



2015-2016 School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District's Certifications

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

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

U.S. Department of Education Green Ribbon Schools 2015-2016

Public Charter Title I Magnet Private Independent Rural

Name of Principal: **Dr. Haydee Smith**

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

Official School Name: **Glen Hills Middle School**

(As it should appear on an award)

Official School Name Mailing Address: **2600 W. Mill Road, Glendale, WI 53209**

(If address is P.O. Box, also include street address.)

County: **Milwaukee** State School Code Number *: **2184**

Telephone: **414-351-7160** Fax: **414-351-8100**

Web site/URL: **http://www.glendale.k12.wi.us** E-mail: **haydee.smith@glendale.k12.wi.us**

**Private Schools: If the information requested is not applicable, write N/A in the space*

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

Dr. Haydee Smith
(Principal's Signature)

Date: **January 14, 2016**

Name of Superintendent: **Mr. Larry Smalley**

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



District Name: **Glendale River Hills School District**

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

Date: **January 14, 2016**

(Superintendent's Signature)

Nominating Authority's Certifications

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

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

Name of Nominating Agency: **Wisconsin Department of Public Instruction**

Name of Nominating Authority: **State Superintendent Tony Evers, PhD**

(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.

Date: **January 25, 2016**

(Nominating Authority's Signature)

SUMMARY AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent summary that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars. Then, include concrete examples for work in every Pillar and Element. Only schools that document progress in every Pillar and Element can be considered for this award.

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: March 31, 2018

Public Burden Statement

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

**U.S. Department of Education Green Ribbon Schools
Summary of Achievements
for
Glen Hills Middle School**

Glen Hills Middle School is a leader among Wisconsin schools pursuing sustainability. In 2013, Glen Hills received a Leadership in Energy and Environmental Design (LEED) GOLD for Existing Buildings rating for their 43-year-old facility, a significant accomplishment of which they are justifiably very proud. The LEED certification process has allowed the building and staff to move into a deeper understanding of what sustainability means and incorporate it in all operations and maintenance at the building. To achieve this rating, the school showed its accomplishments in more than energy use reduction; water efficiency, stormwater control, integrated pest management, sustainable purchasing, waste management, green cleaning, indoor air quality, and innovative operations were also significant efforts on the way to LEED recognition. Located in Glendale, Wisconsin, a suburb of Milwaukee, this public middle school has documented significant achievement in all three pillars of the U.S. Department of Education Green Ribbon Schools awards program.

Pillar I: Reduced Environmental Impact

Glen Hills Middle School has been working to help improve its school building to become more energy-efficient. The building has solar panels on the roof that heats the school pool. The school's lighting is LED-based with motion detectors in all classrooms. Besides energy efficiency, the school has other programs in place that coincide with the other areas for Green and Healthy Schools and LEED. The certification process allowed the school and staff to make huge strides in sustainability, awareness to energy savings, recycling, cleaning, and classroom instruction. Water usage in the building meets LEED standards with low flow toilets and energy-efficient water fountains. Furthermore, Glen Hills composts all cafeteria waste.

The school's National Junior Honor Society (NJHS) chapter, comprised of 7th and 8th grade students, holds multiple fundraisers annually to raise money for school beautification projects and improvements, such as purchasing trees, recycling bins, and helping to install pavers to control a muddy area by the pool doors. On top of the pavers, wooden benches for seating were installed with adjoining planter boxes. The student-led Green Team conducts classroom audits to hold student and staff accountable for proper waste disposal.

Pillar II: Improved Health & Wellness

Glen Hills has an Indoor Environmental Quality plan to safeguard air quality within the building. The comprehensive environmental health program is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools. The school has an asthma management program consistent with the National Asthma Education and Prevention Program's Asthma Friendly Schools Guidelines and meets the ASHRAE Ventilation Standard 62.1-2010 for acceptable indoor air quality. The school chooses chemical free and green-cleaning options. In 2008, Glen Hills implemented the LEED standard for pest management. The school uses low hazard chemical treatments such as live traps and strips to control pest. The school does not use pesticides outdoors and uses green cleaners within the school building.

