



2013-2014 School Nominee Presentation Form

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

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

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

U.S. Department of Education Green Ribbon Schools 2014

Public

Name of Principal Mr. Scott L. Mitchell

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

Official School Name Brock's Gap Intermediate School

(As it should appear on an award)

School Mailing Address 1730 Lake Cyrus Club Drive

Hoover

City

AL

State

35244

Zip

County Jefferson

State School Code Number*

0420



Telephone (205)439-1600 Fax (205)439-1601

Web site/URL http://brocksintermediate.al.hci.schoolinsites.com

E-mail scmitchell@hoover.k12.al.us

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

Date 1/22/14

(Principal's Signature)

Name of Superintendent* Mr. Andy Craig

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

District Name* Hoover City Schools Tel. (205)439-1000

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

Date 1/22/14

(Superintendent's Signature)

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts in approximately 800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School.

Brock's Gap is a new school, but its building is all too familiar to the community. In an effort to alleviate overcrowding, the city system implemented a building realignment and "recyclabuilding" plan. At the heart of the plan was a new intermediate school that was recycled from the old R.F. Bumpus Middle School building into Brocks Gap Intermediate School. The three-story building sits on 25 acres in the middle of Lake Cyrus neighborhood and houses over 800 fifth and six grade students. Daylighting is an important component of the school's design. The lunchroom is designed to use natural light to illuminate its space as a way to reduce reliance on electric lighting during daylight hours. Diversity is part of what makes BGIS unique. Students from many cultural and demographic backgrounds including those of families representing 21 various native languages attend BGIS.

Students conducting online research, creating web sites, maintaining blogs, assembling multimedia presentations, using nature apps to acquire scientific data, and otherwise manipulating various technological equipment to acquire and record knowledge and understanding is just a snapshot of what you will see when visiting BGIS. Administrators and stakeholders understand simple efficiency measures in the use of technology are needed to save energy, resources and the environment. With the help of EPA's ENERGY STAR, BGIS has adopted a strategic energy management program. As existing desk tops wear out, BGIS is planning to replace them with

handheld personal devices. They use less energy and consequently emit less heat, which has the effect of lessening air-conditioning costs from kick on systems. Costs have been cut by replacing paper resources with Smart Boards, electronic communications and downloading assignments to student devices rather than dispersing handouts. A technology expert and educator is part of the schools staff. One role of the technology expert is to train staff in how to use the school's technology appropriately, which will save costs on hiring expensive consultants. Future plans include the use of free cloud applications to replace almost all desktop software, saving money in expensive licensing costs. Since BGIS uses Microsoft software for many of its key applications, it was natural for the district to choose Microsoft Hyper-V, as its preferred hypervisor. The Microsoft Active Directory domain server and student information system server can now run as separate virtual servers—each running its own operating system on the same physical server. As a result of this hardware consolidation, BGIS has saved the school system \$21,000. Students and staff at BGIS are participating in Recycle Forward. This program is a collaborative effort between Cartridges for Kids and Digital Wish. In addition to recycling various technologies BGIS implements several aggressive approaches to help reduce solid waste and eliminate hazardous waste as well. Tools For Schools, suggestions from recent IPM assessment, and adherence to state EPA and ADPH best practices are currently be implemented. Students and, faculty are proud to be members of the Alabama Clean Campus Program.

Improving the health and wellness of students and staff is a priority. BGIS has been improving school meals and working to teach students how to make healthy choices in school and at home. BGIS is making meals with leaner meats, whole grain ingredients and less sodium or added sugar. All food at BGIS is baked or steamed, never fried. Students are encouraged to try more fresh produce through fruit and vegetable taste tests, Farm to School programs, school gardens and kids cooking classes. All students and grade levels participate in a minimum of 120 minutes of scheduled physical education a week. Physical education includes calisthenics, sports instruction, and healthy living. BGIS is equipped with tennis courts, football field, softball field, an empty play field, and an outdoor low ropes course. Other health initiatives include asthma actions plans for all students with asthma, no idling, and no smoking policies.

BGIS commitment to providing relevant environmental and sustainability education has been a journey that involves our staff, faculty trained volunteers, Partners in Education and supporting organizations. Teachers participate in ongoing professional development related to the 3 pillars. Students are educated about environmental and sustainability issues through the Outdoor Classroom program, Eco Schools, Project Learning Tree, Project WILD and other hands on problem based experiences. Robotics and engineering academics are a vital role in the education of BGIS's students.

