U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

2014-2015 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

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.

The school has some configuration that includes grades Pre-K-12.

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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 2014-2015

☒ Charter ☐ Title I ☐ Magnet ☐ Private ☐ Independent

Name of Principal: Ms. Constance Ortiz
Official School Name: Odyssey Charter School
Official School Name Mailing Address: 1755 Eldron Boulevard, S.E., Palm Bay, Florida 32909
County: Brevard State School Code Number *: 6507

Telephone: (321)733-0442 Fax: (321)733-1178

Web site/URL: www.odysseycharterschool.com E-mail: cortiz@greenapplesm.org

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

Constance Ortiz Date: 1/7/15

(Principal's Signature)

Name of Superintendent: Dr. Brian T. Binggeli
District Name: Brevard Public Schools

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

Date:

(Superintendent's Signature)

The Superintendent is not able to verify that the facts, figures, and representations made in this application are true and accurate.

U.S. DEPARTMENT OF EDUCATION

GreenRibbonSchools

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: Florida Department of Education

Name of Nominating Authority: Commissioner Pam Stewart

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

Date:1-28-15

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

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 according to the instructions in the Nominee Submission Procedure.

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

Public Burden Statement

Odyssey Charter School Summary

Odyssey Charter, a tuition-free public school and Florida's first green and healthy public school building, was founded by visionary Montessori teacher, entrepreneur and holistic education pioneer, Ms. Constance Ortiz. The Odyssey "Whole School-Whole Child" education model combines the best practices in education and child development with the best practices in healthy living and environmental stewardship. This innovative model recognizes and advances the relationship between the learning environment, learning potential/gains and individual health. Wellness, connections to nature, sustainability, experiential learning and physical exercise are essential elements of Odyssey's education model.

Odyssey's flagship campus was designed and built to maximize human health and minimize environmental impacts. Design features integral to Odyssey include polished concrete or natural cork tile floors, low to no VOC paints, concrete exterior walls insulated on the exterior side to block heat gains for enhanced energy efficiency and a natural earth parking lot to mitigate water, heat and pollutant stresses on the environment.

All classrooms are fully daylit, with clerestory windows and features to eliminate direct solar heat gains, glare and uneven light thus minimizing use of electric artificial lighting. Odyssey uses hospital grade, non-toxic, "green" cleaning products and green pest management products, environmentally sustainable building materials, free of off-gassing of pollutants/chemicals, HVAC with central chilled water a/c coupled with thermal storage, de-humidification and full HEPA filtration of fresh air to create superior indoor air quality. Cooling is generated off-peak using electrical utilities' excess energy generated by their central "base load" plants at night, thus this power is emissions "neutral" as it "cannot not be generated" and is typically considered "throw away generation capacity". Thus, the school's energy conservation measures and energy efficiency is even greater than the calculated reduction in energy use for a typical facility or facility that has incorporated "traditional" energy saving measures.

Additionally, Odyssey uses solar panels for hot water needs and the roof is designed to permit installation of a Photovoltaic system that would allow the school to achieve a full net zero energy capability. Other features include a rainwater collection system from roof runoff; 90% of rainwater is percolated back into site with the balance piped into an adjacent storm water retention system. The master school plan includes designs for future collection and use of rain water for flushing the toilets/urinals.

Innovative practices and fundamental healthy educational elements include rain barrels; wildflower and butterfly gardens; vermiculture studies; hydroponic gardening combining gravity flow with a solar powered pump "feed"; native plant landscaping and mulch to reduce need for fertilizers; insect control and irrigation; minimal turf areas (i.e. sports field only); daily physical activities including PE, recess, brain gym and special celebrations such as field days; annual 5k,

walk to school days, an observation/walking/jogging trail through campus woods for exercise and education; certification as a National Wildlife Federation campus; courtyard organic food & sensory gardens for every grade level to promote student and staff wellness/health; recycling programs for waste paper, cardboard, plastics and aluminum; on-site composting of food waste; re-useable, washable food trays, containers and utensils for school meals; procurement of local foods from several Farm to School partners reducing energy and natural resource consumption; promoting sustainable use of local environment and supporting local economy and community. Furthermore, Odyssey has student/teacher/parent green teams that involve students and community in the recycling process, raising awareness of the impact of trash on earth's non-renewable resources and health of the environment. Students are trained on the building ecology/ campus design features, using the site-based facility/campus features as a framework for inquiry, action, service and experiential learning.