In addition to the health of the facilities, the school works to improve health and wellness of its occupants. The school has a health secretary who helps to create health plans for students (if needed) and educate the staff about various health needs of students, in addition to assisting students with health needs. Student participate in more physical education per week than required by the state. The PE department has numerous opportunities for Health and Wellness including Jump Rope for Heart Health, Fitness Days, and Run a Marathon in A Year. Curriculum focuses on healthy eating and students are offered salad bar and local produce in the cafeteria. All foods and beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards and the school has a policy for healthy classroom snacks.

Pillar III: Effective Environmental and Sustainability Education

Education on building equipment maintenance to extend the life and efficiency of the building has been an initiative headed up by the Operations Committee and the school board. Sustainability is not only an initiative with the operations staff, but with our teaching staff and curriculum. The district has sent teaching staff to energy and sustainability conferences to bring more to education to the classrooms. Within different grade levels, there are units on energy conservation such as electricity and water usage. Teachers and students are monitoring energy consumption as well as the waste and water. Glen Hills has a Green Team within the school to involve the student population for holding classrooms accountable for proper energy usage and waste disposal.

Cross-Cutting Questions

Glen Hills has received “Sugar Maple” recognition, the highest recognition possible from Green & Healthy Schools Wisconsin. The school has also achieved EPA Energy Star recognition and participated in the Department of Energy’s Better Buildings Challenge. Glen Hills is an active participant in the Wisconsin Sustainable Schools Coalition and is a member of the Wisconsin Green Schools Network.

Scoring and Highlights:

The complete state application is too long to include in this nomination submission, so the applicant’s information has been summarized in the following pages, aligned with the pillars and elements. Each application was ranked by teams of external reviewers and internal reviewers, each with different areas of expertise, using a common ranking tool. In addition, the slate of nominees was forwarded to related state and federal agencies to ensure there were no compliance or regulatory issues.

Glen Hills Middle School serves 536 students in grades 4-8 and has 78 staff. Approximately 31% of the student population come from economically disadvantaged households. Approximately 1.5% of the student population has limited English proficiency.

The summary of the nominee’s achievements as reported in their application is presented in each pillar and element below. The term “focus area” refers to Wisconsin’s application structure.

Pillar I: Reduced Environmental Impact

Element 1A: reduced or eliminated green house gas (GHG) emissions

Focus Area: Energy

Glen Hills Middle School and its staff are committed to energy conservation and reducing their carbon footprint. Energy conservation and utility cost savings were major goals starting in 2012, and Glen Hills achieved significant success. The school completed an ASHRAE Level II Audit to identify energy conservation measures. Glen Hills moved its ENERGY STAR score from a 66 to 92, with a 30% cut in energy usage. Glen Hills also demonstrated a 30% energy reduction (non-transportation) and a 12.9% reduction (using WeEnergy energy bills calculator) in greenhouse gas emissions. Glen Hills generates and uses renewable energy from on-site sources in passive solar design. Ten percent of on-site renewable energy is used through solar hot water heating system on the roof.

In order to become LEED certified, Glen Hills had to show compliance with several areas of energy efficiency. Lighting within the building is controlled through sensors and timing with energy-efficient light bulbs. There are five computer labs within the building that are all placed on timers to dim when use is limited and are shut down at the end of the day. Classroom computers are on timers as well when use is limited.

The building temperature (heating and cooling) is controlled daily to an average temperature of 68 degrees when in use and vastly lowered on the weekends and holidays. The HVAC system has 87% efficient boilers and an intensive preventative maintenance program to track building performance and ensure equipment runs as programmed to eliminate wasted energy. Entering the building through the regular doors instead of the handicap doors is encouraged to prevent loss of temperature since the handicap doors stall when closing. School kitchen appliances are ENERGY STAR certified. Furthermore the school district has invested in new technology, including a solar hot water heating system for the pool and a chemical-free cooling tower closed-loop system. The solar hot water heating system is utilized from May to October every year, and helps to cut natural gas consumption for pool water.

The school follows both an energy policy and an energy/water-efficient purchasing and procurement policy. Glen Hills has a supportive school board that works in partnership with Building and Grounds Administrator when

making improvements to the building and for purchasing energy conservation items. The Building and Grounds Administrator holds WASBO Facility Manager Certification and has worked with Transwestern Sustainability Services on energy management.