Future plans for BGIS green technologies includes the ability to look at real time usage of power, water and gas (sub-metering) as well as using energy management software. These added green technologies will be vital in providing essential information so BGIS can best focus its attention and resources on students. Reducing our environmental impact and costs; improving health and wellness; and providing effective environmental and sustainability education are priorities for BGIS. We also recognize that "going green saves you green!"

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

The Nominating Authority must document schools' high achievement in each of the three ED-GRS Pillars and nine Elements. For each school nominated, please attach documentation in each Pillar



and Element. This may be the Authority’s application based on the Framework and sample application or a committee’s written evaluation of a school in each Pillar and Element.

Nominating Authority’s Certifications

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

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

Name of Nominating Agency Alabama State Department of Education

Name of Nominating Authority Dr. Thomas R. Bice, State Superintendent of Education
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Thomas R. Bice Date 1/31/14
(Nominating Authority’s Signature)

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

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

Public Burden Statement

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



ED-GRS Application for Schools

School Contact Information

School Name: Brock's Gap Intermediate School
 Street Address: 1730 Lake Cyrus Club Drive
 City: Hoover State: Al Zip: 35244
 Web site: <http://brocksintermediate.al.hci.schoolinsites.com/>
 Facebook page: <https://www.facebook.com/pages/Brocks-Gap-Intermediate-School/17226643283300>
 Principal Name: Scott Mitchell
 Principal E-mail Address: scmittell@hoover.k12.al.us Phone Number: 205-439-1600
 Lead Applicant Name (if different): Traci Knight Ingleright
 Lead Applicant Email: tingleright@hoover.k12.al.us Phone Number: 205-439-1600

Level [X] Middle (6 - 8 or 9) 5-6	School Type (X) Public	How would you describe your school? (X) Suburban	District Name <u>Hoover City</u>
			Total Enrolled: <u>822</u>
Does your school serve 40% or more students from disadvantaged households? () Yes (x) No	% receiving FRPL <u>24.15%</u> % limited English proficient <u>2%</u> Other measures _____	Graduation rate: <u>n/a</u> Attendance rate: <u>96.46%</u>	

Summary Narrative: Provide an 800 word maximum narrative describing your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. Focus on unique and innovative practices and partnerships.

Brocks Gap is a new school, but its building is all too familiar to many in the community. In an effort to alleviate overcrowding, the city system implemented a building realignment and "recyclabuilding" plan. At the heart of the plan was a new intermediate school that was recycled from the old R.F. Bumpus Middle School building into Brocks Gap Intermediate School. The three-story building sits on 25 acres in the middle of Lake Cyrus neighborhood and houses over 800 fifth and six grade students. Daylighting is an important component of the school's design. The lunchroom is designed to use natural light to illuminate its space as a way to reduce reliance on electric lighting during daylight hours. Students conducting online research, creating web sites, maintaining blogs, assembling multimedia presentations, producing videos, using global-positioning-system devices, other nature apps to acquire scientific data, and otherwise manipulating various technological equipment to acquire and record knowledge and understanding is just a snapshot of what you will see when visiting BGIS. Administrators and stakeholders realize that simple efficiency measures in the use of technology are needed to save energy, resources and the environment. As existing hardware wears out, BGIS is planning to replace its desktop computers with handheld personal devices, which function without hard drives with processing done by servers. They use less energy and consequently emit less heat, which, in a room of 30 or more machines, has the effect of lessening air-conditioning costs from kick on systems. BGIS has already cut cost by replacing paper resources with Smart Boards, electronic communications and downloading assignments to student devices rather than dispersing handouts. A technology expert and educator is an important part of the schools staff. One role of the technology expert is to train staff in how to use the school's technology

appropriately, which will save costs on hiring expensive educational consultants. Future plans include the use of free cloud applications to replace almost all desktop software, saving an enormous of money in expensive licensing costs. Since BGIS uses Microsoft software for many of its key applications, it was natural for the district to choose Microsoft Hyper-V, as its preferred hypervisor. The Microsoft Active Directory domain server and student information system server can now run as separate virtual servers—each running its own operating system on the same physical server. As a result of this hardware consolidation, BGIS has saved the school system \$21,000. Students and staff at BGIS are participating in **Recycle Forward**. Recycle Forward brings technology from closets to classrooms. It is an innovative recycling program that raises money for technology in schools. This program is a collaborative effort between **Cartridges for Kids** and **Digital Wish**. We are recycling used cell phones, inkjet and laser cartridges, laptops, PDAs, MP3s, and Tablets/eReaders/Notebooks. BGIS faculty and staff are committed to student safety both in physical and virtual learning environments which include educating parents on potentially dangerous online activities.

