

# 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  Title I

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

Official School Name F. E. Burleson Elementary School  
(As it should appear on an award)

School Mailing Address 1100 Bethel RD NE

Hartselle AL 35640  
City State Zip

County Morgan State School Code Number\* 156

Telephone ( 256 )773-2411 Fax ( 256 )773-3643

Web site/URL www.hartselletigers.org E-mail debra.queen@hcs.k12.al.us

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

Sherry Calvert Date 1-17-14  
(Principal's Signature)

Name of Superintendent\* Dr. Vic Wilson

District Name\* Hartselle City Schools Tel. (256) 773-5419

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.

Paul V. Wilson Date 1-17-14  
(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.

See Application Summary, page 3.

## **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. See Application Summary, page 3.

### **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](mailto: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

## ED-GRS Application for Schools

### School Contact Information

School Name: F. E. Burluson Elementary School  
 Street Address: 1100 Bethel RD NE  
 City: Hartselle State: AL Zip: 35640  
 Web site: www.Hartselletigers.org Facebook page: N/A  
 Principal Name: Sherry Calvert  
 Principal Email Address: Sherry.Calvert@hcs.k12.al.us Phone Number: 256-773-2411  
 Lead Applicant Name (if different): Debbie Queen  
 Lead Applicant Email: Debra.Queen@hcs.k12.al.us Phone Number: 256-773-2411

Level  [X] Elementary (PK - 4) (We have a PK program.)	School Type  (X) Public	How would you describe your school?  (X) Suburban	District Name <u>Hartselle City</u>
			Total Enrolled <u>384</u>
Does your school serve 40% or more students from disadvantaged households?  (X) Yes ( ) No	% receiving FRPL: <u>43%</u>  % limited English proficient: <u>4.69%</u>  Other measures: <u>Serve students from 4 countries, we are a school-wide Title school</u>		Graduation rate: <u>N/A</u>  Attendance rate: <u>95.51%</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.

F. E. Burluson Elementary School (FEB) is one of six schools in the Hartselle City School District. With an enrollment of 384 pupils in Pre-K through fourth grade, approximately 43 percent of our pupils receive Aid to Families with Dependent Children and are eligible for free/reduce breakfast and lunch. Our pupils come from diverse backgrounds. Some have recently arrived from foreign countries, while others have never left their neighborhood. We are a Blue Ribbon School of Excellence, a 21<sup>st</sup> Century Community Learning Center, and a Leader In Me school. Many FEB students lack a male influence in their lives. To provide positive male role models and enhance school security, FEB implements the Watch D.O.G. Program. Fathers, grandfathers, uncles, and other father figures volunteer to serve one day or more per year in a variety of school activities. The faculty and staff at FEB believe our school should not merely focus on test scores, but should provide opportunities for developing the whole child. The course of study includes the basic core curriculum, physical education, and enrichment classes such as music, science lab, outdoor classroom, a media center, and technology rich instruction via two computer labs. Learning experiences in sustainability and recycling, paired with an “experiencing nature” approach to learning, not only emphasizes responsibility for our planet and its resources, but also promotes respect for each other while instilling and fostering leadership potential.

Students at FEB participate in service learning projects related to their personal interests. Examples of projects include the humane society, Children’s Hospital, local nursing homes, and Batteries Plus. A Service Learning Day is hosted quarterly with a variety of activities pertaining to grade level projects. Over 100 students participate in after-school activities in our 21<sup>st</sup> Century Program. Activities include tutoring, technology, art enrichment, field trips, Junior Master Gardeners, and sports camps.

Four former students have completed their Gold Project and/or Eagle Scout Projects at FEB. Current Junior Master Gardeners lead our school’s recycling education and remind students and staff to be energy efficient. As a result, our current Energy Star rating is a 91. We recycle pop tops, paper, plastic bottles, ink cartridges, and aluminum cans, and we

partner with the high school environmental club in a battery recycling effort. Our students and faculty participate in Project Learning Tree, Alabama PALS, 4-H, and Junior Master Gardener Program. Our school is a WeatherBug station, also.