Currently, students are encouraged to use the regular doors instead of the handicapped doors through signs to save energy. With implementation of the student-led Green Team, staff members are held accountable for turning off Activboards and lights when not in use. Staff and students are rewarded and recognized school-wide for their efforts. Also, each classroom has occupancy sensors and the building runs on minimal operations during major breaks and weekends.

Glen Hill's student-led Green Team makes presentations to the staff on ways to be energy-efficient. Also, there are opportunities for staff members to participate in the Wisconsin K-12 Energy Education Program (KEEP) class for credits. This program looks at the amount of energy used in the school building and develops proposals to decrease this usage. Two staff members attended the WASBO facility conference. They attended all of the "Green" sessions and continued to stay informed with Green and Healthy School initiatives and report back to the staff. The director of operations has attended and presented at all Green School conferences in the last three years.

Select teachers attend the Next Generation Science Standards conferences to implement new standards into the school's science curriculum. One major part of these standards is energy conservation education across all grade levels. Also, teachers have attended Green and Healthy School Workshops to gather more information and resources for building curriculum in this area.

Currently, both 5th and 7th grade classes use energy curriculum. The main focus is energy conservation, and it is taught through exploration and experimentation. Within the last couple years, the school has included more energy-efficiency-related activities for students, such as solar collection exploration, energy audits, and entire mechanical systems exploration for students. Furthermore, the annual science fair includes multiple projects on energy efficiency.

Element 1B: Improved water quality, efficiency, and conservation

Focus Area: Water

Glen Hills Middle School meets all Gold LEED standards for water usage. The school has low-flow toilets, auto-shut-off faucets, restricted-flow showerheads in the locker room, restricted flow on the dishwasher sprayer in the kitchen, and bottle-filling station water fountains. People in the building are encouraged to use their own water bottles, and the fountain keeps track of how many single-use water bottles are avoided by refilling. Students are enthusiastic about the easy-to-use refilling, which teachers actively encourage so that students may have water with them at all times and don't leave the classroom frequently for a drink.

Other activities carried out by Glen Hills to conserve and protect its water supply include:

- ✓ metering water use to identify substantial changes.
- ✓ conducting annual audits of the facility and irrigation systems to ensure they are free of water leaks and to identify opportunities for savings.
- ✓ taps, faucets, and fountains cleaned at least twice annually to reduce contamination
- ✓ screens and aerators cleaned at least annually to remove particulate lead deposits.
- ✓ a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).
- ✓ a medication disposal policy.
- ✓ a chemical management policy that helps ensure water quality.
- ✓ a grease trap or oil/water separator for the kitchen sanitary waste line.

Glen Hills uses Next Generation Science Standards, which incorporate water conservation and the water cycle into the science curriculum.

Element 1B: Improved water quality, efficiency, and conservation

Focus Area: School Site

The school does not irrigate any grounds, so no watering of plants or fields or outside irrigation. In addition, Glen Hills uses mulch and native plants to reduce watering needs, has landscaping designed to be water-efficient and/or regionally appropriate, and keeps removed materials from mowing, leaf collection, and snow removal off impermeable surfaces.

Glen Hills utilizes the local park to enhance curriculum such as: collecting water samples from the river, seasonal clean ups of the forest and grounds areas of the park, and use of green space for field activities. In addition, middle school students participate in spring clean ups for both the elementary and middle school.

School grounds, school forests, and outdoor teaching sites are used in the curriculum in the following ways:

- ✓ 7th grade students are taught soil composition and planting techniques that work well in different types of soils. Students plant seeds and analyze their growth. The successfully grown seeds are transplanted to the outdoor flower gardens.
- ✓ students in 8th grade have utilized the school grounds for their science fair projects as well.
- ✓ physical education department utilizes the ample green space to teach their PE curriculum.
- ✓ the junior honor society students maintains trees planted on the west lawn three years ago so that there is a shaded outdoor classroom space.
- ✓ They created an outdoor sitting space on the East side of the school with pavers, benches and planters. Each season 7th grade teachers take a group of students to plant new seasonal plants in those planters.
- ✓ the PE department uses all the outdoor space for the following activities: football, running, tennis, soccer, etc.
- ✓ teachers use the outdoor spaces as needed for a variety of purposes, such as the 6th grade rocketry unit and 8th grade solar projects.