Despite changing budgets, BGIS been improving school meals and working to teach students to make healthy choices in school and at home. BGIS is making kid favorites using leaner meats, whole grain ingredients and less sodium or added sugar. All food in Hoover City Schools is baked or steamed, never fried. Students are encouraged to try more fresh produce through fruit and vegetable taste tests, Farm to School programs, salad bars, school gardens and kids cooking competitions. Hoover City Schools and the School Nutrition Association know that parents are critical partners in teaching children to make nutritious food choices at school and help parents to get involved to support healthy school meals through www.traytalk.org. All students and grade levels participate in a minimum of 120 minutes of scheduled physical education a week. Physical education includes calisthenics, sports instruction, and healthy living. BGIS is equipped with tennis courts, football field, softball field, an empty play field, and an outdoor low ropes course. Instruction also includes team building/leadership on the low ropes course and cover appropriate team/individual/dual sports on the other fields.

BGIS commitment to providing relevant environmental and sustainability education has been a journey that involves our staff, faculty trained volunteers, Partners in Education and supporting organizations. Recently, teachers from the Green Team were invited to present the challenges and successes of becoming a Green Ribbon School with other educators from across the state.

Future plans for BGIS green technologies includes the ability to look at real time usage of power, water and gas (sub-metering) as well as using energy management software. These added green technologies will be vital in providing essential information so BGIS can best focus its attention and resources on students. Reducing our environmental impact and costs; improving health and wellness; and providing effective environmental and sustainability education are priorities for BGIS. We also recognize that “going green saves you green!”

1. Is your school participating in a local, state or national school program, such as 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?

(X) Yes () No Program(s) and level(s) achieved: Energy Star, Eco Schools, PLT GreenSchools, Fuel Up to Play 60

2. Has your school, staff or student body received any awards for facilities, health or environment?
 Yes No Award(s) and year(s)
- 2013 – Alliance for a Healthier Generation – Silver ,2012 – Silver, 2011 - Bronze
 - 2013, 2012 – Fuel Up to Play 60 – Touchdown School
 - 2013 – The Right Stuff Award – Eva Guenster 5th grade student
 - 2013 –Alabama Wildlife Federation Governor’s Conservation Awardee
 - 2013 – Environmental Educator of the year – Environmental Education Assoc. of Alabama
 - 2013 - Presidential Innovation Award for Environmental Educators
 - 2013 – Foundation Grant (s) – What’s Cooking Sunshine, P.I.G. [Project iPod Greenhouse]

Pillar I: Reduced Environmental Impact and Costs
Energy

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?
 Yes No Percentage reduction: 43% Over (m/yy - m/yy): 11/12 – 11/13
 Initial GHG emissions rate (MT eCO₂/person): 2786
 Final GHG emissions rate (MT eCO₂/person): 2628
 Offsets: 162 How did you calculate the reduction? Energy Star
2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes No
 If yes, what is your score? 68
 If score is above a 75, have you applied for and received ENERGY STAR certification?
 Yes No Year: n/a
3. Has your school reduced its total non-transportation energy use from an initial baseline? Yes No
 Current energy usage (kBtu/student/year): 54,046.2
 Current energy usage (kBtu/sq. ft./year): 62.1
 Percentage reduction: .41 over (m/yy - mm/yy): 11/12- 11/13
 How did you document this reduction? Energy Star Portfolio Manager
4. What percentage of your school's energy is obtained from:
 On-site renewable energy generation: 0%
 Purchased renewable energy: 0%
 Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: Energy Star School Program, Energy Direct Alabama Power
5. In what year was your school originally constructed? 1999
 What is the total building area of your school? 416,277 Square Feet
6. Has your school constructed or renovated building(s) in the past ten years? Yes No

Water and Grounds

7. Can you demonstrate a reduction in your school's total water consumption from an initial baseline?
 Average Baseline water use (gallons per occupant): 67.5
 Current water use (gallons per occupant): 51
 Percentage reduction in domestic water use: 24%
 Percentage reduction in irrigation water use: 0%
 Time period measured (mm/yyyy - mm/yyyy): 11/2012-11/2013
 How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, utility bills, school district reports)? ENERGY STAR Portfolio Manager

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate?
85%

Types of plants used and location: BGIS is working towards all native species landscaping. Currently, plants around building are shrubs and trees that survive on rain water. Alabama Wildlife Federation and a Master Gardner are helping to design a native plant restoration plan. We will be using the EPA Water Wise program as a guide.