FEB boasts an Alabama Certified Outdoor Classroom providing numerous benefits for learners not found in the typical classroom setting. This hands-on learning environment gives children an intimate glimpse into the natural world around them more so than merely studying it from a book. With help from the Alabama Wildlife Federation, FEB's Outdoor Classroom became certified in 2010. Our facility is designed to help children develop a healthy awareness and appreciation of their environment. The classroom includes stations such as a 15' x 25' glass greenhouse to promote sustainable gardening, worm composting, bird habitats including feeding areas, watering areas, and nesting boxes, butterfly habitats and attraction areas with host and nectar plants, a Koi pond, a gazebo, an amphitheater with stage, and outdoor musical instruments.

The journey of the Monarch butterfly resembles our journey in establishing the outdoor classroom program at FEB. Just like the monarch butterflies begin their long journey north, we began our journey to an outdoor classroom in 2008 by engaging hundreds of volunteers in giving over 1,000 hours of service, and by receiving \$14,150 of grant money, \$2,500 in donations, and \$1,300 in pennies. Students have been involved in this journey from the very beginning—from studying about our 153 geothermal wells, to charting the amount of sunlight an area receives, to figuring out how to get rid of pesky crows. In fact, that last challenge gave birth to the concept of our annual scarecrow trail held every fall! FEB is a certified Monarch Butterfly Watch Station site, and has been responsible to Journey North for Monarch butterfly tagging operations. Students observe as butterflies lay eggs that hatch into exotic caterpillars, and then watch as the chrysalis forms just before the beautiful butterfly emerges to continue its life journey. We work to continually redesign, plant, and cultivate our outdoor classroom, while doing our best to learn from our mistakes—but isn't that what life is all about? Life change is constant—just as we observe in our butterflies. Our future journeys will take us around many unexpected bends in the trail, through winds, storms, and beautiful sunny days. These life lessons are an essential extension of the classroom where we learn about change in the earth, seasons, and cycles of life. As Hans Christian Anderson stated so beautifully, "Just living is not enough," said the butterfly, "one must have sunshine, freedom, and a little flower."

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: EPA Energy School-91 rating, Project Learning Tree-in the process of determining status.

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

(X) Yes ( ) No Award(s) and year(s) Blue Ribbon School of Excellence-2011, Alabama Wildlife Federation Certified Outdoor Classroom-2010, Wet and Wild Recycling Art Contest: 1<sup>st</sup> and 2<sup>nd</sup> place winners-2012, Alabama People Against a Littered State Poster Context: 1<sup>st</sup> place-2012, 4-H district winners in birdhouse construction: 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place winners-2011

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

### **Energy**

1. Can your school demonstrate a reduction in Greenhouse Gas emissions?

( ) Yes (X) No Percentage reduction: \_\_\_\_\_ Over (m/yy - m/yy): \_\_\_\_\_

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): 450.3

Final GHG emissions rate (MT eCO<sub>2</sub>/person): 454.8

Offsets: \_\_\_\_\_ How did you calculate the reduction? Energy Star Portfolio Manager

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? (X) Yes ( ) No

If yes, what is your score? 91

If score is above a 75, have you applied for and received ENERGY STAR certification?

( ) Yes (X) No Year: Actively working towards certification goal now.

3. Has your school reduced its total non-transportation energy use from an initial baseline? ( ) Yes (X) No

4. What percentage of your school's energy is obtained from:

On-site renewable energy generation: 20% Type Geothermal wells - 153 total wells

5. In what year was your school originally constructed? 2001  
What is the total building area of your school? 80,318 ft<sup>2</sup>

6. Has your school constructed or renovated building(s) in the past ten years? ( ) Yes (X) 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): 11.1  
Current water use (gallons per occupant): 5.4  
Percentage reduction in domestic water use: 48.6%  
Percentage reduction in irrigation water use: NA  
Time period measured (mm/yyyy - mm/yyyy): 07/2012-11/2013  
How did you document this reduction (ie., 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? 90%. Burleson has used plants around the building which survive on rainwater.

Types of plants used and location: Hollies and crepe myrtles around the buildings; vegetables in the sustainable garden areas, oak and cypress in the wetland area, and butterfly/bird-attracting plants in the outdoor classroom.

9. Describe alternate water sources used for irrigation. (50 words max)  
Installation of rain barrels is in progress. 80% of runoff is directed toward the wetland habitat.

10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (50 words max)  
We are currently installing rain barrels to utilize rainwater in the outdoor classroom and sustainable garden areas.