The school's National Junior Honor Society (NJHS) chapter, comprised of 7th and 8th grade students, holds multiple fundraisers annually to raise money for school beautification projects and improvements. This program was created three years ago and at the end of each school year money raised from the fundraisers went to a specific area. In the first year of this program, NJHS used money raised to purchase trees for the West lawn. This lawn is about a 1/4 of an acre and is just a grassy area. In the second year of NJHS, students helped pave a muddy area by the pool doors. On top of the pavers, wooden benches for seating were installed with adjoining planter boxes. With each change in season, NJHS students plant seasonally appropriate plants.

Element 1C: Reduced waste production

Focus Area: Recycling & Waste Management

Glen Hills Middle School completed a waste audit to determine what items were being thrown away instead of recycled and vice versa. The audit revealed that more plastics and aluminum could be recycled, as well as informing staff on the recycling policy at the school. In addition, all 7th grade science students participated in the waste audits as an education session, in turn asked to apply their findings from the audit in the classrooms at home. All students were provided a handout on how to recycle more.

Glen Hills Middle School recycles the following:

- ✓ Paper
- ✓ Glass
- ✓ Metals
- ✓ Plastic Containers
- ✓ Ink Cartridges
- ✓ Cell Phones
- ✓ Batteries
- ✓ Light bulbs

The school has recycling bins in all classrooms, in the cafeteria, and outside the building. The school had no outside recycling bins, but now there is one at every entrance and one placed near the baseball field. The National Junior

Honors Society club raised money to purchase the recycling bins for outside the building. The student-led Green Team conducts classroom audits to hold student and staff accountable for proper waste disposal. The 7th grade staff and students have had staff from Waste Management come to the building to educate staff and students on the importance and process of recycling. Other grade levels encourage and teach about recycling. The Glen Hills student council and Green Team created bulletin boards to display the importance of recycling.

At the beginning of the 2015 school year, staff was given information and resources on how to implement composting program within their classroom. Compost Crusader is educating the professional staff on proper composting methods and procedures. Teachers were encouraged to show their students how to properly dispose of waste and how the compost process works in our school.

The composting program has elevated the school community's awareness of waste diversion. Their Green Team has presented at each grade level on how to dispose of waste properly between garbage, recycling, and composting. Students visited waste disposal sites within the building and outside of it to see where the waste goes once it leaves their hands. The Green Team has been monitoring our students' proper disposal of waste during lunchroom times. In addition to the composting program, our Green Team does classroom audits to check proper disposal of garbage, recycling and composting within the classroom. Classes are challenged to meet proper disposal expectations and rewarded for doing so.

Composting bins are placed in all classroom and restrooms to further aid waste diversion. The following wastes are composted off-site with Compost Crusader:

- ✓ Milk and juice cartons
- ✓ Cafeteria food waste
- ✓ Landscape waste
- ✓ Bathroom paper towels
- ✓ Some classroom materials

Because of these efforts and the reduced generation of plastic waste due to water bottle refilling stations at the drinking fountains, Glen Hills has diverted 51% of its solid waste from landfilling. To help close the loop, paper used by the school has 40% post-consumer material content. The administration has implemented more strict guidelines to printing, which will decrease the amount of paper usage at the school. They are in the process of going 1:1 technological devices for students to eliminate paper usage. Currently they have 12 Chromebooks and 4 computer labs available to support this. Also, students have google accounts to submit assignments electronically. Teachers have been trained in Google applications to encourage paperless assignments.

The school has policy to minimize generation of all waste types. Glen Hills has a policy on the proper storage, transportation, and disposal of regulated wastes that is actively enforced and followed:

- ✓ All fluorescent tubes, batteries and computers/electronics are recycled
- ✓ on average 50 to 100 computers and electronic devices recycled per year and approx. 50 pounds of batteries. Records are kept within the maintenance office.
- ✓ disposes of unwanted computer and electronic products through an approved recycling facility or E-cycle Wisconsin program.
- ✓ All computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
- ✓ custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard - Green Building or an equivalent standard. High-efficiency green cleaning program in place

Element 1C: Use of alternative transportation

Focus Area: Transportation

Because it falls under a district hazardous route policy, most students arrive by school bus. Approximately 20% arrive by bike or on foot, depending on the season. As many as 20% more students arrive by car, and carpooling is encouraged for the school community.