Environmental Education and Green Careers are promoted via electives such as Green Technologies, Innovations and Inventions, Horticulture, Ecology, Green Teams, Careers Day and our partnerships. Service learning projects are focused on enhancing the environment or mitigating environmental issues such as beach clean-ups, campus trash-bash to help the gopher tortoise habitat and eco-scaping of shoreline areas to reduce pollution and run-off of chemicals into the Indian River Lagoon. Partnerships with local organizations include Anglers for Conservation and the Marine Resources Council; Green School National Network's "Green Print"; Osceola Organic, Valkaria Organic, R & B, Ginger Goat & Egg and Trevena Bee Farms; and Florida Solar Energy Center "green" technologies curriculum. Columbia University's Teachers College, and the Center for Eco-Literacy provides nutrition education and organic gardening curricula; Florida Tech Biology, Engineering and Environmental Science/Sustainability Departments promote joint teacher and student collaborations to raise student achievement and interest in higher learning particularly in STEM & green careers. Additional partners include University of Florida Nutrition & Family Sciences Ag Extension; Keep Brevard Beautiful Organization; educators and rangers from Turkey Creek Sanctuary, Erna Nixon Park, Barrier Island Center; Waste Management Programs and landfill field trips; University of Central Florida's Intellectual Decisions on Environmental Awareness Solutions (IDEAS) group; and the Florida Native Plants Society.

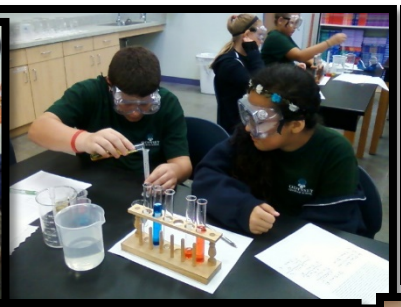
FLORIDA
GREEN SCHOOL NETWORK

U.S. Department of Education

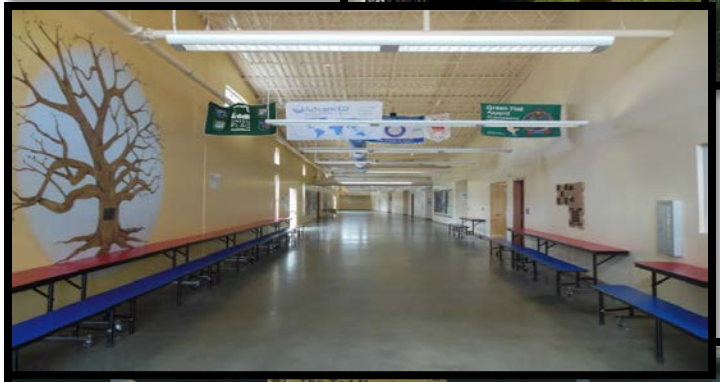
Green Ribbon Schools

2014-15 TECHNICAL REVIEW

Nominee	**Odyssey Charter School, 1755 Eldron Boulevard, S.E., Palm Bay, Florida 32909** **Brevard County School District**	
Evaluation Issues	**Approvable**	**Special Notes**
Florida Department of Environment Protection: Checked all records available regarding environmental violations for this school. Reviewer Name and Title: ***Christine Daniel, Communications Manager, Central District, Florida Department of Environmental Protection***	Yes X No ___	DEP found no environmental violations for this property.
Florida Department of Health: Checked Radon Monitoring Records: Reviewer Name and Title: ***Jorge Laguna, M.S.*** ***Environmental Manager, Radon Program*** ***Bureau of Epidemiology, Public Health Toxicology Section*** ***Division of Disease Control & Health Protection***	Yes X No ___	Radon testing was completed and approved on January 16, 2015.
Florida Department of Agriculture and Consumer Services: Checked compliance with regulations related to National School Lunch Program Reviewer Name and Title: ***Lisa Church, Supervisor of Implementation, NSLP, SSO, SMP, Division of Food, Nutrition and Wellness, Florida Department of Agriculture and Consumer Services***	Yes X No ___	
Florida Department of Education: Checked compliance with USDOE Individuals with Disabilities Education Act (IDEA) Reviewer Name and Title: ***Patricia Howell, Program Director of Monitoring and Compliance, Bureau of Exceptional Education & Student Services***	Yes X No ___	
U.S. Department of Labor: Occupational Safety & Health Administration (OSHA) Checked referred database for compliance with OSHA regulations at Federal and state levels: http://www.osha.gov/pls/imis/establishment.html Reviewer Name and Title: ***Romina Sola, FL-DEP and Coordinator Florida Green School Network***	Yes X No ___	No OSHA violations found on database for this property.




ENERGY FROM THE SUN
WHAT IS A CARBON FOOTPRINT?
WHAT ARE GREENHOUSE GASES?
WHAT ARE FOSSIL FUELS?




