



2016-2017 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: Ms. Patricia DiVasto

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

Official School Name: Sandia Vista Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 6800 Franklin Rd. NE

Rio Rancho, NM 87144

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

County: Sandoval State School Code Number *: 083020

Telephone: (505) 338-2526 Fax: (505) 771-0956

Web site/URL: sandiavista.rrps.net E-mail: elena.kayak@rrps.net

**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.

Patricia DiVasto

(Principal's Signature)

Date: 01-17-2017

Name of Superintendent: Dr. V. Sue Cleveland



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

District Name: Rio Rancho Public Schools

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

V. Sue Cleveland

Date: 01-18-2017

(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: Public School Facilities Authority

1312 Basehart SE, Suite 200

Albuquerque, NM 87106

Name of Nominating Authority: Mr. Hisham Tariq, Environmental Operations Engineer

(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.

H. Tariq

Date: 01-24-2017

(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.

ED-GRS Application for Schools

School Contact Information

School Name: Sandia Vista Elementary	City: Rio Rancho State: New Mexico Zip: 87144	Principal Name: Patricia DiVasto	Lead Applicant Name: Elena Kayak
Street Address: 6800 Franklin Road NE	Website: http://sandiavista.rmps.net/	Principal Email Address: patricia.divasto@rmps.net Phone: (505) 338-2526	Lead Applicant Email: elena.kayak@rmps.net Phone: (505) 962-1234 Cell: (505) 206-9032

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	District Name Rio Rancho Public Schools Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
			Total Enrolled: 631
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL 32% % limited English proficient 4.3% Other measures _____		Graduation rate: 100% Attendance rate: 96 % Aug 2016-Dec 2016

Summary Narrative: Provide a 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.

Sandia Vista Elementary School (SVES) Thunder Pride can be felt from Rio Rancho to the state Capitol in Santa Fe! SVES is part of the Rio Rancho Public School (RRPS) district in the high desert of New Mexico, has been actively employing several parallel, concurrent strategies to reduce its environmental impact on natural resources, all while involving the students in the process. Our school got off to a great start, thanks to district leadership in a School Board who saw to it that Leadership in Energy and Environmental Design (LEED) certification would be intentionally and uncompromisingly sought after. SVES has also had three extraordinary principals to keep the sustainability initiative moving, despite the additional demands of the implementing the Common Core Standards, a new teacher evaluation system and new math and English as a Second Language curricula.

SVES is a public school, located in the windy northeast sector of Rio Rancho, New Mexico. SVES and its twin prototype in design, Cielo Azul Elementary School (CAE), were both based on two earlier prototype school buildings within RRPS and pursued certification under LEED for New Construction (LEED-NC), as LEED for Schools (LEED-S) was still being developed when the schools were registered with United States Green Building Council (USGBC). Design for SVES began in January 2007 and construction spanned from October 2007 to September 2008. SVES achieved LEED Silver certification in October 2009.

SVES was identified by RRPS Facilities Green (RRPS FG) as the pilot elementary environmental magnet school, which led to its nomination for NM - GRS. SVES was chosen on the basis of:

- Strong leadership with proven track records;
- Programs/projects that support environmental education firmly established;
- Existing Montessori program with built in, committed support for environmental stewardship;
- Leadership in Energy & Environmental Design (LEED) Silver certification for school site;
- Art program and media center participation in districtwide recycling exhibit/contest;
- School-wide upcycling, precycling, organics recycling and standard recycling programs;

- Consistent participation in districtwide sustainability initiatives, i.e., “Do the Light Thing” & EnerG³;
- Ideal location proximate to Rio Rancho community open space at(Willow Creek);
- One of three RRPS pilot locations for Safe Routes to School program, (2009-present);
- Dedicated SaVE Earth Squad leaders, parents and students;
- Appropriate school enrollment potential;
- Robust parent-teacher-organization;
- Administrators modeling best practices;
- Committed grant writers on staff;
- Active and coordinated District Environmental Resource Team (DERT) representation;
- Effective custodial staff onsite; and
- Community xeriscape garden and greenhouse.