11. Our school's drinking water comes from:  
(X) Municipal water source ( ) Well on school property ( ) Other: \_\_\_\_\_

12. Describe how the water source is protected from potential contaminants. (50 words max)  
The city water is purchased from a neighboring town where chlorine has been added. When the Hartselle Utilities receives it chlorine is added again.

13. Describe the program you have in place to control lead in drinking water. (50 words max)  
We have no lead pipes and the water is tested routinely by the water authority.

14. What percentage of the school grounds is devoted to ecologically beneficial uses? (50 word max)  
75%. Outdoor facility stations include raised beds for sustainable gardening, bird habitats, bird feeding and watering areas, nesting boxes, butterfly habitat and attraction areas including host and nectar plants, a pond, raised flower beds, a greenhouse, a reading cottage, an outdoor stage with amphitheater, and gazebo.

**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): 60

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 15

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) ÷ (A + B + C) x 100): 20

Monthly waste generated per person = (A/number of students and staff): .137

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? 100%

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

Flammable liquids <u>none</u>	Corrosive liquids <u>Sodium hypochlorite</u>	Toxics <u>Clorox</u>	Mercury <u>No mercury is on campus</u>	Other: <u>Household batteries</u>
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How is this measured? MSDS Sheets

How is hazardous waste disposal tracked? Decatur City hosts a hazardous waste day for disposal.

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

We are continually monitoring this and looking for ways to eliminate solid and hazardous waste.

18. Which green cleaning custodial standard is used? Not known

What percentage of all products is certified? Currently working with custodial staff to implement green cleaning products.

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) Walk-0%; bus- 46% carpool -5% car ; 49% - car

How is this data calculated? (50 word max)

FEB keeps a record of all bus riders and car riders. The location of the campus is not feasible for walking students or bike riders.

20. Has your school implemented?

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

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

Safe Pedestrian Routes to school or Safe Routes to School

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

Local law enforcement officers are on duty each morning and afternoon to supervise and direct traffic and enforce traffic law.

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

Buses follow the idling guidelines set by the State Department of Education Pupil Transportation which limits idling to five minutes. We have implemented route consolidation so greater numbers of students can be transported with fewer busses. All buses are diesel powered.

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

FEB installed geothermal wells upon the initial building. By natural regulation of the temperature, energy cost is saved. Within 3 years of the initial installation, the wells paid for themselves. Skylights are located in the science lab and PreK room. The ambient light admitted to the classroom through the skylights enables faculty to use fewer resources for lighting. Activity detectors are in every classroom. After 10 minutes of non-movement, the lights turn off automatically. Timers control the lighting in the gym. Heating and cooling thermostats are also on timers facility-wide.

### 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.: Pesticides are not used within eight hours of students entering the building. IPM efforts are utilized outdoors and indoors with the IPM glue trap placed in the

commons areas of the school and monitored by the pest control company. Companion plants are used in IPM efforts in the raised beds – radishes are planted along with the greens. No pesticides are used outdoors.

2. What is the volume of your annual pesticide use (gal/student/year)? No record of the volume of pesticides used has been identified.

Describe efforts to reduce use:

No pesticides are used in the outdoor classroom because of the potential for damage to the butterfly habitat. Students, faculty and staff are encouraged to leave no food in lockers, desks, or other non-food storage areas.

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. Hartselle City Schools Code of Conduct prohibits smoking on any school campus or administrating, and on any school-sponsored trip.

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. No mercury is allowed in the science lab.

Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) Burleson is a relatively new facility (built in 2001) and has state of the art ventilation systems for all fuel burning appliances. Adherence to city, state, and federal building code, and health department regulations ensures that fuel burning appliances are properly installed and maintained.

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.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure. Our playgrounds are wood-free.

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

Our school custodian carts are designed and built with the safety of the students and employees in mind. Carts are covered and any chemicals are kept out of reach of students. When not in use the carts are locked in the custodial rooms. The staff is trained in chemical and clean up safety according to OSHA standards. MSDS sheets are kept on all chemicals in the building. Chemicals are properly stored according to OSHA regulations.

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

An asthma action plan is implemented by our school nurse. Parents are provided with asthma education materials. A No Idling car policy is in place for our car riders. Parents are notified through newsletters and the school website. Our custodians control dust and allergen triggers throughout the building by sweeping the halls several times and day and controlling dust.

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 building is inspected regularly for leaks and possible mold. Any problems arising are addressed immediately. An extensive drain system was installed in 2008 to control water next to our gymnasium.