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

At this time BGIS has no alternative sources of irrigation. Girl Scout troops within our school are working on a plan to install rain barrels in the spring. A donation of barrels from Anthony's Carwash has already been obtained to upcycle into rain barrels.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)

Strategic placement of landscaping controls storm water runoff on hill sides, theme gardens and on green spaces. Curbing has been placed to redirect storm water runoff in natural areas and helping with erosion.

11. Our school's drinking water comes from:

Municipal water source well on school property other: Birmingham Waterworks Board

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

A watershed protection policy is in place to help protect land areas surrounding water sources. Envirolabs collect water samples regularly to test for contaminants. The water treatment plant is equipped with back flow preventers.

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

We have no copper pipes, and water is tested routinely by Birmingham Water Works Board.

14. What percentage of the school grounds is devoted to ecologically beneficial uses? (50 word max)

30% of BGIS grounds are devoted to ecologically beneficial uses such as gardens, habitats and woodlands.

Waste

15. What percentage of solid waste is diverted from landfills or incinerations due to reduction, recycling and/or composting? Complete all the calculations below to receive points.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 240 cubic yards

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 cubic yards

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):
0

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 1.7 cubic yards

Monthly waste generated per person = $(A/\text{number of students and staff})$: .27 cubic yards

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

BGIS uses Strickland Companies for purchasing paper. Strickland paper products are manufactured in an environmentally responsible manner. They are chain-of-custody certified with the Forest Stewardship Council (FSC).

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

Flammable liquids <u>None</u>	Corrosive liquids <u>AF79 Concentrate</u> <u>Betco 256</u>	Toxics <u>AF79 Concentrate</u> <u>Betco 256</u>	Mercury <u>None</u>	Other: <u>None</u>
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How is this measured? Material Safety Data Sheets and purchase orders

How is hazardous waste disposal tracked? For the last several years, the City of Hoover has hosted a Household Hazardous Waste Day each April. During this event, Hoover schools are permitted to bring items that normally are not accepted in their regular trash for disposal.

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

BGIS is implementing several aggressive approaches to address waste issues such as **IAQ Tools for Schools**, state **EPA** and **ADPH** best practices and guidelines, and Integrated Pest Management (IPM) recommendations. Green products are currently being researched for future custodial use in the Hoover City Schools system. Magic City Food Recovery Program and recycling help reduce solid waste. BGIS students take the lead in our school's recycling program. BGIS is a member of the **Alabama Clean Campus Program** which is designed to involve Alabama schools in litter control and beautification projects in order to develop and sustain stewardship and environmental awareness.

18. Which green cleaning custodial standard is used? HEPA Filters in vacuum

What percentage of all products is certified? unable to obtain this information at this time

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

Alternative Transportation

19. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to/from school?

(Note if your school does not use school buses)

Bus=approximately 50%, bike = less than 1%, carpool (2 or more riders) = 10%, walk = 10%

Transportation information is collected through parent registration information and *InformationNOW* school district database. Future plans include Walkability and Bikeability checklist and surveys from the **Safe Routes to School Program**. Currently administration is reviewing the **Pool to School** program as a possible carpool strategy for next year. The Pool to School program is part of our involvement with the Clean Air Schools Initiative.

20. Has your school implemented?

[X] a well-publicized no idling policy that applies to all vehicles (including school buses).

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

[X] Safe Pedestrian Routes to school or Safe Routes to School

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

BGIS participated in National Walk to School Day; Local School Resource Traffic Safety officers provided prizes. Sidewalks were added to connect the school property with surrounding residential area. Evaluation, education, encouragement, engineering and enforcement of SRS are ways we encourage children bicycling and walking to schools safely every day.

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

BGIS buses follow the idling guidelines set by State Department of Education Pupil Transportation which limits idling to 5 minutes. New buses are also equipped with diesel particulate filters. No vehicles are permitted to load or unload near air intakes.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)
BGIS is the first middle school in Alabama to raise their flags promoting IAQ awareness. Quarterly newsletters are sent home reminding parents of the no idling policy. BGIS has a wellness and safety team that addresses goals towards reducing environmental impact. As part of this initiative the school nurse sends out helpful information in her newsletters. BGIS and ADEM, with the departments of education and Public Health, is implementing its **Healthy Air Alabama: No Idling Campaign**, which encourages parents and bus drivers at schools across the state to turn off their engines when they drop off and pick up students.