Environmental stewardship instruction is becoming more of an imbedded daily practice for our students. Staff consistently model best practices in reducing or eliminating unnecessary waste, conserving kilowatt-hours, therms, gallons of water and potentially recyclable materials. In addition to successes in water and energy management, setting landfill diversion and zero waste goals, SVES sees simultaneous benefits in cost reduction, which results in positive feedback from the community. The Common Core Curricula lends itself to energy-environmental approaches, with emphases on non-fiction reading and in-depth studies of content topics, such as environmental impacts. SVES is at the forefront of a leading school district, RRPS is looking for every opportunity to lower its carbon footprint. One thing is abundantly clear, the most energy-efficient, renewably progressive, enlightened green school building and campus can be designed and built, but without the dedication, proper training, continual education and tireless commitment of the people who inhabit the space, the effects are temporary. The planners, architects and the builders can only do so much. Once the doors are open, it is up to the students, teachers and administration to keep the momentum of sustainability going and to provide the institutional knowledge of the building’s intent and LEED features prominent long after the plaque goes on the wall.

SVES has proved time and again to be both a leader and a fast follower of sustainability efforts. Its staff recognizes, convenes and then acts when presented with information on how we can improve processes and procedures to protect our resources, both environmental and financial. They are active leaders in RRPS FG’s The EnerG3 Project, which encompasses all the sustainability initiatives we have started since 2008 to reduce our district’s carbon footprint. EnerG³ (pronounced “Energy Cubed”) stands for the exponential effect of learning about energy conservation in classrooms. When children learn how important it is to save energy at school, they take their knowledge home to their families. Families then help to make a more sustainable community by joining together with the common purpose of using energy wisely, in every facet of their lives. Students have “exponential energy education” when home, school and community repeat the same messages and more importantly, take tangible action toward the same goals. **SVES was one of three pilot sites statewide for the Public Service Company of New Mexico’s, (PNM), our district’s electricity provider, HomeWorks program, which is now being offered to all 5th graders in Santa Fe, Albuquerque and Rio Rancho public schools.** In the 2016-2017 school year, as a result of this pilot, 100% SVES fifth grader will receive a HomeWorks kit to use in their residence, with the assistance of their teachers and families. The kit includes energy and water conservation tools including, lightbulbs, a shower timer, an LED nightlight, a faucet aerator and a low-flow showerhead. The SVES school community experiments with new practices to support energy and water conservation, landfill diversion, outdoor education, the wildness and wonder of childhood and explorations of the world around us. SVES staff, students and families celebrate successes with the use of their website, recognizing star efforts from environmental education to student-led recycling projects. The projected mission of a potential SVES “Environmental Magnet School” is to create a diverse, aware and active school community through a challenging program of environmental studies that fosters a culture of collaboration, stewardship and action learning.

One of the school clubs that epitomizes the environmental ethic of the school is the SaVE (Sandia Vista Elementary) Earth Squad. The Squad was founded four years ago by several teachers and educational assistants who are passionate about saving our earth and making it a nicer place to live. Meeting weekly throughout the school year, the

club shares this passion with the Sandia Vista staff, students and parents. Currently, the SaVE Earth Squad averages 25 students (K-5th grades) per meeting, with five staff leaders and two parent helpers. Meeting topics rotate through recycling/upcycling/food reclamation, energy conservation, campus cleanup and gardening.

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: Designed to Earn the Energy Star, Project Learning Tree

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

(X) Yes () No Award(s) and year(s)

1) Taylor Mayer, an SVES first grade teacher won a Trailblazing Teacher Award from the USGBC's Center for Green Schools and a Project Learning Tree Award for Teacher of the Year, 2014.

2) School Counselor Jaime David won the SVES Educator of the Year Award in January of 2016 from the local Rotary Club. Ms. David's consistent collaboration with community groups improves both the physical and mental health of students and staff.

3) In 2014, SVES staff was awarded for total site participation with the Energy Conservation Safe Schools on line Energy Conservation training for the district.

