



## School Nominee Presentation Form

### ELIGIBILITY CERTIFICATIONS

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#### School and District's Certifications

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

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

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

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Public    Charter    Title I    Magnet    Private    Independent    Rural

Name of Principal: Gregory Eversoll

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

Official School Name: Chandler View Elementary

Official School Name Mailing Address: 7800 South 25<sup>th</sup> Street, Omaha NE, 68147

County: Douglas

Telephone: 4027345705 Fax:

Web site/URL: ChandlerView.ops.org E-mail: Gregory.eversoll@ops.org

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

Date: 02/01/2017

(Principal's Signature)

Name of Superintendent: Mark A Evans

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

District Name: Omaha Public Schools

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

Date: 01/31/2017

(Superintendent's Signature)



### Nominating Authority's Certifications

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

1. The school has some configuration that includes grades Pre-K-12.
2. The school is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. The school meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Nebraska Department of Education

Name of Nominating Authority: Sara L Cooper

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

A handwritten signature in black ink that reads "Sara L Cooper".

Date: 01/31/2017

### **SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS**

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The Chandler View school community is a champion of sustainability and our environment. Chandler View has implemented school-wide programs as well as club and grade-level programs such as "Just take two, thank you" for paper-towels and "1,2,3, that's enough for me" at the drinking fountains. Students manage the recycling efforts calling themselves Trash Auditor and Green Schools Manager.

The office contributes significantly by setting copy machines for two-sided printing and communication documents arrive via email. "Reuse" paper trays are found in all classrooms and a "Whoops" basket is located by copy machines. To ensure energy efficiency, "End of Day" checklists are used in all classrooms. CLF bulbs have replaced all incandescent and computer labs shut down automatically each evening.

The Ecology Club plays a vital role reducing our environmental footprint on campus. They manage the glass and plastic recycle bins in the facility. During conferences they encourage parents to sign up for recycle bins. The club partners with Fontenelle Forest harvesting forbs seeds for the annual Green Apple Day of Service. They care for all flowerbeds, the vegetable garden and have planted eight trees. Three blue birdhouses have been installed and over 20 bluebirds have fledged in the past three years. The club also wrote letters to school-supply catalog companies requesting just one catalog, which would be available to all teachers. New events this year include participation in Recycle-Bowl and America Recycles Day.

Chandler View's efforts are reflected in their metrics. From a baseline of July 2014, the July 2016 annual diversion rate increased from 49 percent to 52 percent, the second highest in the district, more than double the district average of 24 percent. Emissions per occupant decreased 25 percent to 0.94 MtCO2e, less than that district's 1.09 MtCO2e per occupant. The school's ENERGY STAR rating also improved 25 points. Annual water use is 1,039 gallons per occupant, less than half of the district average use of 2,706 gallons per occupant.

In conjunction with recycling efforts, a parallel initiative targets wellness activities for students, staff and families. Chandler View's Wellness Committee sponsors a Wellness Night and partners with School Based Health Center, Bellevue Jr. Athletics Association, Nebraska Safety Council, Nebraska Extension, Fuel Up to Play 60, Live Well Nebraska Kids, and the South HS Wellness Club. Programs include aerobic exercise, healthy heart games, seatbelt and bike helmet safety, and parental resources locating area health facilities. Additionally, all classrooms have monthly exercise goals. Fuel Up to Play 60 offers a 100 mile running club; annually, a 6th grade classroom achieves this honor.



Other staff host clubs highlighting wellness concepts. The nurse sponsored Cooking Matters taught by the Visiting Nursing Association and a student Wellness Club taught by Nebraska's Extension Service. Many events occur in physical education class. Students use the Pacer that records data on running, sit-ups and push-ups for their grade school tenure. Presidential Fitness tests are administered and participation is encouraged in Jump Rope and Hoops for Heart. The outdoor walking track challenges students to add their name to the Smile Mile Run Chart. Students continuously use the Project Fit America station. Intramural sports are offered in football, volleyball, soccer and basketball. The counseling department coordinates the school-wide discipline program where Cougar Paws are earned for good behavior. A Student Assistance Team is in place offering help to students and teachers. Other programs include Operation School Bell, Food-Bank of Midlands backpacks, Connections for trauma-therapy, Boys & Girls Clubs, GOALS, and SAFE all helping families and students focus on healthy lifestyles. A unique mentor/mentee program is also in place where teachers volunteer their time, are paired with a student for an entire year and engage in activities and out-of-school trips.

