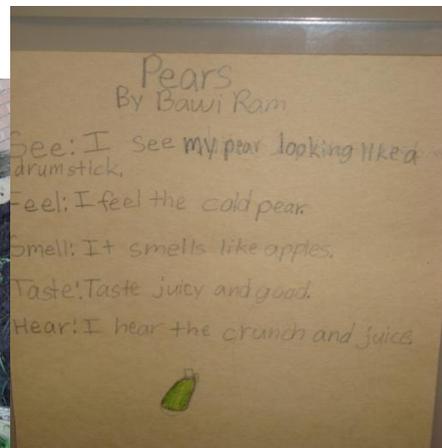
Classroom doing observations of the growth of the corn and tomatoes. They accomplished a before and after measurement that connected to Math and Science.



Our first ear of corn!



Prepping the soil - getting down and dirty.



Karen student discussing the five senses using a pear.



Picked and consumed by a 2nd grade and 4th grade class.



More of our tasty bounty.



Feeling and observing the different plants and vegetation in the garden.



Cleaned and cut - ready to enjoy.



Corn with our compost bin in the background!