4) Marilyn Padget, former SVES second grade teacher (now first grade) has won several Rio Rancho Education Foundation (RREF) awards for her class with these four related to NM-GRS goals:

- a) Weaving looms for each student in the classroom, with loom loops made from recycled materials.
- b) A weather station on the school roof used for determining heating/cooling cycles.
- c) Each student has a pedometer to promote healthy lifestyles and monitor student exercise.
- d) Kits in briefcases for students to take home reside in Ms. Padget's classroom, for students to explore science topics with their families.

5) SVES won the Green Campus Contest conducted by the City of Rio Rancho the last two years in a row. SVES was awarded a \$500 Lowe's Gift Card and a new tree was planted in the spring. Seretha Crider and Anjanette Richardson, sponsors of the SaVE Earth Squad, submitted the school for the contest.

6) A former Montessori teacher, Amy Waymire, was awarded a Keep Rio Rancho Beautiful grant in 2012 to begin the SVES Community Garden. The purpose of the project is to extend the biology curriculum to include an outdoor classroom. This project is school-wide, reaching all students, staff and many community members of SVES.

7) In July 2014, Nina Garde, SVES health nurse, was given the Horizon Award at the NM School Nurse Association Convention. The award states, "Your colleagues and your community honor your commitment to promote the health of school children on your campus and your enthusiasm for school nursing."

8) SVES was awarded LEED Silver Certification in 2010 based on credits in environmental/energy design and processes, see supporting documentation.

9) Heather Armstrong, SVES art teacher received a grant from the SVES PTSO to carry out an art project that emphasized each student's unique individuality.

10) In 2016, Michelle Garmon, kindergarten teacher, was awarded as a finalist for New Mexico for PBS's nationwide Public Broadcasting Service Digital Innovator, an award that comes with free monthly trainings and access to digital media. Her work with technology and nature can be found on her individual class [website](#) and on [PBS](#). Mrs. Garmon has created a way for her kindergarten students to use technology to connect with nature and literature, now receiving [national attention](#).

Pillar I: Reduced Environmental Impact and Costs

Energy

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

(X) Yes () No How? The RRPS Department has logged numerous hours of energy auditing to ensure efficient use of bus fleets and buildings. The RRPS School Board has approved of building to LEED specifications and since 2009 have both a no-idling bus policy and a no-idling car procedure.

Bus Fleet:

We used EPA numbers available on energy.gov and epa.gov, for how much gas is burned per hour while idling a specific type of vehicle and how many kilograms of CO₂ is produced per gallon of gas burned. In addition, we looked at fuel economy with buses, determining how many students and miles traveled per bus route servicing SVES. Below is a

sample calculation showing the offset created by having an efficient GPS routing system that minimizes distances traveled.

For SVES Bus #221:

$$53.38 \frac{\text{miles}}{\text{day}} * \frac{1 \text{ gal}}{10.6 \text{ miles}} = 5.0355 \frac{\text{gal}}{\text{day}}$$

$$5.0355 \frac{\text{gal}}{\text{day}} * 10.18 \frac{\text{kg CO}_2}{\text{gal}} * 0.001 \frac{\text{metric tons CO}_2}{1 \text{ kg CO}_2}$$

$$= 0.0513 \frac{\text{metric tons CO}_2}{\text{day}}$$

$$\text{Fleet: } 49.5655 \frac{\text{gal}}{\text{day}} \gg 9,020.9 \frac{\text{gal}}{\text{year}} \gg 91.8329 \frac{\text{metric tons CO}_2}{\text{year}}$$

The calculation above was repeated for each of the buses that SVES students use.

Buildings: From building energy use alone, based on Energy Star Portfolio Manager (ESPM) and MATLAB calculations conducted in July/August 2016:

Over (m/yy - m/yy): 7/2010-7/2015

Initial GHG emissions rate (MT eCO₂/person): 0.624 (Total # of students 501)

Final GHG emissions rate (MT eCO₂/person): 0.525 (Total # of students 625)

Offsets: 15.9%

How did you calculate the reduction?