Environmental education is integrated daily into the curriculum. All students study ecology and sustainability in science and social studies. Units on recycling, "green" activities, and STEM lab objectives provide awareness to pre-K through sixth grade. Special assemblies are held throughout the year that target environmental concepts. The music teacher creates Earth Day assemblies and develops summer camp musicals focused on healthy concepts. The student Ecology Club is a major player in providing conceptual knowledge. They have produced videos on planet care, effective recycling, and saving water/electricity. They made all pre-school children honorary members of the Ecology Club during a parent visitation day after reading a green book. They have become the seed planters and produce harvesters in the school garden as well as marketers of the crops. They have traveled in Omaha to see how others are working on sustainability including trips to MidWest Laboratories, Fontenelle Forest, Lauritzen Gardens, Council Bluffs Recycle Center, and Wenninghoff Truck Farm.

In summary, Chandler View's community works tirelessly toward being a green school, because at Chandler View, Cougars R.O.A.R. ~ Respect Others, Accept Responsibility.

## School Demographic Information

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

**Total Enrollment** 700

**School Level** Elementary School

**School Description** Urban

**Percent of students qualifying for free and reduced lunch** 83%

**Percent of students who are limited English proficient** 29%

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

## Cross Cutting Questions

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

2006-present: OPS Green Schools Initiative, Green Team, benchmarking Energy, Waste & Recycling, Water

2006-2010: tracked paper usage

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

Green Bellevue recognizes outstanding community members who have the passion and compassion to work for a better world by educating others to the importance of our environment. The "Environment Champion Award" is recognition of commitment to set an example of environmental good stewardship. One of the first awards presented, in 2010, honored the work of Chandler View Elementary School. That early award went to the school itself, for encouraging Dr. Charlene Brown's work in teaching students to care for the earth through song, gardening, recycling and personal example. Since then Dr. Brown's efforts have continued, including last year's Arbor Day program with tree plantings by students partnered with Green Bellevue volunteers who purchased the trees. Green Bellevue's Board selected Dr. Charlene Brown as a recipient this



year, in her own right, since she leads many efforts to teach and inspire students, parents and colleagues in care for the planet. Don Preister, President of Green Bellevue, remarked, "It is her spirit of love for her work with students and their future that we wanted to showcase by awarding her this honor. It was appropriate and timely that we could present the award at her organized Earth/Arbor Day program. The songs she wrote, taught and led the students in singing that afternoon were an inspiration."

In 2014, Chandler View's Physical Education instructor, Tammy Freeburg, was awarded Top Teacher of the Year for Project Fit America. Only five teachers across the United States were selected for this honor. The Omaha School's Foundation and Blue Cross Blue Shield of Nebraska made the Project Fit exercise equipment center a reality for the students.

#### **Has your school created a Green Team? Yes**

The principal provides leadership, district knowledge on how to make things run smoothly and who to contact. The Head Engineer makes sure all cleaning products and procedures are green and offers help on managing the recycle bins. The Ecology Club sponsor monitors student recycling and the garden and flower bed work. The Ecology Club (grades 4-6) provides the human-power to get the job done.

### **Pillar III Environmental Education**

#### **Which practices does your school employ to help ensure effective environmental and sustainability education?**

Our School has an environmental or sustainability literacy requirement. Environmental and sustainability concepts are integrated throughout the curriculum. Environmental and sustainability concepts are integrated into assessments. Professional development in environmental and sustainability education are provided to all teachers.

#### **Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.**

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

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

Summaries of all Green Schools Initiative books given to the school were provided to all staff and the librarian made a "green" books display in the library.

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

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

#### **Describe how environmental and sustainability education at your school supports teaching science and engineering practices and supports robust general science education that includes a deep understanding of life, physical, and earth sciences.**

Several classrooms partner with Farm Bureau's Agriculture Partner program and farmers come into the classroom to discuss what's happening on the farm and emphasizes the need for care of our land.

Students discuss ecosystems and the impacts from human pollution, natural disasters, and altering animal environments. Population sustainability is discussed and agriculture crop care and future production methods determined. Environmental changes from impact of humans and animals in terms of economics and health are evaluated.