7. Has your school installed local exhaust systems for major airborne contaminant sources? ( )Yes ( X)No

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

FEB school custodians regularly check filters and are replaced as needed. Our district maintenance team regularly inspects units and provides filters on a regular basis.

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)  
FEB is up to code with ERU units installed.
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)  
FEB has a Wellness Team with representatives from the following areas: Physical Education Department, School Nurse, Cafeteria worker, Custodian, parent representative, and an administrator. This team meets monthly to report any health/safety issues and then the corrective action to be taken. The Wellness Team also writes a Wellness Plan each school year that is available at the central office and the school office. All faculty and staff are required to read through the plan and adhere to the policies each year.

### **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: FEB has just currently enrolled during this 2013 school year.
- Our school has an on-site food garden. Sustainable raised beds are on site and have provided spring, summer , and fall vegetables for our English Second Language students, and some students from low income families. Herbs are given to the lunchroom and teachers.
- Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Our raised beds have provided food for our students in the extended day program to take home. Most of these students participate in the free/reduced lunch program. Our Junior Master Gardener students have also harvested and prepared in class some of the vegetables they have grown.
- Our students spent at least 120 minutes per week over the past year in school supervised physical education. PreK through 4<sup>th</sup> grade has a physical education class each day, and recess time each day. FEB has one highly qualified physical teacher and a highly qualified physical education teacher's aid.
- At least 50% of our students' annual physical education takes place outdoors. A playground is located by the gymnasium with easy access, and a one acre playing field is under construction to be ready for spring.
- Health measures are integrated into assessments.  
All students are required to take the physical fitness tests in the spring, with the results being sent to the state department.
- At least 50% of our students have participated in the EPA's Sunwise (or equivalent program). Our physical education teacher and our 21<sup>st</sup> century extended day program have led awareness campaigns for our students and parents on the harmful effects of the sun. On any workdays, or earth day activities in the outdoor classroom letters are sent out for parents to provide sunscreen, hats, and sunglasses for the day of the activities.
12. Describe the type of outdoor education, exercise and recreation available. (100 word max)  
Students in grades 1 through 4 receive 45 minutes of physical education each day. Pre-K and K students receive 40 minutes of physical education instruction. In addition to physical education, all classes observe a recess time each day, and all classes will play outside if weather permits. Teachers will provide instruction in the outdoor classroom in the areas of math, science, literature, and music.

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

FEB participated in the Purity Dairy Milk Contest in 2012, the NFL Play 360 program (2011, 2012). Boosterthon Fun Run (2012 and 2013) The Environmental Science Club and Environmental Science classes from our high school, provide instruction and learning stations in the outdoor classroom, including providing help and seeds for the greenhouse. Lessons on sustainable gardening are taught by our master gardener, with the help of the extension office of Morgan County. Several fitness camps are held throughout the year in the extended day program – including the summer months. Pilot program (2014) for Lets Move Active Schools,

#### **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 school nurse, along with the well team are proactive in the areas of flu season, proper hand washing, and wellness practices. Hearing, vision, and scoliosis screening are administered each year to various grade levels. Information is provided on asthma and diabetes education.

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: Local police, Fun Run, Red Ribbon are all activities we currently participate in every year.

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

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

Students at Burleson have many opportunities to develop self esteem and communication skills through school activities such as student council, honor roll, PACT, and a drug free program taught by our school resource officer. A therapist from Albany Clinic is available for our At Risk Students. Classroom teachers stress the importance of self-esteem and good decision making. Character education is taught every morning. Additional opportunities for developing self esteem are acknowledged by our guidance counselor through the Extra Degree Award, and the counselor newsletter. Various media resources are used such as the principal's monthly newsletter, our school web page, PTO meetings, parent conferences, and local newspaper coverage. Speakers, activities and contests are all included to promote awareness of the dangers of abusing drugs, tobacco and alcohol. Students participate in activities during Red Ribbon Week in order to heighten their awareness of the dangers of substance abuse. Students at F. E. Burleson receive various forms of assistance. We are a 21<sup>st</sup> Century School, which provides after school care for student through tutoring, homework skills, enrichment, and various sport camps. HOSA students from Hartselle High School work with students on a daily basis, and grandparent volunteers assist with ESL students, and student readers. Burleson Elementary does not have a peer mediation program, but the counselor teaches mediation techniques to grades 3 – 4. If students are unable to resolve conflict with teachers' assistance they go to the counselor for mediation. As a Leader in Me school the guidance counselor teaches conflict resolution at all grade levels. The program used for grades K – 2 is Peacemaking Skills for Little Kids and the program used for grades 3 – 4 is Creative Conflict Solving. Get Real About Violence is a program utilized for all grade levels. Students are encouraged by teachers to use appropriate techniques to resolve conflicts. FEB has a no-tolerance policy to bullying. Stakeholder meetings are held at least each semester on bullying, and ways to prevent harassment in the school and community setting. A board made up of teachers, students, the school SRO, parent, and community members are currently promoting a "Standing For Change" campaign. All students take a "bully free" pledge and a "Tigerrific Bill of Rights" pledge at the beginning of the year to foster and promote a positive school climate. FEB is a Leader in Me school and incorporates the 7 Habits throughout the curriculum.