ESPM produced the number for CO₂e. The student and staff count was obtained from the district and from there a simple calculation was done to provide the offset in terms of CO₂e per person

From 2014 to 2015 school year:

1.2 % reduction of site EUI

4.74% reduction of kBtu/student

If you checked 'Yes' above, how was this accomplished? (100 words maximum): SVES was audited by staff both formally and informally to determine if electronics, HVAC and lighting were used efficiently. Staff looked at everything in the plug load from radios to projectors to document cameras. More importantly, the HVAC Techs were trained to optimally schedule unoccupied spaces appropriately to avoid cooling and heating rooms when they are not in use. In addition, custodial staff was trained to team clean areas of the schools and shut off lights in unoccupied areas in the evenings.

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

We track resource use for all school sites on ESPM.

If yes, what is your score? 97 If score is above a 75, have you applied for and received ENERGY STAR certification? ()

Yes (X) No. RRPS FG is currently working with Ilir Mesiti, PE, LEED AP from Bridgers & Paxton and has initiated this application.

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

Current energy usage (kBtu/student/year): 5660.97

Current energy usage (kBtu/sq. ft./year): 41.4

Percentage reduction: Site EUI 7%

kBtu/student 25.5%

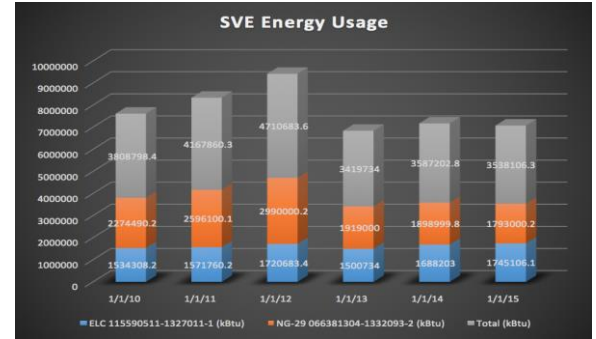
Both are from 7/2010-7/2015

Fiscal Year	Energy Use (kBtu)	Students (#)	Energy Use (kBtu/student)
2010	3808798.4	501	7602.39
2011	4167860.3	527	7908.65
2012	4710683.6	543	8675.29
2013	3419734	547	6251.80
2014	3587202.8	605	5929.26
2015	3538106.3	625	5660.97

This reduction was calculated using ESPM along with calculations incorporating the number of students attending the school for each given year.

How did you document this reduction? SchoolDude Utility Direct. SchoolDude is an online platform used for keeping track of maintenance and operations data for educational facilities. Utility Direct is a SchoolDude module used for managing utility data and analyzing our building's performance in their use of water, electricity and natural gas. SchoolDude added a waste management component, which RRPS now uses to track true trash and recycling at district sites.

This school was designed to use 28% less energy than a baseline building, based on modeling comparisons using ASHRAE 90.1 standards and Trane Trace software. Energy efficiency begins with the building envelope and continues through the selected mechanical systems. The exterior design uses the same juxtaposition of natural materials like split-face concrete masonry walls and metal and glass storefront panels and canopies as the original prototype schools. However, changes were made to the design of the wall and roof assemblies to increase thermal performance to R-24 and R-38, respectively through use of continuous insulation and thermal breaks. The originally selected glazing was upgraded to a higher performing low-e insulated glass unit with an improved Solar Heat Gain Coefficient (SHGC) and windows remain shaded by horizontal overhangs as designed in the original prototypes. Operationally, the RRPS Maintenance Director dependably sets back heating and cooling when the building is unoccupied. RRPS uses Facilities Direct, another SchoolDude module used to manage the use of RRPS facilities during the school day and after hours, including weekends, break times and summers. RRPS uses the Facilities Direct module to ascertain the building use after hours, which is considerable. Once the use of a gym, for example, has been scheduled, we can deliver comfort to the specific space, without wasting energy throughout the entire building. The building automated system is a huge asset to reduce energy waste.



4. What percentage of your school's energy is obtained from on-site renewable energy generation: None. SVES has been prioritized as the next school in the district to host solar photovoltaic arrays. RRPS is actively pursuing funding through two separate state programs and a power purchase agreement. RRPS now has over 2.4 megawatts of onsite solar energy generation, at Rio Rancho High School, Cleveland High School and Rio Rancho Middle School and our goal is to outfit all appropriate campuses with solar production and to have an RRPS net-zero school within the next three years.