Certified
WILDLIFE
Habitat
This property provides the four basic habitat elements needed for wildlife to thrive: food, water, cover, and places to raise young.
NATIONAL WILDLIFE FEDERATION
nwf.org


LAGOON
EDUCATION
HOUSE
CENTER


POSITIVE SEA CHANGE

Florida Green Ribbon SCHOOL Application 2014-2015

2. Applicant Information

1. Principal Name:

Ms. Constance Ortiz, Founder

2. Phone Number:

321-733-0442

3. Principal Email Address:

cortiz@greenapplesm.org

4. City:

Palm Bay

5. Street Address:

1755 Eldron Blvd. S.E.

6. Zip:

32909

7. Facebook page:

na

8. Lead Applicant Name (if different):

Dr. Jane Martin

9. Website:

www.odysseycharterschool.com

10. State:

Florida

11. School Name:

Odyssey Charter School

12. Lead Applicant Email:

martinj@odysseycharterschool.com

13. Phone Number:

321-733-0442

14. District name:

Brevard

15. School Type:

Public Charter

16. How would you describe your school?

Suburban

17. Level:

Elementary

18. Does your school serve 40 percent or more students from disadvantaged households?

Yes

19. Graduation Rate:

na

20. Attendance Rate:

94.17%

21. Total Enrolled:

643

22. Percent of students receiving Free or Reduced Price Lunch:

68%

3. General Green School Information

23. Summary Narrative (Snapshot): Provide an 800 word maximum narrative describing your school's efforts in the following areas: Reducing environmental impact and costs, improving student and staff health, and providing effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

(See final Summary attached)

Is your school participating in a local, state or national school program, such as Florida Green School Awards, EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the pillars?

Yes

24a. Program(s) and Level(s) achieved:

Florida Green Schools State Finalist 2014

2014 Keep Brevard Beautiful Sustainability Award Winner (School category)

Winner of the 2009 Governor's Serve to Preserve Green School Award.

Award winning member of the Green Flag Schools Program for Environmental Leadership by the Center for Health, Environment and Justice (Falls Church, Va.).

National Wildlife Federation Certified Campus

5 Pillar Green Schools National Network

Energy Star for High Performance Buildings (Scored 95 out of 100 on design, and is achieving actual performance that places in a scoring of 100 out of 100).

24. Has your school, staff or student body received any awards for facilities, health or environment?

Yes

25a. Award(s) and year(s)

2014 Florida Green Schools State Finalist
2014 Keep Brevard Beautiful Sustainability Award Winner (School category)
Energy Star Award 2007
Governor's Serve to Preserve Green School Award Winner 2009
Awarded 4 Green Flags for Environmental Leadership and Exemplary Practices and Polices promoting Environmental Health in areas of Waste Reduction (Reduce, ReUse, Recycle), Integrated Pest Management, Indoor Air Quality and Non-Toxic, Green Products. 2010

4. Pillar I: Reduced Environmental Impact and Costs

26. Can your school demonstrate a reduction in greenhouse gas emissions?

Yes

26a. Percentage reduction:

97.3% over the "median property" (same project type in same environmental zone) Median Property being defined as " for the building type in same environmental zone where 50% is better than, & 50% is worse than the "median building".

26b. Over (mm/yyyy - mm/yyyy):

Since project original completion, but verified by actual operation & energy usage in the time frame from January 2013 through November 2013.

26c. Initial GHG emissions rate (MT eCO2/person):

As this project was design in this manner, there is no Initial GHG emissions rate to allow for a "final GHG emissions rate. The project is being compared to the "median building" as described in 26a above

26d. Final GHG emissions rate (MT eCO2/person):

10.2 MtCO2e as compared to 369.2 MtCO2e for the "median building as described in 26a above.

26e. Offsets:

na

26f. How did you calculate the reduction?

Utilizing Energy Star Portfolio Manager & the latest energy consumption figures available for the year from January 2013 thru November 2013 (& estimating for a full year (last two months of the year) based on the energy use of the previous 10 months. Note also as November & December are amongst the most “benign” temperature months in this climatic zone, the estimate of energy use is to the high usage side of the averaging.)

27. Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

Yes

27a. Year(s) and Score(s) received:

Odyssey earned the ENERGY STAR in 2007 with an energy performance rating of 95, & is achieving a 100 out of 100 based on Portfolio Manager calculations (but without resubmission for a new awarding). Odyssey achieves its energy efficiency through appropriate site orientation, extensive use of daylighting, incorporation of mass, proper material selection, advanced HVAC design, and management strategies. The building is oriented with a long E/W axis to maximize daylighting & minimize potential A/C loads. The school also saves energy costs by using native plantings to accent the facility, which don't require fertilizers, insect control, or an irrigation system. Since opening in 2005, Odyssey has seen numerous measurable benefits, including lower energy bills, lower absenteeism, & high academic performance. Odyssey Charter School is Florida's first high performance school & also received a Florida A+ rating from the state for many years

28. Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

28a. Current energy usage (kBTU/student/year):

3,786/student/2014

28b. Current energy usage (kBTU/sq. ft./year):

43/sqft/2014

28c. Percentage reduction:

Per Energy Star, Odyssey uses over 90% less energy compared to the industry standard “median building as described in 26a above” for K-12 schools. These savings were realized without adding any cost to the construction of the facility. In fact, even with Odyssey's sustainability benefits, the school was constructed at the price of $70 per square foot, almost half the average price of other public schools in the area.

28d. Over (mm/yyyy - mm/yyyy):

The reduction has taken place from 2007 until the current date.