Students study toxicity by using water, tea, Pepsi, and Gatorade to see which liquid produces the best plant. Recycling and earth appreciation were promoted through broadcasting and students created animations to stimulate Earth Day awareness.

Students realize the power of shopping choices and how recycling plastic bags impacts the environment. Reusable bags are created and entered in a contest. Discussions of Omaha pollution, i.e., building on old dump sites; chemicals from stockyards and railroads open students' eyes to how we can even impact ocean life.

Kindergarteners study microhabitats and what brings these living things together and how humans affect the microhabitats and one another. They also have a fall apple unit and discover how trees provide shelter and food for animals and humans.

**Describe how your curriculum connects classroom content to college and career readiness, particularly post-secondary options that focus on environmental and sustainability field studies and/or careers.**

Chandler View's Ecology Club is our school's green team and shoulders the responsibilities of recycling for our school. Students collect all the recycle bins each week and dump them, plus our members review the green data sheets provided by the district on Energy Star ratings, water usage, and recycling data.

Students work in the school garden; planting, watering, weeding, harvesting, and fall clean up. They created a new hosta bed and maintain it along with the other landscaping beds around the school. Students have planted over 700 tulip bulbs in the bird sanctuary where various students care for bird feeders and a birdbath each day. Students have planted eight trees, peonies, herbs, a purple coneflower patch, and a track dedication garden full of native forbs and grasses.

Student "parties" are often work sessions, but students leave with the sense and satisfaction of an important job well done. Sometimes students travel to visit other entities where students can see what other types of green technologies and career pathways are open to them: Fontenelle Forest, Camp Brewster, Neale Woods Observatory, MidWest Labs, Council Bluffs Recycle Center, Lauritzen Gardens, Outlook Nebraska, Inc., The Grey Plume, and even to see the movie The Lorax.

**Describe students' meaningful outdoor learning experiences at every grade level and how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills.**

Kindergarten – outdoor scenes and sunflowers grown, living and non-living life forms; 1st – animals, textures, insects, life cycles; 2nd – clay works, birds, flowers, water cycle, life cycles; 3rd – winter scenes, still life of nature, natural resources and conservation, biographies of famous "green" heroes, meat sources, water cycle, Omaha pollution can affect oceans, solar systems; 4th – landforms and landscapes of Nebraska, nature study of skulls, bones, flowers, Webology field trip, agricultural impacts on environment, pollution and problems for humans and animals, electricity, adaptations; 5th – mandalas from items found on nature walks, rocketry, food chains and ecosystems, climatology, reuse materials, technological machines, extreme weather affects; 6th – imaginary civilizations with environments of ocean, sky, rainforest, fields, caves, deserts, mountains into which they put artwork from recyclables.

Garden trips: math – fencing material; botany/entomology –food sources, how it grows, insects above/below ground; social studies – conch peas, native plant to southern states, discuss different regions and cultures use of food; reading – reading/following the directions when planting; problem solving –how to best utilize our time?; meteorology –clouds affect the temperature, wind speeds, how much rain did we get last night?; community outreach – giving produce to local restaurants made students realize we make a positive difference in our world.

**Describe any other ways your school integrates core environment, sustainability, STEM, equity and environmental justice issues (as defined by EPA), green technology, and civics into curricula to provide effective environmental and sustainability education, highlighting innovative or unique practices and partnerships.**

The Ecology Club wrote letters to catalog companies to decrease unwanted paper. They wrote to the Supply Chain to learn why OPS wasn't buying paper products from a local firm. Students sent emails to Mayor Stothert to continue the Oma-Gro program for grass clipping recycling. While visiting Table Grace, a local restaurant that takes discarded foods discarded and offers healthy food for donation only, students were willing to step up and do some personal donating of their own money for a cause they thought worthy of supporting.



Environmental education is integrated daily into the curriculum. Students study ecology and sustainability in science and social studies. Units on recycling, “green” activities, and STEM lab objectives provide awareness to PK-6 grade. Special assemblies are held that target environmental concepts. Earth Day assemblies and summer camp musicals focus on healthy concepts. The Ecology Club is a major player in providing conceptual knowledge; producing videos on planet care, effective recycling, saving water/electricity; seed planters and produce harvesters as well as marketers of the crops. They have traveled in Omaha to see how others are working on sustainability including trips to MidWest Laboratories, Fontenelle Forest, Lauritzen Gardens, Council Bluffs Recycle Center, and Wenninghoff Farm.