Pillar 2: Improve the health and wellness of students and staff
Environmental Health

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, etc.
BGIS recently completed their first IPM inspection as part of the Tools for Schools program. Currently an Integrated Pest Management plan that eliminates pesticides indoors and outdoors is still being designed. No record of the volume of pesticide use could be identified. Pesticides are not used within 8 hours of students being in the building. With the help of Entomologist and IPM experts from **Auburn University** Faculty, CNP director of HCS, ADPH, and students are being educated on how to properly implement IPM into BGIS. Action is being taken to correct the concerns reported by Charles Brookins in BGIS recent **Tools for Schools** evaluation.

2. What is the volume of your annual pesticide use (gal/student/year)? Efforts to obtain this information were not successful.

Describe efforts to reduce use:

Faculty and staff routinely inspect the building, including entrances, food/water storage sites and restrooms for pest activity. Pesticides are only used when necessary rather than spraying on a regular routine. Students and teachers are educated on how their behavior contributes to pest problems (food in classrooms/ cubbies, gum under desks, paper clutter, etc.). All suggestions from the Tools to Schools inspection have been implemented.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.
 Our school prohibits smoking on campus and in public school buses.
Students shall not be allowed to smoke, possess, or use tobacco in any form on the school grounds, in school buildings during, before, or after the school day, at or around any school-sponsored activities, or when riding school buses to and from school or on a school-sponsored trip. Parental permission to smoke or otherwise use tobacco does not exempt a student from this policy. Students caught smoking, using tobacco in any form, or possessing tobacco in any form, will be subject to suspension or other appropriate disciplinary action. (Hoover City Schools Handbook – 2013-2014)

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

BGIS follows code 380.1274b at this time there is no known mercury in the building.

Our school does not have any fuel burning combustion appliances

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L. Radon testing has been completed, and we are currently waiting to receive the results.

4. Describe how your school manages and controls student and staff exposure to chemicals (including

pesticides) routinely used in the school. (100 word max)

School policy mandates that all custodial closets and carts must be stored in a safe place or locked at all times. Chemicals are not used while students are in the building. Policies are in place that encourages proper purchasing, labeling, storage, and disposal of chemicals and other products. Custodial staff is trained on the potential dangers posed by chemicals, and keeps Materials Safety Data Sheets on all chemicals in the building. The lunchroom staff does not use bleach to clean. They have adopted a new and greener cleaning substance.

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

BGIS is aggressive in preventing exposure to possible asthma triggers. An asthma action plan is in place for students and faculty with asthma. Areas of focus are: controlling animal allergens, pest allergens, moisture, and indoor air pollutants, and reducing exposure to dust mites. Plans are in place to install Camfil Farr filters. IPM is under construction. Humidity and moisture are mechanically monitored. Teachers are discouraged from using scented plug-ins in classrooms and from taking students outside during peak pollen days. BGIS does not serve foods containing tree nuts or peanuts, and classmates are discouraged from bringing similar items to school.

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity, and to promptly cleanup mold or remove moldy materials when it is found. (100 word max)

The first step taken is eliminating sources of moisture by reducing indoor humidity. BGIS prevents moisture and condensation through the proper use of insulation and inspects the building for signs of mold, moisture, leaks or spills. Signs of moisture and/or mold are reported immediately. In a recent Tools for Schools inspection no moisture from leaks was detected.

7. Has your school installed local exhaust systems for major airborne contaminant sources? (X)Yes () No
Local exhaust systems are used in rooms such as bathrooms, kiln room, and kitchen areas where fumes may potentially effects students or staff's health.

8. Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (100 word max)

BGIS has a preventative maintenance plan that includes schedules for periodic maintenance checks and a work order system to track work orders, maintenance performed, and costs for each piece of equipment. All maintenance staff has proper Operation and Maintenance manuals. Spare parts are kept in stock and are easily accessible, if needed. Maintenance staff is trained in proper care and maintenance of ventilation systems.

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

BGIS follows the state regulations for outdoor air requirements: 403.2 The minimum outdoor airflow rate shall be determined in accordance with section, and 403.3 Ventilation supply systems shall be designed to deliver the required rate of outdoor airflow to the breathing zone within each occupiable space.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

BGIS is integrating the Tools for Schools program designed to help schools create and maintain healthy indoor learning environments by identifying, correcting, and preventing common issues. Poor indoor environmental quality can impact the comfort and health of students and staff, affecting concentration,

attendance, and academic performance. We participate in the National Wildlife Federation (NWF) Eco-Schools USA holistic program, which makes environmental awareness and action an intrinsic part of the school life and culture, impacting students, teachers, administrative staff, non-teaching staff and parents, as well as the local community. Policies such as to undertake renovations when school is not in session during the summer or other breaks are in place to avoid risk to the building's occupants. In 2011 Hoover city schools completed an upgrade of its old and outdated HVAC control system. Opting to go with a web based DDC system, HCS gave its operations staff the ability to monitor and control the districts HVAC systems from any computer in the school system. With the new control system installed operations staff can now look at a piece of equipment remotely in order to assess its operating condition and to shut equipment down when buildings are unoccupied and not in use.