28e. How did you document this reduction?

Florida Power & Light Company actual electrical consumption meter readings.

29. On-site renewable energy generation:

3 percent of hot water

30. Type:

Solar Hot Water

31. Purchased renewable energy:

na

32. Type:

na

33. Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program. List Program or N/A:

na

5. Pillar I: Reduced Environmental Impact and Costs

34. What year was your school originally constructed?

The school was constructed in 2005.

35. What is the total building area of your school?

The total building area of the school is 56,619 sq. ft.

36. Has your school constructed or renovated building(s) in the past 10 years?

Yes

36a. Percentage building area that meets green building standards:

100%

36b. Certification and level:

Energy Star Certified , LEED qualified

36c. Total constructed area:

10,000 sq. ft. new construction over the 2005 original building.

36d. Percentage of the building area that meets green building standards:

100% - during design and construction, all materials incorporated into the building were specified and selected based on their environmental or “green” attributes.

36e. Certification and level:

na

36f. Total renovated area:

na

6. Pillar I: Reduced Environmental Impact and Costs

37. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?

No –because it was designed and built from the beginning to maximize water conservation and dramatically reduce consumption.

37b. Current water use (gallons per occupant):

6.75 gal/occupant

38. Does your school use a Florida-friendly landscape maintenance certified professional?

Yes

39. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? List the type of plants used and location:

97%; entire campus is native landscaping except playing field and some walkway areas; plants include live oak, laurel oak, native wildflowers, pine trees, palmettos, oak hammock, palm trees, muhly grasses, vegetable gardens

40. Describe alternate water sources used for irrigation. (50 words max)

Odyssey uses water from a storm water retention pond adjacent to our property for irrigation. Student gardens are irrigated from rainwater collected in rain barrels from building roofs.

41. Describe any efforts used to reduce storm water runoff and/or reduce impermeable surfaces. (50 words max)

Odyssey has a green parking lot that allows water to percolate back into the ground. The new wings water runoff is captured from the room & piped into the retention pond. 90% of rainwater is percolated back into site with the balance in a storm water retention system adjacent to the property.

42. Our school's drinking water comes from:

Municipal water source

43. Describe how the water source is protected from potential contaminants. (50 words max)

The city ensures that water is protected from potential contaminants.

44. Describe the program you have in place to control lead in drinking water. (50 words max)

The city monitors lead levels in drinking water & ensures it is at appropriate levels. No lead in fittings or solder was allowed in the plumbing system for the school.

45. What percentage of the school grounds are devoted to ecologically beneficial uses? (50 words max)

One third of the school is devoted to a Wildlife Federation Campus.

7. Pillar I: Reduced Environmental Impact and Costs

46. What percentage of solid waste is diverted from land filling or incinerating due to reduction, recycling and/or composting?

Approximately ¼ of solid waste is composted. The school also participates in a single stream recycling program; based on waste audits completed before the program began, it is anticipated to divert over 60% from the land fill.

47. A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected):

6yd x 8 x 85 = 4080

48. B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected):

4 x 4 x 75 plus paper bin = 1300 estimated

49. 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):

4 cu. yds

50. Recycling Rate = ((B + C) ÷ (A + B + C) x 100):

22.2

51. Monthly waste generated per person = (A/number of students and staff):

5.49

52. 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?

50

53. Corrosive liquids

zero

54. Flammable liquids

zero

55. Mercury

zero

56. Other Toxics

zero

57. How is this Measured?

Odyssey is a green school, does not use toxic or other hazardous products, there isn't anything to measure.

58. How is hazardous waste disposal tracked?

na

59. Describe other measures taken to reduce solid waste and eliminate hazardous waste.

Education programs and lesson with students, staff and community

60. Which green cleaning custodial-standard is used?

Green Sealed Certified.

61. What percentage of all products is certified?

95 percent of all cleaning products are certified green cleaners. An enzyme is used in the bathrooms 4 times per year when students are not present in the building.

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

Green Seal Certified.

8. Pillar I: Reduced Environmental Impact and Costs

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

Approximately 70% of our students walk, bike, carpool or are bused to school.

64. How is this data calculated? (50 words max)

# of students per bus plus the students who walk or bike plus the families who have more than one student attending Odyssey divided by the total number of students

65. Our school has implemented: Please select one or more options

Safe pedestrian routes to school or safe routes to school.

65a. Describe activities in your safe routes program:

Students are encouraged to use sidewalks for walking & biking to school. Each year students who bike to school receive training on the use of safety equipment such as a helmet & how to safely use the crosswalk.

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

We highly encourage walking and biking on a daily basis, hosting a walk to school day at least once a year, promoting walking via our school clubs. Our buses are relatively new, none are older than 2007, maintained in peak condition, considering biofuel.