Glen Hill has the following transportation options and education efforts to promote alternative transportation and education on the effects of transportation choices:

- ✓ Bike racks, showers, lockers, and/or other bike amenities.
- ✓ Sidewalks and bike lanes on main roads to school
- ✓ A well-publicized, no idling policy that applies to all vehicles (including school buses).
- ✓ Consistent, clear communications to families regarding transportation options and policies.
- ✓ Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.
- ✓ A policy pertaining to fuel-efficient fleet vehicle purchasing.
- ✓ A plan to regularly review bus routing to optimize passenger/miles driven ratios
- ✓ School bus contracts include restricted idling and/or use of newer, retrofitted or alternative-fuel powered buses
- ✓ Participates in EPA's Clean School Bus program
- ✓ Clean diesel/biodiesel/alternative fuel
- ✓ Students explore the benefits of exercise through biking, walk, and running, which are possible methods of transportation to and from school.
- ✓ As a part of the Staff Wellness Program, staff members are encouraged to use alternative transportation methods or carpool to school
- ✓ Plans for Green Team to implement "walk/bike to school" days this school year. This would be a part of classroom audit checks and classrooms would earn additional points for every child that either biked or walked to school.
- ✓ In science classes in 7th and 8th grades, students learn about CO2 emissions and the impact these chemicals have on our environment.
- ✓ Since staff members participate in bus duties, they are made aware of the "Bus Idling Policy." Bus drivers are required to turn off their buses when waiting for students to load at the end of the day.

Riteway is the school's bus transportation partner. They also have one of the newest bus fleets of any transportation companies within the area. Riteway uses fuel-efficient buses and has a no-idling policy. Buses are turned off when waiting for students to reduce the amount of emissions. GO Riteway has established an Environmental Sustainability Program designed to harmonize their company with the environment. Each one their terminal managers are responsible to report by month the mpg of each of its vehicles to the company Safety Director. The managers are responsible to reduce fuel consumption, decrease wasted expenditures in fuel and maintenance and improve efficiency. Drivers are monitored using electronic onboard recorders and through the use of road observations.

Pillar II: Improved Health & Wellness

Element 2A: Integrated school environmental health program

Focus Area: Environmental Health

Glen Hills is implementing a formal health & safety plan and has a trained Chemical Hygiene Officer and documented chemical hygiene plan. New staff are trained thoroughly in chemical hygiene and disposal. Then, every year, staff members are required to re-certify the training by reading and reassessing their knowledge from the initial training. Every three years, all staff is retrained with administrative presentations and videos.

In order to reduce risk, prior to purchasing chemicals for any purpose, less hazardous alternatives are considered. When necessary, students and staff use engineering controls such as fume hoods and personal protective equipment.

When environmental health changes occur within the school, such as a heightened flu epidemic, staff is encouraged to disinfect rooms, and custodial staff use air purifiers to reduce the spread. Newsletters are sent home to explain risk and prevention strategies. Proper hand washing techniques are posted throughout the school building. Hygiene and safe environmental health practices are reinforced through grade level collaboration.

Additional efforts to promote health and safety include:

- ✓ a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.
- ✓ actions to prevent exposure to asthma triggers such as mold, dust, and pet dander.

- ✓ an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines
- ✓ one or more energy recovery ventilation systems to bring in fresh air for use in the HVAC system.
- ✓ school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality)
- ✓ local exhaust systems for major airborne contaminant sources
- ✓ staff visually inspects all our school's structures on a monthly basis to ensure they are free of mold, moisture, and water leakage
- ✓ indoor relative humidity is maintained below 60%
- ✓ moisture resistant materials/ protective systems installed (i.e. flooring, tub/shower, backing, and piping)
- ✓ no wood structures on school grounds that contain chromate copper arsenate
- ✓ the school does not have combustion appliances.
- ✓ All of the ground contact classrooms at our school have been tested for radon within the last 24 months
- ✓ Radon tests for our school tested at or below 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4pCi/L.