The outdoor classroom is used by all grade levels to teach various topics. Students are able to study and tag butterflies from the butterfly garden while learning about specific butterfly host plants and the life cycle of butterflies which directly correlates with the course of study objectives for second grade. FEB serves as a Monarch Watch Station to help track and tag Monarchs. Students use their reasoning skills to identify why the numbers of monarchs are declining by considering causes such as fields where milkweed once grew are being cultivated for other uses or are being penetrated with heavy use of insecticides. The older students use GPS devices for Geocaching which enhances their understanding of problem solving and math and science concepts, and also engages them in engineering and critical-thinking skills.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (200 word max)  
Student work in the outdoor classroom allows students to explore Environmental Studies. Students in upper grades learn about the 153 geothermal wells located on our campus for heating cooling, and how these wells affect our environment and the "green" benefits to our community. TVA hosts a play usually every spring concerning energy and the environment. The high school AP Environmental class holds information sessions for older students concerning careers in green technologies and conduct classes for all ages. Our Junior Master Gardner student leaders also help our school's recycling efforts by being leaders of recycling and being available in the mornings to accept recycling materials like "pop top" tops for the Ronald McDonald House, batteries (this recycling effort is led by our high school's environmental club in conjunction with Batteries Plus located in a neighboring town), ink cartridges, and aluminum cans. A cardboard recycling dumpster is located on campus. Recycling bins are located in each commons area for water bottles and paper. Students and faculty know the cycling procedures and each classroom is equipped with a recycling bin for paper. Our lunchroom is under construction with a Going Green Corner to be implemented in January of 2014.
5. Describe students' civic/community engagement projects integrating environment and sustainability topics. (200 word max)  
Students involved in our 21st Century Extended Day Program work with various community groups to help better our community's environment. They are partners with Columbia Cottage, a local assisted living facility, where we provide flower bed weeding and planting. Our Junior Master Gardeners also have made "chia pets" and delivered them at Christmas for the resident's enjoyment of having something green growing in their windowsills. They also make stepping stones out of recyclable materials. Each week, 3rd grade students participate in the Junior Master Gardener club which is sponsored by our local extension office. They are led by a certified master gardener (who is one of our school custodians). These students plant, cultivate, and harvest our sustainable raised beds. The fourth grade students tour the Morgan County Extension Office to learn about water pollution and ways to prevent water contamination. The student body participated in the Mobile Dairy Farm. In this they learned about the importance of milk consumption and of "from farm to table" foods. Waste Management Engineers from the University of Alabama presented school wide energy programs in the spring of 2013.
6. Describe students' meaningful outdoor learning experiences at every grade level. (200 word max)  
F.E.B. utilizes our outdoor classroom to participate in many meaningful activities at every grade level. From the beginning, we worked together to install our pond, the smallest kindergarten student to the oldest fifth grade student worked hand-in-hand to be a part of our learning community. PreK observes nature and enjoys learning sound vibrations through our outdoor instruments. Kindergarten teachers wrote a grant to receive red tulip bulbs. They planted the bulbs so each year we can appreciate the beautiful tulips. The first grade teachers hold scavenger hunts looking for signs of living and nonliving things to enhance their AMSTI units. The second grade placed different colored yarn pieces in the outdoor classroom for birds to use in nest-making in order to see if the birds had a favorite color. Through observations and checking they found that birds in North Alabama like white yarn the best. We also participate in the Monarch butterfly's Journey North. The second grade also tags monarchs. The third grade plants and cultivates crops in the raised beds. The fourth grade uses the area as a meditation/writing area for relaxing and quiet time. They also orchestrate and perform on the outdoor instruments.
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)  
All teachers are trained in Project Wild. Lessons in mathematics, engineering, literature, science, and sustainable gardening are taught outside and in our science lab. A Koi pond provides opportunities for aquatic studies. The special needs department feed the fish and have their own gardening area. First graders "feed our worm bin" and