67. Describe any other efforts toward reducing environmental impact. Focus on innovative or unique practices and partnerships. (100 words max)

School focus and mission is on environmental sustainability, environmental conservation. We work with many organizations as listed previously to reduce our environmental impact on a daily basis. From our building ecology to solar power, native landscaping, recycling, and student experiential and education programs….we set high expectations and work towards being an exemplary model for the community. We are looking at biofuel for the buses and enacting a stricter no-idling policy. Bus idling is minimized to only provide a safe and cool environment for students during loading times as needed in the heat.

9. Pillar 2: Improve the Health and Wellness of Students and Staff

68. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:

We have no annual pesticide use, we use integrated pest management and green eco-friendly pest strategies.

69. How do you solve pest problems at your school?

We use all green &/or natural products, including hand removal of pests.

70. How do you decide when to use pesticides?

We do not use pesticide.

71. Do you have an Integrated Pest Management contact at your school?

Yes

71a. If yes, please provide the name and job title of the contact person.

Mark Grant, Facilities Manager.

72. Which of the following practices does your school employ to minimize exposure to hazardous contaminants?

Our school enforces a policy that prohibits all tobacco use by students, staff and visitors on all school-owned property and at school-sponsored events.
Our school enforces a policy that prohibits smoking by students, staff and visitors on all school-owned property and at school-sponsored events.
Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.
Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)
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.

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

We don't use chemicals.

74. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. (100 words max)

We use full HEPA-filter air filtration system dehumidifies air. Outside air units shut down during student drop off /student pickup to prevent any introduction of vehicle exhaust into the building. Floors are polished concrete requiring only damp mopping. Green Seal Certified cleaners are used; no toxic chemicals on site. Indoor walk off mats that are three feet long tracks off excess dirt & are placed at all entrances. Carpets are vacuumed using a backpack vacuum with HEPA-micron filter & auto scrubbers are used to clean the floors. Our custodians participates in Healthy Schools "Green Cleaning for Healthy Schools Toolkit" workshops

75. Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleans up mold or removes moldy materials when it is found. (100 words max)

Pre-conditioning & Pre-dehumidification of outside make up air maintains most optimum humidity controlled air system. Our humidity levels are kept below 50 percent prohibiting mold growth. There is no mold in the building.

76. Our school has installed local exhaust systems for major airborne contaminant sources.

No

77. 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 words max)

Air filtration is with oversized HEPA filters in central air handlers for ease of maintenance & ease of observation. All make up air units are dedicated makeup air units controlled through Energy Management System & actuated with CO2 sensors, all air handler fans are Variable Frequency Drive units to properly control the amount & quality of air brought in building & where needed, & filters, fan drives, & belt maintenance is done on a quarterly basis. Energy Management is able to monitor all components of system & provide indications of any component that is out of project requirements.

78. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, that are consistent with state or local codes, or national ventilation standards. (100 words max)

Air filtration is w/ oversized HEPA filters in central air handler for ease of maintenance & observation. All make up air units are dedicated units controlled through the Energy Management System & actuated w/ CO2 sensors, all air handler fans are Variable Frequency Drive units to properly control the amount & quality of air brought in the building & where needed. Classrooms have O2 sensors & level are keep above 900 part per million. Pre-conditioning & Pre-dehumidification of outside make up air maintains most optimum humidity controlled air system. Our humid levels are kept below 50 percent prohibiting mold growth.

79. 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. (200 words max)

As described above, we take many measures to ensure we have the highest indoor air quality. Our air quality is monitored continuously and rigorously. We also have a no fragrance school policy that discourages use of perfumes, body sprays and/or deodorants and also includes a ban on air fresheners and other chemical fragrance sprays in the building and on campus.

10. Pillar 2: Improve the Health and Wellness of Students and Staff

80. Does your school implement the coordinated school health model?

Yes

80a. Describe highlights in each of the component areas: (300 words max) Health Education; Physical Education; Health Services; Nutrition Services; Counseling, Psychological and Social Services; Healthy School Environment (physical building and culture and climate); Health Promotion for Staff; Parent and Community Involvement Related to Wellness

The mission of Odyssey Charter School is to work in partnership with family & community to help each child reach full potential in all areas of life. The school seeks to educate the whole person with the understanding that each person must achieve a balance of intellectual, physical, emotional, spiritual & social skills as a foundation for life. We foster a culture of inquiry & a culture of compassion for all living things, including the planet. We invest heavily in the professional development of our teachers to become exemplar models of the essential elements of the school mission. We value & celebrate the individuality of our staff & the strengths they bring to our community. The needs of the children are the heart of all that we do.

In addition to previously described green building & campus features, nutrition education is a pillar that is blended with Science & English Language Arts content. Our Healthy Café works with National School Lunch Program to provide homemade "from scratch" foods using fresh ingredients, w/ herbs & spices making it tasty & healthful. The café does not use corn syrup in their recipes or products & only minimal amounts of salt & saturated fat. Salad bar is stocked daily with fresh, local fruits & vegetables.