Purchased renewable energy: None

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: No

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: None

5. In what year was your school originally constructed? 2008

What is the total building area of your school? 85,513 square feet

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes, constructed in 2008-09.

For new building(s): Percentage building area that meets green building standards: 100%

Certification and year received: 2010

Total constructed area: 85,513 square feet

The main priorities within LEED are to achieve significant reductions in energy and water usage and emphasize indoor environmental quality. Additional design goals included the following features:

- The building floor-plate is narrow to encourage daylighting;
- Energy efficiency is maximized through envelope and systems design;
- As part of the goal to create a great learning environment for students, the building provides sufficient and well-controlled daylighting, flexible lighting and views to the surrounding landscape and playgrounds. Faculty/staff are able to control their own environment through features such as operable windows, temperature controls and suitable window coverings. Interior finishes are low emitting; and
- The building management system is tied to a central interface that provides for system simulation, monitoring, trending, set-point and sequence modification.

The HVAC system from the original prototype was upgraded to high efficiency packaged rooftop units with constant volume rooftop direct expansion cooling with a natural gas furnace. The systems serving occupied areas have economizer controls and demand-controlled ventilation for additional energy efficiency. A commissioning agent was hired to provide fundamental commissioning services for this school. Occupancy sensors were used in classrooms to

turn off lighting when the rooms are unoccupied. Multilevel manual switching was also provided so that occupants can adjust lighting as necessary for the time of day and task at hand. The cafeteria and gymnasium use multi-ballasted compact fluorescent hi-bay fixtures with multi-level manual switching so that light levels can be adjusted throughout the day, or for special events.

Initial water design elements for SVES included:

Inside the building, low-flow plumbing fixtures were installed to reduce water use by 44%. The following fixtures were used: Dual-flush toilets 1.1/1.6 gpf, Waterless urinals 0.0 gpf, Low-flow showers 1.8 gpm, Low-flow, sensed lavatories 0.5 gpm, Low-flow kitchen sinks 1.8 gpm.

Water and Grounds

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

Please see charts for Average Baseline water use, Current water use,

Percentage reduction in domestic water use and Percentage reduction in irrigation water

Reduction of 511,100 gallons/year from 2014 to 2015. ESPM. 0.17 gallons/ day/ person, resulting in a total reduction of 23.56 gallons/ person/ school year

Overall water reduction in one year:

10.9% reduction

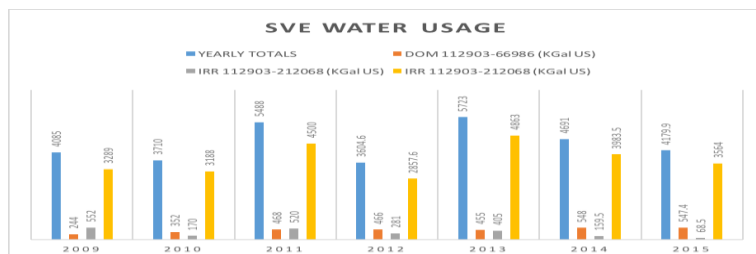
The values used in this calculation were taken from the 7/1/13 – 6/31/14 corresponding to the 2014 school year.

The 2015 school year includes the months from 7/1/14 –

6/31/15. ESPM and an Excel worksheet were used in

conjunction to come up with these values. During the

2014 school year, 605 students attended SVES. During the 14-15 school year, 625 students were enrolled. The total reduction was calculated as the percentage decrease from the 13-14 school year to the 14-15 school year. Chart shows distinct water use and additional years for comparison. (This data is also shown in ESPM charts.)



How did you document this reduction (i.e. ENERGY STAR Portfolio Manager, utility bills, school district reports)? Utility bills on SchoolDude and district quarterly reports.

RRPS FG partnered with CLEAResult, an energy consulting contractor with New Mexico Gas Company, to document that the installation of fifty aerators and one spray valve, saving approximately 925 therms and 176,400 gallons. This retrofit generates savings per year of approximately \$1,500 at this site, from gas, water and sewer bills and RRPS FG received about \$75.00, enough to pay for half the cost of the parts.