The school has a chemical management plan that includes:

- ✓ Chemical purchasing policy that supports low or no-VOC products and substitution when less hazardous alternatives are available.
- ✓ Storage and labeling.
- ✓ Training and handling.
- ✓ Hazard communication.
- ✓ Spills (clean up and disposal).
- ✓ Selecting third-party certified green cleaning products.

The chemical-free cooling tower uses electromagnetic pulses to clean the process water instead of chemicals, thus reducing toxins on-site. In addition, the operations staff has purchased a Zero Trace machine.

All science labs have a well-vented chemical room that is routinely cleaned and checked along venting ducts. In addition, the Technical Education and swimming pool rooms have their own air handling systems. All hazardous chemicals, such as gasoline, diesel fuel, and oil-based paints, are kept in fireproof containers.

In 2008, Glen Hills implemented the LEED standard for pest management. The school uses low hazard chemical treatments such as live traps and strips to control pest infestation and follows all state regulations on posting of treatment use as well. The school does not use pesticides outdoors and uses green cleaners within the school building. They have an IPM coordinator trained in 2009.

Environmental health is taught in the science and health curriculums (taught within all grades), and chemical safety and awareness is emphasized. In science labs, the proper use and disposal of materials are emphasized. Also, PE teachers who teach Health curriculum are need to re-certify their training within this area as well. All staff are required to take mandatory training on safety and security, blood borne pathogens and are encourage to participate in a Wellness program thought the district. The district provides an EAP, which is an employee assistance program to assist with mental health.

Element 2B: Nutrition & Fitness

Focus Area: Health & Wellness

The school provides the following to promote nutrition and fitness:

- ✓ Our school has a School Health Advisory Council (SHAC) or school wellness committee, which was established in September 2009.
- ✓ Our school uses the Got Dirt? or Got Veggies? resources.
- ✓ Students spend at least 120 minutes per week per year in school supervised physical education.
- ✓ At least 50% of our students' annual physical education takes place outdoors.
- ✓ Health measures are integrated into assessments.
- ✓ Our school offers opportunities for students to be physically active outside of physical education classes (e.g., recess, open gym, before/after school programs, classroom activity breaks).
- ✓ Our school promotes or supports walking and bicycling to school.

- ✓ Our school promotes hand washing for staff and students.
- ✓ Our school participates in Jump Rope for Heart
- ✓ Our school currently has a fitness based curriculum in PE that focuses on educating students about the importance of health and exercise.

Curriculum based nutrition information:

- ✓ 7th grade Science focuses on healthy/eating.
- ✓ Health education in Physical Education provides healthy eating and wellness for all grades.
- ✓ more minutes in Physical Education than required by state law
- ✓ There are fitness activities days within PE once a week where students engage in circuit training, swimming and running.

Our school has a school nurse that is shared within the North Shore Districts and a full-time health secretary. These two work together to create health plans for students (if needed) and educate the staff about various health needs of students, in addition to assisting students with health needs. Also, our school has a school psychologist that ensures all IEPs are followed and runs starting evaluation tests. Our full-time school counselor supports the emotional needs of our students. She runs classes within the younger grades that focus on important issues, 2 of 4 such as bullying, abuse, and friendship issues. Within the older grades, she assists students with individual/small group/lunch buddies to discuss various topics affecting students. She is in communication with outside community services (when needed) to further assist with student needs. All students are involved in our Human Growth and Development curriculum (grades 4-8) that explains body changes and health education. PE and Health teachers are trained yearly in health and wellness by re-certifying license criteria and attending professional workshops.

The school has a DARE program in fifth grade to teach about the danger of drug use, reinforced in 7th grade using the G.R.E.A.T program. Staff members were professional developed to implement the DARE and G.R.E.A.T programs in connection with the local police liaison. There is also a Wellness program within the PE department that teaches health and mental health awareness.

The following outdoor educational physical activities are taught with PE: Flicker ball, flag football, soccer, speed ball, ultimate Frisbee, disc golf, tennis, track and field, and jogging. The following physical activities are taught as part of the student Wellness Program: circuit training, swimming, running for fitness, 1/2 mile jogging at the beginning of every class, roller-skating, and jump rope for heart. Within classroom field trips, students engage in hiking as a nature-based activity. Glen Hills also has a variety of physical activities/sports students may participate in after school: basketball, cross country, track and field, volleyball. The school is associated with the Nicolet Recreation Department where multiple afterschool physical activities are available to students.