## Pillar II School Health and Wellness

### **What programs or practices does your school utilize to ensure the environmental health of the school community?**

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

### **Describe how your school implements and measures the success of your integrated environmental health programs and practices to ensure the health and safety of the school community. Include information on how your school addresses exposure to health hazards including radon, chromate copper arsenate, carbon monoxide, chemicals, asthma triggers, and mold. (**

The IPM program (10+ years) does not include antibacterial or antifungal cleansers. No routine application of pesticides is allowed. Pests are captured and identified. Specific strategies are developed for the control of that pest population. No over-the-counter pesticides are used.

Additionally, a mercury elimination policy was adopted in 1997. Chandler View is provided information, procedures and support to control/manage chemicals used. This includes locked storage areas, safety manuals/presentations, laboratory waste stream directions, inventory spreadsheets, disposal information, established spill procedures, and educational videos. The goal is to substitute chemical products with the least toxic product available and to reuse chemicals to avoid disposal.

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

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

Major asthma triggers such as second hand smoke, pollen/mold spores, dust mites, cockroaches and animal dander are minimized/eliminated. Smoking is prohibited; one-inch pleated filters are used in HVAC systems; mold remediation and prevention is a priority; indoor humidity is expected to be below 60% to minimize dust mites. Custodial staff change air handling filters on a quarterly basis or more frequently if needed. Any response to an indoor air quality complaint includes an inspection of the HVAC system to verify the equipment has been properly maintained.

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



any mold growth on hard surfaces.

**Does your school take any other steps to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action? Yes**

**Describe other steps taken to protect indoor environmental quality.**

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

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

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

**Which programs or practices does your school implement to promote nutrition, physical activity, and overall school community health?**

Our school participates in a Farm to School or comparable program to use local, fresh food in our cafeteria., Our school has a food garden either on-site or in close proximity to our building, which is utilized by the cafeteria or by teachers., At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors., Chandler View has a School Wellness Policy that addresses both nutrition AND physical activity.

**Describe how your school implements high standards of nutrition, fitness, and quality outdoor time for both students and staff. Highlight any innovation and/or unique partnerships.**

Ecology Club plants and cares for a 40x20 foot garden, several flower beds and an herb garden. All 4th grade Camp Cougar students participated in mulching the landscaping. Students plant and harvest the vegetables. Discussions on how plants grow and produce vegetables are held. Children love to pick and eat from the strawberry patch. Discussions arise from how there must be a bloom to have fruit or vegetables form. Visiting Nurses Association provided Cooking Matter classes.

The Fresh Fruits and Vegetable Program provides fresh snacks. The Wellness Committee sponsors a contest so all classrooms do a specific exercise each day. Monthly exercise goals are set.

Project Fit America exercise area, two all-weather playgrounds, running/walking track, soccer and football fields, base/softball backdrop are available. Presidential Fitness awards have been earned by our students.

Wellness Club, a group of 50 children wanting to learn more about being healthy, was taught by Nebraska Extension Agents. School Based Health Clinic, Bellevue Jr. Athletic Association, Nebraska Safety Council, South High students, Live Well NE Kids and Fuel Up to Play 60 sponsor activities and booths at Wellness Night (a celebration of healthy choices from various community entities) along with healthy food selections and games to boost heart rates. Fontenelle Forest; Trees, Shrubs, and More; Target; Papio Natural Resource District; and Green Bellevue have taught or aided our students gardening education. Jump Rope for Hoops and Heart, Project Fit America, Smile Mile, Pacer with career records, and intramurals are all part of Physical Education classroom activities.

## **Pillar I Reduced Environmental Impact and Costs**



**Which programs or practices has your school implemented to conserve energy and to protect our environment from the negative effects of buildings and transportation?**

Our school energy use is tracked and benchmarked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

**Describe how your school programs, policies, and actions have reduced the amount of energy used in your building(s). Include data. Also include information about your efforts to protect our environment from greenhouse gas emissions, how you engage students, how you set your goals for reduction, and how you measure your progress. Also include any student learning objectives, and the educational and environmental benefits to date.**

Chandler View's energy and emissions are tracked using the EPA's ENERGY STAR Portfolio Manager program. The building has significantly decreased energy and emissions over the past two years. From July 2014 to July 2016, Chandler View's ENERGY STAR rating increased 25 points and annual energy costs decreased by \$25,000.