Nutrition and Fitness

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

Our school participates in the USDA's HealthierUS School Challenge. Level and year:
2011 –Bronze, 2012-13 Silver

Our school participates in a Farm to School program to use local, fresh food.
BGIS purchases fresh produce from local vendors who procures products locally whenever possible.

Our school has an on-site food garden.
Recently received grants from Project Learning Tree will allow for a future on- site food garden.

Our students spent at least 120 minutes per week over the past year in school supervised physical education. Student participate in 150 minutes of supervised physical education a week.

At least 50% of our students' annual physical education takes place outdoors.
Weather conditions and proper air quality ratings determine time spent outside

Health measures are integrated into assessments. Alabama State Fitness Testing

At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).
100% of BGIS students will participate in the Sunwise program in the spring of 2014 – This is the first year BGIS will participate in the program.

12. Describe the type of outdoor education, exercise and recreation available. (100 word max)
All students and grade levels at BGIS participate in a minimum of 120 minutes of scheduled physical education a week. Physical education includes calisthenics, sports instruction, and healthy living. BGIS is equipped with tennis courts, football field, softball field, an empty play field, and an outdoor low ropes course. Instruction also includes team building/leadership on the low ropes course and cover appropriate team/individual/dual sports on the other fields. Students and teacher participate in Blue Cross and Blue Shield of Alabama Kids Mercedes Marathon and 5K for a Cause. Future plans include the addition of a nature trail.
13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)
- Fuel Up to Play 60 - launched by the NFL and National Dairy Council, with the USDA, encourages kids to consume nutrient-rich foods and achieve at least 60 minutes of physical activity daily.

- The Healthy Schools Program identifies best practices to create healthier school environments. The criteria are based on the best programs, policies, and practices that positively impact healthy eating and physical activity.
- World School Milk Day highlights the health benefits and value of school milk programs.
- Hoover City Schools and the School Nutrition Association encourage parents to-teach children to make nutritious food choices at school through www.traytalk.org

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

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

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

The focus of BGIS coordinated school health is on meeting the education and health needs of all students as well as providing opportunities for students to be meaningfully involved in the school and the community. School health efforts allow students the chance to exercise leadership, build skills, form relationships with caring adults, and contribute to their school and community. Students promote a healthy and safe school and community through peer education, peer advocacy, cross-age mentoring, service learning (BUCS club), and participation in school health related (Academies), councils, and clubs (Girls on the Run) that address health, education, and youth issues. Adults model positive social interactions and having the same expectations of students. Faculty and staff participate in activities such as Scale Back Alabama.

The Alliance for a Healthier Generation, founded by the American Heart Association and the Clinton Foundation, works to reduce the prevalence of childhood obesity and to empower kids to develop lifelong, healthy habits. The Alliance works with schools, companies, community organizations, healthcare professionals and families to transform the conditions and systems that lead to healthier children.

Fuel Up to Play 60 can support your school's wellness policy and help you meet national health and physical education standards. At the same time, the program aligns with other healthy school national goals and initiatives — all of which share the goal of reducing childhood obesity. Helping students prioritize healthy eating and physical activity may help them perform better and contribute to their long-term health. And as an added bonus, Fuel Up to Play 60 can also get teachers and staff eating healthy and moving more.

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

If yes, describe these partnerships

Partner affiliate of the Safe Routes to School National Partnership, Alabama Asthma Coalition, EPA-Tools for Schools, and Flag program, USDA, Earth Fare, National Family Partnership, Alabama Department of Public Health, Jefferson County Health Department, Auburn University and Energy Star are all part of BGIS partners program to help “Green the Gap.” Each of these organizations provides Educational tools for teachers and students. Athletes from Sanford University and Birmingham Southern also partner with BGIS to promote healthy living.

16. Does your school have a school nurse and/or a school-based health center? (X) Yes () No
The Hoover City Board of Education employs one district nurse to coordinate health services for all schools. Each school has a nurse on site during school hours.