The school works to maintain a positive school environment. By doing this, Glen Hills promotes safety, accountability and stewardship in the school community. The school utilizes Developmental Designs, which teach appropriate social skills for relating to other students in a diverse environment and learning to accept others and not judge. Also, staff has an opportunity to participate in the Employee Assistant Participation program. In this program, mental and physical health awareness is provided. The school administration is extremely supportive to the mental and physical needs of the staff as well.

The school has an annual Run/walk that is put on by our foundation. 106 students within our 538 student population school participated in the Cross Country program this year where they run through the community and participate in school-wide running events. All other sports offered provide opportunities for student to compete at other schools.

Besides after school physical activities, there are also other opportunities/clubs for students to get involved and be part of a group such as: computer club, gazette (newspaper), chess club, forensics, green team, NJHS, math club, book club, YAC (youth activity center). All of these activities focus on positive interactions amongst students.

The curriculum used within the PE and Health classes, as well as the guidance program and afterschool activities, provide multiple opportunities for students to get involved with maintaining the health of their bodies. Due to this education, the majority of students maintain an appropriate BMI and strive to stay active. Many students participate in the “marathon” program (run 26.2 miles within the school year), and all students complete fitness assessments in the PE program.

School lunches meet the national requirements for healthy food standards, and lunch staff ensure that students are meeting their daily food requirements. The following efforts support Glen Hills' commitment to healthy eating:

- ✓ Our school has a salad bar.
- ✓ All foods and beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards.
- ✓ Our school or district has a policy for healthy classroom snacks.
- ✓ Our school prohibits advertising and promotion of less nutritious foods and beverages on school property.
- ✓ Our school has on-site indoor and outdoor physical activity facilities available to students, staff, and the community.
- ✓ Each month, Taher (food service company) advertises and uses locally grown produce

The school has a no tolerance for bullying policy. This is reinforced within the classroom in the Developmental Designs program, visibly advertised throughout the school, and school assemblies are used to reinforce this as well. Recently, Leroy Butler of the Green Bay Packers did a presentation on bullying and how to rise above negative feelings and attitudes.

Pillar III: Effective Environmental and Sustainability Education

Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems

Focus Area: Environmental & Sustainability Education

Environmental literacy is taught within social studies and science curriculums. In science, students cover a variety of topics such as: human impact on the earth, different ecosystems, importance of recycling, and water conservation. In social studies, students are taught about how society can affect the environment and the repercussions of human impact both positive and negative.

Within the 7th grade curriculum, students learn about and explore soil composition and planting. They also take a yearly field trip to Kettle Moraine State Park to explore how glaciers have shaped Wisconsin's landforms. Students at younger grade levels, attend activities at the Audubon. In past years, students have participated in activities at Discovery World to learn about environmental topics.

Even within the school, students are teaching students about recycling, composting, and care of school grounds through our National Junior Honor Society and Green Team (student-led environmental club). National Junior Honors Society students are responsible for classroom audits, school cleanups, and environmental sustainability presentations. This involves 70 of the 200 7th and 8th grade students. The Green Team works on waste disposal education, energy conservation audits, and environmental sustainability education and involves students 15 of their 70 NJHS students. For example, in the composting program, students in the Green Team created signs to display around the building, went and presented the new composting program within each classroom, and presented to the staff as well. Also, the Green Team monitored the lunch room for the first few weeks of the program to ensure students were disposing their waste in the proper containers. Furthermore, the Green Team does classroom audits to check the energy usage used within the classroom as well as the proper disposal of waste. Classrooms are given a score for their correct energy use and disposal to go towards an all school competition to promote environmental sustainability awareness across the school. There is also a bulletin board in the commons where classroom scores are displayed as well as important environmental sustainability information. This bulletin board is maintained by the students within the Green Team.