From July 2014 to July 2016, emissions per occupant decreased 25 percent, avoiding the emissions equivalent to 25 homes' energy use in one year, according to the EPA's Greenhouse Gas Equivalencies Calculator.

In 2016, smart electric and water meters were installed to use resources efficiently. Trane's Intelligent Services also monitor the building to provide frequent meter readings that identify opportunities to reduce energy and water consumption. Based on data from these new systems, changes were made to the building automation system to more accurately reflect when the building is occupied. Changes were also made to the programming on the water heater to lower the temperature of the water, saving energy.

Three times a year, the Green Team reviews the district's Green Data Sheets, which include information on Chandler View's Energy Start rating, water use per occupant, and waste diversion rates. This report is reviewed with the district's sustainability coordinator and they discuss how the school could continue to improve.

**Other indicators of your progress towards reductions of greenhouse gas emissions and/or increased energy efficiency (describe in detail and include metrics if available including information from completion of the NE Green Schools Energy Investigation)**

From July 2014 to July 2016, emissions per occupant decreased 25 percent, from 1.26 MTCO<sub>2</sub> to 0.94 MTCO<sub>2</sub>, surpassing the District goal of 1.36 MTCO<sub>2</sub> per occupant.

**Which practices contribute to the protection and conservation of the school domestic (drinking) water?**

We are served by a community/city/county owned water provider that is required to report annually on the quality of our water., Our building maintenance department cleans all water taps and drinking fountains on a regular basis to prevent bacterial contamination., native drought-tolerant plants, Our school water use is tracked and bench marked using EPA ENERGY STAR Portfolio Manager or an equivalent program.

**Describe how your school implemented and is maintaining your water conservation program including your baseline, your goal, and your reduction rate to date. Explain how you will continue to reduce water use to meet your goal.**

**Include who in the school participates in the water conservation program. Describe the work done to protect water taps and drinking fountains from bacterial contamination. Describe any efforts by the school to minimize its water quality impacts and any student learning objectives, and the educational and environmental benefits to date.**

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.

Drinking fountains are cleaned daily and restroom drains are flushed weekly to prevent bacteria, odors and unwanted pests.

One drainage pipe from the roof waters our hosta bed.

Milkweed, Asters, Sunflowers, Purple Coneflower, Rudbeckia, Forget-Me-Not, Corn Poppy, Blue Flax, Indian Blanket, Salvia, Sedum, Plains Coreopsis, Sweet Alyssum, Fleabane Daisy, Bergamot, and Iris have been planted around the building and in the track dedication garden.



Sage, rosemary, parsley, fennel, garlic are in a special herb garden on the south side of our building. The herbs are right along our sidewalk to make looking for butterflies and insects convenient for our students.

As of July 2016, annual water use is 1,039 gallons per occupant, less than half of the district average use of 2,706 gallons per occupant. We only water when we have not had rain for long periods of time. Since annual rainfall is over 32 inches per year, we don't have to water unless there is severe drought. Grading is designed to run water away from building foundation. Soil is composed of fine sandy, clay material.

**Other ways you are working to improve water quality, efficiency, and conservation (including action plans from NE Green Schools Water Investigation)**

Chandler View's Project Fit America exercise area, two playgrounds, and soccer/football fields are all impervious, and the landscaping beds are only watered after long periods of drought. Their vegetable garden is watered by flooding, not with sprinklers, and only when needed. These surfaces make up 25% of the campus.

**Which programs has the school initiated and maintained to reduce solid waste, eliminate hazardous waste, and procure environmentally preferable products?**

Our recycling program collects every material that is collected in our city/county. Our school composts organic materials on site, Hazardous and dangerous products at our school have been reduced or eliminated. Hazardous, dangerous, and universal wastes at our school are handled and disposed of in accordance with federal and state regulations. Our school uses green cleaning supplies.

**Describe your solid waste management plan, including goals, materials you collect to be recycled or composted, your current recycling rate, and how you calculated the recycling rate. Include who participates in the waste management program, any student learning objectives, and the educational and environmental benefits to date. Provide an overview of your environmentally preferred purchasing.**

Chandler View participates in the District single-stream recycling program. The District goal is a 30% diversion rate by December 2019. With a diversion rate of 52% as of July 2016, Chandler View has surpassed the District goal and is an aspirational peer for the other schools. This diversion rate is calculated by taking the annual total of recycling divided by the annual combined total of waste and recycling. The diversion rate increased three percent from 2014 to 2016, resulting in an additional 215 cubic yards of material going to recycling instead of the landfill each year.