We also focus on healthy children via physical movement & exercise. Children are given daily opportunities for physical activity from PE to recess to gardening to trail explorations. We promote family & community wellness through our 5K fun run/walk, walk to school days, "Green" team club & outdoor activities. We recognize that proper rest, relaxation, & stress management is a foundation for students & families to maintain balanced lifestyle. Parent & community outreach achieved through monthly Wellness Newsletter sent home w/ families, sent electronically & posted on website.

81. Does your school have a healthy school team?

Yes

81a. If so, describe the team membership (e.g. administrator, parent, teacher, student, food service professional, school nurse, counselor), meeting frequency, goals and successes. (200 word max)

Odyssey has a Wellness Team, made up of Ms. Constance Oritz, the schools Founder & Executive Director, Dr. Jane Martin, Former President of the Odyssey Board, currently the school Science Lead/Instructional Coach and Community Partnership liaison, the school's Leadership Team members, the school's Café Managers, the school's Program Coordinator, plus various teachers and several parents. We also have two student green teams (grades 3 – 6 and grades 7 – 9 at our Jr/Sr campus) that work in conjunction with the "adult" group on specific goals related to wellness and green endeavors. The green team students meet weekly while the over-arching wellness group meets at minimum 4 times per school year. Goals for this year include improvements of campus green spaces to encourage more outdoor experiential learning opportunities and physical exercise, increased recycling, increased campus native plantings (eradicating on-native invasive species), increased farm to school products, increased community service in ecology and STEM related projects. Of particular interest is helping restore habitat and water quality to the Indian River Lagoon. Successes so far this year include lagoon eco-scaping, the addition of single stream recycling and native species plantings and habitat improvements.

82. Which practices does your school employ to promote nutrition, physical activity?

Our school participates in the USDA's HeathierUS School Challenge.
Our school participates in a Farm-to-School program to use local, fresh food. Our school has an on-site food garden.
Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community. Our school promotes physical activity opportunities above and beyond physical education (e.g. running clubs, archery, golfing)
At least 50 percent of our students' annual physical education takes place outdoors. Health measures are integrated into assessments.

83. Provide specific examples of actions taken for each checked practice. If involved in USDA or Alliance programs indicate level and years. Focus on innovative or unique practices and partnerships. (300 words max)

Jump Rope for Heart
5k annual health and wellness event
Walk to school Day
Morning Walking Club
Soccer, Basketball, Football, Volleyball Teams
Green teams – student clubs to raise awareness of healthy choices for planet and for people
Farm to school foods and on-site gardens seasonal purchases and harvests for our school meal program includes organic hydroponic lettuce, peppers, cucumbers, green beans, oranges, strawberries, tomatoes, sweet potatoes, honey, eggs; Osecola Organics Farm, Valkaria Organics Farm, R & B Farm, Ginger Goat and Egg Farm, Trevena Bee Farm, school classroom gardens
Café meals made from scratch, no HF corn syrup, no artificial sweeteners, minimal sugar, fat and salt content in foods, antibiotic-free, hormone-free chicken
Annual family Harvest Luncheon to highlight local foods, promote family and community partnerships, highlight wellness and educate students, families community in healthy choices both in nutrition, environment and physical fitness,

Working towards goal of winning the gold in the healthier US School challenge,
Partnership with UF Family and Nutrition Services Agency for nutrition education
Extreme cuisine cooking club
Field trips to farm partners for education and student harvest of fruits and vegetables

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

The bulk of our foods are cooked from scratch using fresh foods from local farm to school partners, organic, all-natural and non-processed choices from suppliers. No high-fructose corn syrup is used in any of our food items.

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

Every student at Odyssey receives between 90-150 minutes of physical education each week that meets the NGSS Physical Education standards.
Our outdoor environment has student gardens, two large playgrounds, a soccer field, a jogging track, a covered basketball court & a nature trail located in the National Wildlife Nature preserve. We have numerous edible and sensory gardens, including native wildflowers, medicinal plants and a peace and meditation garden.
The school also participates in the Christian Leagues Sports program, including soccer, basketball, volleyball, and football. Annually the school takes part in the Hershey's track meet & the schools 5K run.

86. Describe any other efforts to improve nutrition and fitness. Highlight innovative or unique practices and partnerships. (100 words max)

Odyssey Charter School uses The LIFE Curriculum Series, a science & nutrition education program from Teachers College, Columbia University. Students in every grade participate in interactive, inquiry based activities that promote healthful diets & promote physically active lives. The goal of Odyssey's nutrition education program is to improve attitudes toward personal health & nature & to promote positive behavior changes in relation to sustainable ecological systems.
The school also participates in the Presidential Youth Physical Fitness Test. The Physical Fitness Test* recognizes students for their level of physical fitness in five activities:
Curl-ups
Shuttle run
Endurance run/walk
Pull-ups
V-sit reach

11. Pillar 3: Effective Environmental and Sustainability Education

87. Describe and provide examples of how your school ensures that environmental and sustainability concepts are integrated across the content areas, curricula and assessments (mathematics, science, health, English language arts, physical education and/or social studies) (300 words max)