Besides supporting student clubs and implementing environmental education within their curriculums, teachers lead by example. This is accomplished through energy conservation (turning off lights and projectors when not in use) and by recycling and composting within the classroom setting. Also, staff focuses on reducing the amount of paper used and is made aware of how much paper they use. Staff is held accountable for their actions by the Green Team as explained above.

The staff has participated in various staff development opportunities. Staff members have taken courses in Project WET, Open Education Resource design, and Learning Lab through the USGBC. Also, various members have taken

classes through the DNR on Green and Healthy Schools. Additional staff members have taken KEEP classes. The Green Team is led by the building and grounds administrator as well as two teachers who have attended professional development from Green and Healthy Schools.

Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills

Focus Area: Environmental & Sustainability Education

Through the curriculum, as stated above, students are taught and exposed to various literacy and environment issues. Sustainability is also reinforced within these teaching practices. For example, when auditing the school, students took home information and best practices on reducing energy usage and waste to improve the home environment. In 6-8 grades within the science curriculum, students are taught about sustainability of water and decreasing waste.

For example, one STEM project in 7th grade focused on creating a harmless holder for soda cans. Students had to use reusable materials to create a soda can holder. Students were taught how dangerous plastic soda can holders are for the environment and were challenged to produce a soda can holder that isn't as dangerous using reusable materials. This unit also covered the impact of throwing additional recyclable materials in landfills as well as littering and the effects it has on the environment.

In grades 4 and 5, science units explore the use of electrical and gas energy. One of their projects is to look into how the school uses solar panels to heat the water in the school pool. Students get a guided rooftop tour by the building and grounds administrator and discuss how this benefits the school environmentally.

Within grades 6-8, students participate in various STEM projects. Glen Hills is working to connect curricula with the technology education classroom and the science classrooms to integrate hands-on project building activities. Within the learning environment, students created zip lines and building structures while using the engineering process. Rocketry units and solar projects also teach STEM concepts.

Element 3C: Development and application of civic knowledge and skills

Focus Area: Community Involvement

Glen Hills strives to promote community involvement within the school. Throughout the school year, grade levels are encouraged to participate in various drives or fundraisers to help others less fortunate. For example, the school teams up with the Hunger Task Force to collect food during the holiday season. Also, the school had a clothing drive through the Better Earth Textile/Recycling organization to donate clothes so that they can be reused. Their participation in this program was featured on local TV station's morning show. The school district has a foundation that is run by a board of community members as well as business owners. This foundation helps raise awareness for the school district at different charitable events such as an annual run/walk and Spring Fling. Money raised at these events helps support different needs or project for the school. The elementary and middle schools have several PTO-sponsored events throughout the year inviting students, parents and community members into the building at which middle school students volunteer.

One example is the all school participation in the clothing drive for the Better Earth Textile Recycling organization. This company takes recycled clothing and donates to needy countries or remanufacture if needed. This was a three month program where Glen Hills participated with area schools in a challenge to gather as many pounds of clothing. As a part of the challenge, daily announcements were made by students educating the school on the importance of recycling and considering the needs of others. The school had classroom competitions to see who could produce the most amount of clothing. Also National Junior Honor Society students ran a Saturday morning drive to collect clothing from the community. This community was alerted to this drive through flyers and word of mouth communication. The school collected 8,000 pounds of clothing and received second place in the community-wide competition.

Besides the activities mentioned above, each spring the school partners up with the Milwaukee County Parks to complete the river cleanup and weed removal in Kletzsch Park. Within this program, students and staff understand the importance of maintaining a clean environment within the parks. In addition, the student council holds various activities to partner with the Milwaukee Rescue Mission and the Humane Society to raise awareness for their causes within the school.

Throughout the school year, there are various opportunities for parents and community members to hear news about the school or participate in events. This year, staff-led presentations were given at an evening to meeting to parents and community members involving the new initiatives within the school. One presentation focused on how Glen Hills has become a Google school. Within this presentation, the audience was informed on how this implementation will benefit the school in the areas of paper reduction. Also, parents have assisted NJHS students with planting and school clean-ups.

Glen Hills Middle School is a Gold LEED certified existing building. Within the vestibule, a plaque is displayed about which parents and community members inquire. Staff use these inquiries as an opportunity to let parents and community members that an old, existing building can achieve this certification and maintain it.