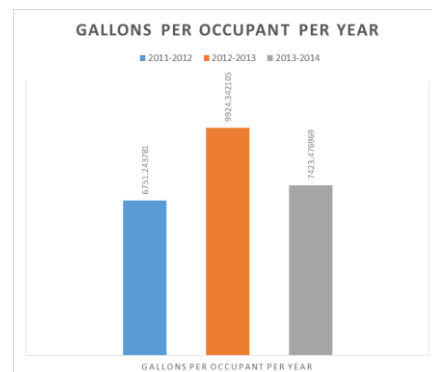
In August 2014, a web-based smart irrigation control system was installed at SVES to better manage water consumption on the grass field. We anticipated a

25% reduction in water usage over the next year and thereafter, but because of climatic conditions, specifically, hotter temperatures, only saw a 10.9% reduction. Such factors as lower precipitation, higher temperatures and wind can adversely affect mitigating efforts to reduce water use outside. By using this system, the grounds staff can remotely shut the system down, but more importantly, it will automatically halt water delivery when it is raining. The system automatically adjusts daily for the evapotranspiration rate.

8. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 100%

Types of plants used and location: Xeric plantings (water-wise, drought tolerant) and trees appropriate to high desert are planted near the building perimeter. A biological soil amendment was used in all planting beds. Revegetative seeding, which does not require irrigation, was applied to the whole site to help mitigate construction disturbances. A drip irrigation system services the oasis area of the xeriscaped space; a one inch irrigation line takes care of all the drip line that services the xeriscaping and all plants except for turf. The athletic field, although it was planted with a water-wise seed mix, demands most of the irrigation water use on its own two-inch line.

9. Describe alternate water sources used for irrigation. Reuse water is not currently available for SVES, but once the City of Rio Rancho (CoRR) considers extending the system, RRPS plans to tie SVES in. Roof water and stormwater runoff is used by the field. In addition to reducing stormwater quantity, site ponds also provide stormwater quality control by allowing sediments to settle out.



10. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces. A large amount of vegetated open space (nearly six times the building footprint) provides habitat and prevents soil erosion. The site was designed to capture water into six drainage basins to reduce site runoff rate and quantity. The largest drainage basin is near athletic fields, recurring storm flows assists in turf irrigation. Crusher fines are used instead of hardscape for pathways all around the school to promote slower filtration. RRPS FG is examining options of using a variety of xeric plants that employ rhizomatic uptake of toxins to 1) hold soil and 2) improve water quality recharging the aquifer. An erosion and sedimentation control plan was implemented that included both the construction activities described in the Storm Water Pollution Prevention Plan and the permanent site and landscape features. During construction, silt fences were installed around the property and check dams provided along roadside swales to provide regular trapping points for localized runoff during construction. Diversion swales and berms were constructed and maintained to divert flows through the check dams. The site was stabilized with regular watering and compaction. Permanent measures included seeding disturbed areas of the site and providing vegetation along the perimeter of the project, providing curbs, gutters and stormwater sewer system for stormwater drainage. Together, these procedures help to prevent erosion and reduce negative impacts on water and air quality.

11. Our school's drinking water comes from: (X) Municipal water source

12. Describe how the water source is protected from potential contaminants. Protecting the City's water supply are the backflow prevention assemblies on the 1) domestic, 2) fire suppression and 3) irrigation lines. In addition, there are isolation backflow prevention assemblies and air vacuum breaks within the school campus, for example, in every custodial closet, backflow prevention assemblies comply with the uniform plumbing code.

13. Describe the program you have in place to control lead in drinking water. Lead is not naturally occurring in the municipal water source. Only lead-free, low-VOC paint was used in the new construction.

14. What percentage of the school grounds are devoted to ecologically beneficial uses? 54%

The area east of the school serves as a viewshed for staff and students and contains four acres of native vegetation. A greenhouse (which lost its canopy in April due to a severe spring windstorm) and a xeric garden benefit from eastern and southern exposures. The former principal has placed a capital request in to RRPS FG for a SVES Sensory Memory Garden for the front of the school. It will include Native American cultural elements such as ollas, indigenous plants, a horno and a shelter made from natural materials. The area will also serve as a demonstration garden (modeled by Southern Sandoval County Arroyo Flood Control Authority at their campus) with some of the plants serving as phytoextractors, improving the stormwater quality around the school by absorbing pollutants found in the soils.