Odyssey Charter School was founded on the ideal that health & wellness is an essential element to development of the whole child. Environmental conservation, sustainable practices, planet & personal health are inherent philosophies in design of school building, school campus and school mission. Students & staff are literally immersed in a facility and culture of environmental stewardship. We reflect on those concepts and efforts daily. Our instructional model partners 2 teachers per classroom in a co-teaching model that facilitates integration of content. Our teams meet three times weekly in Professional Learning Circles (PLC) by grade level to collaborate and develop lesson plans. We also have a Math literacy Coach, an English Language Arts Literacy Coach and a Science literacy Coach join the grade level teams to facilitate integration and awareness of the inter-relatedness of content. Our Science Research and Fair projects are a prime example of integration of core curriculum and often our students choose environmental concepts for these research projects. Another example is the integration of nutrition education, including sustainable farming practices, into the science & physical education programs with a piece to increase awareness & enhance motivation by addressing beliefs, attitudes through effective communication strategies; an action element to facilitate people's ability to take action through goal setting & cognitive self-regulation skills & an environmental component, where nutrition educators work with policymakers to promote environmental support for actions.

Odyssey is developing environmentally-conscious students who have the knowledge, skills & passion for innovation to create strategies for sustainability and conservation in the future. These efforts are part of the "green" and healthy education model for children that strive to inspire students to lead our citizens of the future with a strong sense of responsibility to one another, to the planet & to effective use of natural resources.

88. Describe and provide examples of how your school ensures that environmental and sustainability concepts are integrated into professional development for faculty and staff. (300 words max)

Our school focus is on meeting the needs of the whole child. In order to do so, we must invest in our teachers to provide them with the skills and knowledge to develop "radiant" children that are eager to learn and able to learn. That means our physical environment must promote learning, beginning with student and teacher wellness. Thus, our facility is designed to maximize health and our professional development focuses on raising teacher awareness of health, environment and sustainability concepts. Our teachers receive an abundance of professional development starting during pre-planning (summer) workshops on the facility/campus via ecology tours from the Founder. School signage throughout serves as education stations about the facility/campus. Once teachers are trained in the

multitude of environmentally friendly and healthy features of school, these same education stations become teaching tools for students.

This training also includes a nutrition curriculum piece on the healthy meal programs and our food gardens. The teachers have also participated in workshops from the DEP and FDOE such as Project Wild & Project Wet. We have also had Professional Development modules from NASA on environmental and engineering concepts. In November, we received training on recycling and conservation from Ms. Karen Bryant of Waste Management. This month includes visits from DEP water quality researcher (Ms. Kalina Warren), Florida Native Plant Society representative Ms. Martha Steuart, FIT near-shore marine animal and plant ecologist/biologist Dr. Turner. Next month we will work with UF Family and nutrition services expert, Ms. Chen Luke, and the Director of the sustainability program at Florida Tech, Dr. Lindemann. January and February of 2015 will bring a fossil ecology expert, Mr. Fred Mazza to school, collaboration with Fish and Wildlife Conservation researcher Dr. Ryan Gandy, a landfill tour/environmental conservation training with Ms. Erin LeClair of Waste Management.

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

Students participate in a variety of nationwide and local environmental events such as Green Apple Day of Service, Indian River Lagoon Festival, Eco-Scape Days, Earth Day, Future Problem Solving Challenges, Lego Robotics environmental and conservation themed Challenges etc . Via these events and many place-based, community concerns, students are faced with environmental dilemmas or issues that they must solve, mitigate or at minimum, ponder and reflect. Examples of some STEM based student projects include a solar powered vertical hydroponic food garden built from scratch. This fully self-sustaining, gravity based system uses rain water to replenish the evaporated water. Another is designing a green, non-chemical, method to eradicate Brazilian pepper trees from campus without harm to the environment. Design plans look very promising, actual testing begins in January. Another project studies the declining blue crab populations from the Indian River Lagoon, helping raise awareness of the need for action to restore the habitats, and water quality students will compete in EnergyWiz solar car Olympics and demonstrate "STEAM" knowledge & skills, relating to solar thermal, photovoltaics (PV) & hydrogen technologies.

Field trips are another way that STEM is integrated. Students participate in Lagoon Quest, Landfill & run-off and waste water treatment programs.

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

As previously described, we engage in many opportunities that highlight green technologies and green careers, including guest visitors from and field trips to places such as the Solar Energy Center, the Landfill, the wastewater

treatment plants, Fish and Wildlife Conservation locations, DEP sites, local parks and areas of environmental preservation or concern, collaboration with Florida Tech biology and sustainability researchers and environmental engineers, UCF IDEAS group, local farms and agricultural sites, collaboration with Florida native plant society members. We host an annual career day with guest speakers from green fields on site, all day presenting to students. We have a partnership in development with Sierra Club members to help develop greenways and trails on our Jr/Sr campus, we will be working with the City of Palm Bay Public Works department and the DEP to assess and monitor water quality on a school retention pond while learning about the education and career paths of those individuals. We live and breathe sustainability at Odyssey Charter. It is in the mission of the school, and the very foundation of the school….it is in our "genes".