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

The goal of the school health department of Hoover City Schools is to develop and maintain a model program of health maintenance and health education for the purpose of maximizing the learning potential of all Hoover students. This goal includes mental health and school climate. Another component to the counseling program is the Bullying First Response program. This program is designed to help individuals report when bullying issues arise. Students are given a hotline phone number to call to report an incident. The bullying prevention model involves counselors, faculty and staff, principals, parents and community leaders, intervention counselors and SROs, along with members of the central office and Board of Education. As part of the 5th grade guidance curriculum, we incorporate **Too Good for Violence**. This curriculum incorporates conflict resolution, anger management, respect for self and others, and effective communication. Too Good for Violence is a Framework for Prevention that promotes health by focusing on students' socializing environments. The program collaborates with school, family, community, and the individual student. From an academic and personal/social/emotional aspect, counselors at Brock's Gap collaborate with Hoover High School's peer tutor program. Our students are assigned a high school peer helper to assist them in areas of social skills, establishing peer relationships, improve study skills, increase self-esteem and self-confidence, improve communication skills, solve conflicts, assist in school adjustment, and improve cooperation.

Pillar 3: Effective Environmental and Sustainability Education

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

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

Students at BGIS are educated about environmental and sustainability issues through the Outdoor Classroom program supported by **Alabama Wildlife Federation**, the Science Lab and through grade level hands on experiences and performance based assessments. Literacy is achieved through the integrated curriculum that has been developed by our staff, and **HOOVER D.I.R.T.**

(DIFFERENTIATED INSTRUCTION RESOURCE TEAM) are committed to respectful teaching and learning practices and are supported by a small cadre of teachers who volunteered for specialized training in differentiated instruction and share their knowledge and experience with colleagues.

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

The Tools for Schools, Eco – Schools, PLT GreenSchools and AWF Outdoor Classroom curricula are the heart of our teaching and of students' EE learning. These programs ensure that all students attain an age-appropriate level of environmental literacy. By using the theme garden, surrounding ponds and woods, our students are in the classroom even when they are not in a building. Many literature selections from our required reading and writing curriculum have an environmental theme from which teachers plan and teach all subjects. The curriculum for school-wide enrichment provides students with hands-on activities that demonstrate the sustainable features of green buildings, energy efficiency, water conservation, zero waste, and ecological restoration STEM lessons are currently being developed through the Outdoor Classroom and technology lab that will offer authentic learning experiences for our students.

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

BGIS uses a balanced variety of assessments techniques to evaluate, monitor and adjust instruction. The classroom teachers work closely with our Wellness and Safety, and technology Committee to develop assessments and appropriate grade level common assessments that are directly aligned to environmental sustainability concepts. Fifth grade Students keep a nature and science journal of their observations and conclusions. These journals are used as an assessment tool to gauge student participation and understanding of the concept.

[X] Students demonstrate high levels of proficiency in these assessments. (100 word max)
The Benchmark assessments and common assessments provide the teachers with a snap shot of how the students are progressing toward environmental and sustainability concepts at a particular time in the year.

[X] Professional development in environmental and sustainability education is provided to all teachers. (200 word max)

HCS represents a great opportunity for educators to grow and develop professionally. Teachers have a voice and are respected in Hoover City Schools. Teachers are encouraged to participate in professional development activities and feel they are a large part of planning the instruction, selecting the materials, and choosing their professional development activities. All (100%) of our teachers are encouraged to be trained in: Project Wild (all areas), Project Wet (all areas), and Project Learning Tree (all areas). Teachers from BGIS participate in providing EE professional development through serving on the board of EEAA, and one has been instrumental in the planning and writing of Alabama Alive! A State Environmental Literacy Plan for the state of Alabama.

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

Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: n/a Percentage scoring a 3 or higher: n/a

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

As part of our curriculum, scientific learning across all grade levels is approached based on scientific practices which emphasize the scientific process. Students engage in inquiry-based learning models where they form hypotheses and actively plan and carry out hands-on investigations while analyzing and interpreting data. Using developmentally appropriate mathematical and computational thinking, students construct their own explanations and defend their positions and findings based on evidence. In addition to the scientific process, 21st learning skills are emphasized as a dynamic value-added set of skills to daily lessons. Critical thinking, communication, collaboration, and creativity are emphasized throughout all subject areas in our curriculum.