Waste

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

The recycling rate is 25% according to the 14-15 school year.

Monthly waste generated per person was 0.1364 yd³ per person per month, during that school year.

The year used in the calculation was the 14-15 school year which consisted of 625 students and 79 staff members.

However, in the 15-16 school year, SVES added two new diversion processes, deploying reusable cutlery instead of plastic sporks, forks and spoons as well as separation of food discards and liquid waste. It also reinvigorated its recycling processes in the school cafeteria, with the introduction of milk carton recycling.

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 96 yd³

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 64 yd³

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): 8.9863 yd³

A food diversion bin of 38 gallons is picked up three times per week, resulting in 5.6443 yd³/ month.

Also, a 60 quart share cooler is collected once daily adding 2.228 yd³ to the compostable material volume. Another five gallon liquid waste bucket is picked up three times per week resulting in another reduction of 1.1140 yd³/per month.

Note: These compostable materials are also tracked by weight. When Galloping Grace Youth Ranch (GGYR) picks up the bins they weigh the material and relay the information to the school.

To date, the food discard separation program at SVES alone, has resulted in a total of 9,262 lbs. of diversion. That potential landfill contribution would have, in essence, contributed additionally to GHG production during

decomposition (methane).

Recycling Rate = $((B + C) \div (A + B + C) \times 100)$: 43.2%

Monthly waste generated per person = $(A/\text{number of students and staff})$: 0.1364 yd³ per person, per month, during school year. (618 students, 86 staff)

Waste Management (WM) does not calculate these numbers and SVES does not have staff, nor an accurate method to determine the percentage of solid waste or comingled recyclables in our dumpsters. SVES has one dumpster for true trash and another for recyclables. In 2014, Waste Management (WM) picked up a 6-yard container five times per week and collected an 8-yard container of recyclables one time per week. For most of the 2014-2015 school year, SVES's trash was picked up four days a week, with food discards picked up three times a week. Currently, WM collects a six-yard container four times per week and collects an eight-yard container of recyclables twice a week. This aligns with the school's immediate goal, to lower its contribution to the landfill, through better recycling participation of staff and students and the current and expanding partnership with GGYR to divert food discards. SVES is gradually reducing the amount of collections of trash and improving recycling numbers. The district's and therefore the school's, ultimate goal is Zero Waste.

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%

SVES orders paper produced under the Sustainable Forestry Initiative (SFI) which is a fully independent, non-profit forest and paper certification program that integrates the perpetual growing and harvesting of trees with the preservation of wildlife, plants, soil and water quality. It is SFI Certified Sourcing, made with Elemental Chlorine Free (ECF) virgin fiber content and manufactured under alkaline (acid – free) conditions for increased longevity and performance. Our school, from the workroom to after-school program (SAFE) the admin office, consistently reuses paper for art projects, math calculations, writing assignments and extensive doodling.

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

Flammable liquids None	Corrosive liquids None	Toxics None	Mercury Trace amounts of CFL mercury which is disposed through a contractor.	Other None
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How is this measured? Hazardous materials are weighed and/or counted.

How is hazardous waste disposal tracked? RRPS Facilities Department FAC staff tracks all hazardous materials at SVES. Hazard materials are properly stored in a secured location off site. Materials are disposed of by a selected contractor in a timely manner with proper documentation. Documentation is kept at the RRPS FAC office by a designee in an electronic file

Describe other measures taken to reduce solid waste and eliminate hazardous waste. (100 word max) **Reduction of solid waste:** RRPS & GGYR have partnered in an ambitious program of food discard diversion, now a standard for the district and SVES. Eight schools diverted 17 tons of food discards from August to November 2016, with SVES diverting 4,453 pounds. The school counselor, Jaime David, coordinates the diversion of good, edible food from the cafeteria daily. At the end of lunches, students from Veronica Valdez's class wheel the Share Box to the nurse's office. The health assistant puts bags together for needy students. We do not weigh the edible food; a 60 quart cooler is filled daily from multiple lunch periods.