Chandler View has a quasi-composting pile where garden vegetation is placed to decompose. The composting volume is not measured, but is shown through a reduction in waste. To reduce material waste, Chandler View started a "Take 2, Thank You" campaign with paper towels. 90% of the furniture purchased is either HON or Virco; nearly all of those products are certified to the ANSI/BIFMA Furniture Emissions Standard.

Cleaning programs that protect health without harming the environment are used whenever possible.

**Other indicators that you are reducing waste and eliminating hazardous waste (including action plans from NE Green Schools Waste and Recycling Investigation)**

Chandler View recycles waste as much as possible, employing methods such as mercury reclamation (for industrial use) and using vendors that utilize energy recovery from burning leftover paint. Existing processes facilitate the reuse of chemicals and chemical products by offering the products for reuse by another school, rather than disposal. Unwanted or unusable chemical products become hazardous waste when there is no other option but disposal.

Hazardous waste disposal is tracked by use of waste manifests, which are written documentation containing the identification of the contents, quantity, and final disposal location as well as the signature of all who took possession of that material. Sharps containers, biohazardous materials and surplus or outdated medications are collected by district personnel and are processed by a company specializing in the disposal of biohazardous waste.

The Environmental Department picks up all laboratory waste that is not approved for disposal in the sanitary waste or through



the sewer system.

The least toxic and least hazardous products have been chosen for use as cleaning products as long as the product performs as expected, meaning it sufficiently cleans and/or disinfects where needed.

Chandler View recycles electronic equipment in an environmentally friendly manner. The recycler disassembles and shreds the components allowing them to be reused and remain out of the landfill.

Chandler View does not routinely use pesticides or herbicides in our lawn care program. We have found using vinegar in the fence lines kills weeds and unwanted grasses.

**School offered alternative transportation options to driving in single occupancy vehicles to and from school.**

Our school participates in a "Safe Routes to School" or similar program., Our school offers yellow school bus service., Our school is served by city/Metro public transportation service., All school buses that serve our students were built after 1994 when the first emission standards were adopted., Our school has a vehicle loading/unloading area(s) at least 25 feet from building air intakes, doors, and windows., Approximately 430 of the OPS buses used are fueled by liquid propane instead of diesel.

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

81 percent of our students either walk, ride the bus or carpool to school (52 students walk home, 264 students ride the bus, and 252 students carpool). Teacher dismissal plans were used to calculate this answer.

OPS Transportation Division has well-documented School Bus Idling Procedures located within the Handbook for Transportation Employees. 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.

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.

Approximately 430 of the OPS buses used are fueled by liquid propane instead of diesel. OPS has the largest school fleet of liquid propane buses in North America which has a tremendous impact on the OPS Green Schools Initiative. This change is estimated to reduce 2.3 million pounds of CO<sub>2</sub> per year.

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

**Investigations**

Chandler View recently acquired Scholastic's Brain Bank book sets for grades 1-5 in Science and Social Studies. The Nebraska Green Schools Investigations cover Energy, Water, School Site, Environmental Quality, and Waster & Recycling and these book sets cover all these topics. They will be used in addition to our district curriculum to help students reduce environmental impact and learn how to become actively green citizens.

In October and November Chandler View participated in Recycle-Bowl, America's largest K-12 recycling competition; keeping 4320 pounds of materials out of landfills. The Ecology Club celebrated America Recycles Day, a Keep America Beautiful national initiative, with a speaker on recycling from the Papio Natural Resource District.

**Making Electricity****MidWest Labs****Nebraska Outlook****Mulching****Owl Pellets****Planting Peonies**

**Sister City Sharing****Tree Planting Green Bellevue****Using Technology****Pea Pickers****Cohn Track****Egg Drop Challenge**



Carnival Food



Prime Time Reading



Nests



Project Fit America

# Green Ribbon Schools

**STEM Lab****Wellness Game****Yoga****Chandler View Front Yard**


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## SUBMISSION

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

OMB Control Number: 1860-0509  
 Expiration Date: March 31, 2018

### Public Burden Statement

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](mailto: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.