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

Community partners and programs such as, **PALs** and **Tools for Schools** provide experiences for learning about career pathways and green technologies. Career One Stop is sponsored by the **U. S. Department of Labor**, Employment and Training Administration and is available on line to all students at BGIS to help them explore green career pathways. **Energy Star** lessons and materials used by classroom teachers have also helped to teach students and staff about energy efficiency as well as sustainability.

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

Student-lead service learning projects that demonstrate the sustainable features of green living, water conservation, zero waste, wildlife habitat restoration, ecological restoration, and the 4 Rs (Reduce, Reuse, Recycle, and Recover). Girls on the Run from BGIS participated in part of a larger global movement, the **Green Apple Day of Service**, an initiative from the **Center for Green Schools** at the U.S. **Green Building Council** that brings together advocates from around the world and encourages them to take action in their communities through service projects at local schools. Other students participate in community service and service learning projects at Aldrige Botanical Gardens.

6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)
BGIS students use the outdoors as prompts for language arts activities, building observation skills, mapping the schoolyard and planning and planting schoolyard habitats. BGIS is concerned about students and the on-going trend of nature deficit disorder. Reconnecting with nature in a suburban landscape can be a challenge, but is a priority to the staff and administration. We have different ecological areas designed for students to use as places to explore natural habitats and conduct investigations. One example of the utilization of this one outdoor space is a pond habitat and butterfly sanctuary. This is just one example of an outdoor project, but many others have been utilized. In addition, off-site learning experiences to venues such Camp McDowell. These off-site experiences include pre and post lessons, activities and projects that set the context and deepen the nature based learning, while extending learning back in the classroom to ensure the students can apply what they experienced and learned.

7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills. (200 word max)
Teachers and administrators are working with local, state and national organizations to adapt environmental education lessons to fit our schools and systems standards. While students are not mandated to conduct service learning projects at every grade level, we do provide many opportunities for students at all age levels to engage in civic/community engagement projects. Often these projects are selected by student groups and classrooms and vary from collecting gently worn coats and donating to charity (reusing products), to raising money for healthy meals for families in need, to promoting, collecting and donating gently used books to schools in need of books in their library. BGIS also participates in the Magic City Harvest program that donates extra food to local food banks, thus providing for homeless and helping with our solid waste management.

8. 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)
We have a very good working relationship with ADPH. They are huge supporters of the environmental planning within our school. The Environmental Education Association of Alabama, Birmingham Audubon Society, Hoover City Schools Foundations, and Legacy partners in education have supplied funding to our school in order to advance our EE projects. We have also partnered with Energy Star, AWF and NWF to create meaningful outdoor experiences for students and valuable professional development for teachers. We are partners with the Eco-Team at Hoover High, and work with the Lakeshore Foundation along with Sanford University and Birmingham Southern to accomplish pillar 2. Enrichment students have recently been invited to help in a native tree restoration project at Desoto Park where a tornado destroyed part of the surrounding forest. Lead Green Team facilitator and green enthusiast from BGIS volunteers' time to teach other teachers and administrators about the Green Ribbon Process. She also acts as a mentor with other Green Ribbon Schools in the state of Alabama to promote environmental and sustainability education.

9. Describe any other ways that your school integrates 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)
Students in 6th grade engaged in the opportunity to explore methods engineers have devised for harnessing sunlight to generate power. Students initially explored heat transfer and heat storage through the construction, testing, and eventual use of a solar oven. The management of campus Outdoor Classroom grounds has created an opportunity for sustainable development at BGIS. BGIS stakeholders are learning how to sustain the integrity of the local ecosystem through proper land management practices. We have partnered with AWF to help design a management plan. Designing and building solar ovens is examples of engineering projects that demonstrate to students how engineers have the opportunity to make an impact on the world through innovative designs. Students in environmental club



collect, categorize, weigh and analyze classroom trash and discuss ways that engineers have helped to reduce solid waste. Facility managers, finance officers, teachers, administrators, architects, engineers and curriculum developers are working together to find new ways to provide environmental education and sustainability education for BGIS most valuable resource, it 'students. After school clubs such as robotics and math team are and iatrical part of our STEM education.

Submit 5 number of photos (with appropriate permissions) or up to5 minutes of video content.

“Tools for Schools” inspection and review.

Mr. Mitchell explains to students the importance of radon testing.



Robotics Club provides students with engineering and technology experiences.

Students and teachers learn civic knowledge by volunteering to assist in gourd cleaning at Aldridge Gardens in Birmingham, Alabama.



Walking to school and Healthy lunch choices are encouraged at Brock's Gap Intermediate.



Nature Journals are used as authentic assessment tools.

