

Omaha Public Schools

District Location: Omaha, Nebraska

District Type: Urban and Suburban

Student Population: 47,139


Number of Facilities: 93 total; 84 schools, 9 support buildings, 251 portable classrooms

Facility Age Range: 1899-2006

Total Facility Square Footage: 10,319,525 including portables

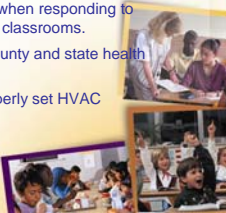
IAQ TfS Excellence Award: 2006

IAQ TfS Model of Sustained Excellence Award:



IAQ Program Snapshot


- *Highlights of the IAQ Program:*
 - Better communication between building staff and IAQ response team.
 - Better reporting of needed repairs and corrections
 - Better communication between maintenance, operations, schoolhouse planning and environmental personnel.
 - Development of "standard procedures" when responding to re-occurring issues, i.e. setting portable classrooms.
 - Joint partner ventures with agencies, county and state health departments.
 - Cause and effect understanding, improperly set HVAC effects the conditions of the building



Keys to Sustaining an IAQ Program

Organization of Program


- *Program leader(s):* Buildings and Grounds department heads (Maintenance, Operations, Schoolhouse Planning, Environmental) and maintenance foremen (plumbers, steamfitters, sheet metal (HVAC), plumbers, energy management manager). All housed in one building.
- *Core team members:* Environmental staff members—first responders to begin investigation process.
- *Role of administration:* Support by Administrators is a must to maintain funding and to watch the overall picture for ways to improve IAQ.
- *Program champions:* Critical "first line of defense" are building custodians and maintenance repair persons. By understanding the factors that can influence IAQ and they realize the importance of reporting those conditions to the proper department for repair.



Keys to Sustaining an IAQ Program

Funding Over Time


- Sources of funding: Most funding is from special tax levy for Environmental issues and ADA upgrades.
- How funding has changed over time: Recent changes allows for the sale of bonds to support capital purpose projects with a wider scope than allowed under the Environmental/ADA funding criteria.
- Information provided to obtain funding: Annual reports to the Assistant Superintendent with line items for IAQ responses with reports on current industry trends.
- Keep the funding going:
 - Good communication of IAQ concerns to those involved with setting the budget.
 - Involvement of Maintenance and SCHP developing annual budget.



Keys to Sustaining an IAQ Program

Evaluation and Outcomes

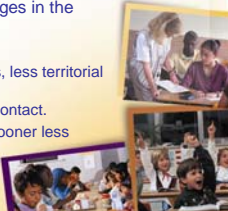
- Program goals:
 - Incorporate building envelope and humidity control issues into building specifications.
 - More use of green cleaning products.
 - Expand IPM program to all schools.
- Evaluation process: Charted absence data from health department and test scores for pre- and post remodeling projects.
- Type of information collected and process
 - Quantitative – Described above.
 - Qualitative – Compare annual asthma incident comparisons with head school nurse. Two years collecting air samples after each asthma incident to determine presence of asthma triggers.
- Results: Some improvements seen in most remodeled schools in both parameters. However, too many variables to conclusively establish a link.



Keys to Sustaining an IAQ Program

Communication


- Methods with various audiences: Presentations to Principals, and building staff at group meetings. Written communications to all building staff via "Green Sheet". Some district wide e-mail alerts. References on Environmental web site.
- Changes over time: Although few changes in the approach, the frequency has increased.
- Outcomes due to communication:
 - More cooperation between departments, less territorial attitudes.
 - Improved response time, know who to contact.
 - Better building maintenance, repaired sooner less damage.



Keys to Sustaining an IAQ Program

Active Involvement

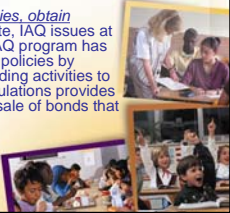
- Others involved in program (e.g. community, parents, students, etc.): Local county health department frequently partners with OPS for joint studies.
- How and why they became involved: DCHD worked with OPS to implement TIS program by the collection of baseline data and provided some initial building staff training. Also collected pre- and post- DOX retrofit data for the "Clean School Bus" grant.
- Involvement of non-school groups: Regulatory agencies American Lung Association, and CEFPI.



Keys to Sustaining an IAQ Program

Integration

- Reasons your program will continue without you: The OPS IAQ Program is not dependent on one person's knowledge. Members of the IAQ team share information on a daily basis such as unusual findings, articles, trade reviews or discussing new products. All team members watch for IAQ related educational/training opportunities and send as many to attend as possible. Actively seek new avenues to incorporate so the program doesn't stagnate.
- Ways program is institutionalized (i.e., policies, obtain continuous funding, union contracts): To date, IAQ issues at OPS are not part of union contracts. The IAQ program has been the catalyst to reinforce long standing policies by shedding new light on the interaction of building activities to IAQ. However, recent changes in state regulations provides additional avenues for funding through the sale of bonds that can be justified by IAQ issues.
- Key elements that drove integration: NA
- Result of institutionalizing IAQ: NA



Contact Information

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