learn about composting. The gifted students design a scarecrow trail. The stage provides performance opportunities for student plays. The outdoor area can accommodate several groups - the gazebo, reading benches, amphitheater, and the Reading Cottage provide ample space for whole or small group reading and writing lessons. The PreK class has been introduced to sounds, vibrations, and caterpillars. Our butterfly host plants attract at least 15 varieties of butterflies. The beds are furnished with host plant signs telling about the butterflies and caterpillars. The students identify the butterfly cycle through photography, writings, or pictures. Our reading cottage is equipped with field guides, bird and butterfly identification guides, hula hoops for terrestrial field study, paper on clipboards and pencils. Our Bluebird trail has several bird houses, of which 2 are equipped with cameras. Our students have witnessed the life cycle of birds from nest construction to the bird hatchlings.

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 many relationships with various partners that promote PD and instruction as well as assist in our outdoor classroom and make contributions to it. One of the most active is the Alabama Co-Op Extension Office. They provide teachers with professional development, and also have instructors who come out and teach lessons about nature, conservation, and 4-H topics to students in various grade levels. For several years the TVA provided “The Energy Guys” who talked with our student body about energy conservation. The sanitation department has held PD for teachers and a program with students about recycling inside and outside of school. The Girl Scouts participate in our outdoor classroom by developing feeding stations for our birds. The Junior Master Gardener Program out of Clanton, AL contributes a great deal to the education about and continuation of the development of our outdoor classroom. Through various opportunities, teachers and students visit the classroom and discuss various topics about wildlife, nature, conservation, and our impact at each level.

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)

Teachers participated in STEM professional development for the past two summers in association with NCASE (National Center for the Advancement of STEM Education) sponsored by the Defense Department on the University of Alabama at Huntsville campus. This STEM PD provides teachers with lessons as well as modules to use within the classroom to promote real-life application to science and technology as well as resources for them to duplicate lessons that they have participated in during the sessions. Wheeler Wildlife Refuge sponsors a recycling art project that our fifth grade has participated in each year, with many of our students placing in the fair. Our school participates in the Morgan County Science Fair poster contest each year. Many years this theme concerns energy conservation, environmental topics, and our impact on these items. Our 3<sup>rd</sup> grade gifted students participate in a field trip each year to Camp McDowell. This field trip focuses on our impact on the forest, and how reduce, reuse, and recycle has a tremendous impact on our earth.

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



# OUR CERTIFIED ALABAMA OUTDOOR CLASSROOM



Gulf Fritillary— Pupa Stage



We found the Gulf Fritillary caterpillars!



On the Scarecrow Trail



Butterfly Garden and Greenhouse



Butterfly Habitat



Tagging the Monarch



Making Music Outdoors!



Boy Scouts, Girl Scouts, and stakeholders from the community help build the raised beds.



Lowe's and Hannah's Landscaping built a bridge to connect us with our high school partners.



Our Koi Pond inspires all students to explore life under water.

# Partners and Projects



Alabama Cooperative Extension Service and Wheeler Wildlife Refuge providing activities for our students.



Summer Stidham from Alabama Cooperative Extension Service teaches & reinforces lessons about plants & their value in preventing land erosion.



Stakeholders and students participate in the construction and beautification of our outdoor classroom and Koi pond.

# Reduce Reuse Recycle



Mary Stanford with PALS talks with students about recycling and reusing products. Learning how to dispose of trash properly is important.



Students serve the community through recycling by creating stepping stones from old broken pottery and tiles. Second grade students placed the stones in a local nursing home's outdoor garden.



Gardening Hats— Recycling Newspapers!

Students visit the recycling center to turn in pop tops, soup labels, cans, and other items. Student helpers also collect recycling that is picked up regularly.



Saving energy...every little bit helps!



Even Our Teachers Recycle!!!