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

The hydroponic garden is a demonstration garden for the use of solar power and technology to provide food gardens for families in areas of poor soil or poor environmental conditions. In theory it can also be modified greatly to serve families with no yard space and be used as an indoor hydroponic garden. Ultimately, it is a precursor to creating an Aquaponics garden that would provide not only plant sources of food, but seafood sources of food as well for families. Aquaponic gardening has the potential to provide our community, a Title One, low income disadvantaged area, with an inexpensive source of both plant and animal nutrients (foods). We envision developing an aquaponic agricultural garden that would provide food for our students (our café and meal programs) as well as a source of food for the community in need. These gardens would be highly sustainable and extremely environmentally friendly.

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

Our youngest students are active organic gardeners and staunch environmental stewards of the smallest creatures, from worms to frogs to lady bugs. Recently, our K – 2 students planted a showcase native wildflower garden in honor of the founder and our school culture of creating peace and balance.
Our 3rd graders are joyfully invested in growing herbs/vegetables to share with our school café.
Our 4th grade students annually participate in Lagoon Quest, an experiential learning event designed to acquaint students with the incredible diversity and wonder of our local lagoon treasures.
5th grade students are energetically tackling the trash and litter that blows on to the school campus and/or is left behind by careless individuals.
6th grade students have dedicated their energy to our paper recycling program, hauling out paper to our outdoor dumpster. While their hearts are in the right place, this grade level will find any reason to stay outside! No matter how hot or wet or stormy it is, our 6th grade students relish being outdoors in our natural areas, soaking up energy from the plants, earth and sun. They are working on identifying native plants with goal of generating an educational field guide to the campus.

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

Outdoor learning at Odyssey often revolves around our school food gardens. These gardens serve as a context for learning about wellness and nutrition, math concepts ranging from simple measurements of the height of plants to more complicated calculations of yield per area or growth rates. Planning and planting a garden also involves weather/climate studies, lessons on natural and organic methods to remove pests, environmental concepts of acid rain, chemical pollution, run-off, leaching and a host of other STEM topics. Gardens also serve to fortify student and teacher souls….the beauty of a plant in flower or fruit inspires poetry and works of art. Planting a garden also inspires cooperation and generosity. When you grow something, it becomes so easy and natural to share it, to suddenly realize how blessed you are to have this bounty and maybe realize, how less fortunate others may be, and then to
see how people are so dependent on grocery stores and invisible farmers to produce and supply an essential component of life. This reflection can spur students to become wise stewards of the planet, and, civic leaders who understand the need to protect and conserve natural resources for the good of the entire community.

94. Describe your partnerships to help your school and other schools achieve in the 3 pillars. Include both the scope and impact of these partnerships. (200 words max)

1. Anglers for Conservation and Marine Resources Council, helping to landscape Lagoon House with native plants, restore quality of Indian River Lagoon via simple changes at school, home.
2. Green School National Network's "Green Print" provides roadmap of benchmarks to become a "green", sustainable school.
3. Osceola Organic Farms, Valkaria Organic Farm and R & B Farm partnerships provides local produce for lunch program.
4. Florida Solar Energy Center "green" technologies experiential learning.
5. Teachers College, Columbia University, and the Center for Eco-Literacy provides Nutrition Education and organic gardening curriculum.
6. FWC, Native Plant Society to help preserve and improve gopher tortoise and scrub jays habitat
7. Florida Tech, UF, Eastern FL SC to help our students attain higher levels of learning and become responsible, contributing members of society who model and share the pillars of sustainability, environmental stewardship and holistic growth.
8. Keep Brevard Beautiful Programs and Beach Clean-ups.

9. Environmental programs at Turkey Creek Sanctuary, Erna Nixon Park, Barrier Island Center and the Waste Management Education Programs.
10. Intellectual Decisions on Environmental Awareness Solutions (IDEAS), to survey the sustainability efforts of the school and inspire the students to find ways to increase the school's efficiency and sustainability.

95. Question for schools serving grades 9-12: Percentage of last year's eligible graduates who completed the AP Environmental Science or dual credit environmental science course during their high school career:

na

96. 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 innovative or unique practices and partnerships. (200 words max)

Each year, Odyssey partners with the Kennedy Space Center & students attend Space Week at the Kennedy Space Centers Visitor Center. Space Week is designed to encourage young students' interest in science, technology, engineering & mathematics. They also worked as teams in small groups in the Truss Building Engineering Design Challenge. Each team, made up of a Lead Engineer, Illustrator, Data Collector, Structural Engineer & a Demolition & Clean-Up Engineer, designed & built truss systems, much like the one on the International Space Station.