Elimination of hazardous waste: Precycling, the concept of not purchasing an offensive material that requires special disposal methods, is our first strategy to reduce and/or eliminate the dangers and costs associated with hazardous wastes. **Important note:** We are basing our cafeteria process "retrofits" on a successful program developed by the Jeffers Foundation and the Minnesota Pollution Control Agency: Waste Reduction Awareness Program (WRAP). Their brochure is located in the supporting documentation section of this application.

18. Which green cleaning custodial standard is used? SVES uses Alpha HP Cleaning Solution, a hydrogen peroxide based cleanser in place of bleach. In restrooms that need to be sanitized, HP is also used. Oxivir TB is used mainly in the nurse's office, which is stored in locked closets (both custodial & nurses). All custodial staff receives training to confiscate any toxic chemicals that are brought into individual classrooms or offices that are not issued by the Facilities Department.

What percentage of all products is certified? 100%

What specific third party certified green cleaning product standard does your school use? Green Seal Certified purchases only

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.) The school is located within biking and walking distance of several residential areas, so bike racks and showers/changing rooms are provided. Preferred parking is provided for carpools. The several of the neighborhoods surrounding the school do not have sidewalks and there is a much needed pathway that will serve as a safe, weed and goat head-free route once paved.

How is this data calculated? The RRPS Transportation Department (TRANS) tracks bus ridership. SVES has 328 students who are eligible for bus transportation (51%) and presently 246 students who are using school bus transportation. An informal count is made of bicycles in the bike rack that was provided when the school first opened to encourage ridership. At every Walk & Roll (a Safe Routes to School regular monthly event at SVES) a student count is taken to determine if SVES is making progress to raise participation numbers. Walk & Rolls are coordinated to encourage regular walking and cycling to school to reduce childhood obesity and diabetes as well as reducing vehicle congestion at drop off and dismissal times.

20. Has your school implemented?

[X] designated carpool parking stalls.

[X] a well-publicized no idling policy that applies to all vehicles (including school buses). As a district, RRPS FG installed "no idling" signage at every school; two signs at each site.

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

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

Describe activities in your safe routes program. Our health nurse and physical education teacher coordinate a monthly Walk & Roll from a designated park, half a mile from the school entrance. Students are incentivized with regular encouragements (morning announcements, free breakfasts the mornings that they participate, special costume events and decorations of scooter, bicycles, themselves) and classroom reminders. There is an annual Kick-Off Walk & Roll held every October.

21. Describe how your school transportation use is efficient and has reduced its environmental impact. RRPS TRANS uses routing computer software to create efficient bus routes with the least amount of miles and stops possible for students who attend SVES. Throughout the school year they conduct extensive route reviews to change routes, making them even more efficient resulting in a minimal impact on the environment.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. As one of three pilot Safe Routes to School feasibility sites in RRPS (2009 – present), SVES participates fully in a collaborative effort with the CoRR to improve infrastructure conditions to incentivize families to walk and cycle to school more often. A "shovel-ready" design plan to improve access to the campus has been developed by CoRR public works staff and awaits funding through Mid-Region Council of Governments (MRCOG). In October 2014, the CoRR's mayor, city manager and new traffic engineer participated with the students and pledged to help make the school more safely accessible. The RRPS TRANS executive director attends regular monthly Transportation Coordination Committee (TCC) meetings at MRCOG. The health nurse will organize additional Walk & Rolls as the City adds sidewalks and paves dirt roads in this relatively underdeveloped area of the district.

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.: Our Grounds Manager has a state Pesticide Applicator License (from the NM Department of Agriculture) and is a Certified Sports Turf Manager. Our district has preventative pest management contractor that conducts monthly inspections and keeps records. SVES has a logbook located in the administration office which displays where, when and what pests were identified onsite. RRPS FG places pest-monitoring devices

Improving the Air Quality at our Schools

The RRPS School Board has approved of a district-wide No Idling Procedure that went into effect on April 22, 2009. RRPS joins school districts, municipalities, university and college campuses nationwide to improve the air quality in our schools' proximate vicinities. In addition, the RRPS No-Idling Procedure has the benefit of lowering fuel costs for our citizens and reducing the carbon footprint connected with our schools' facilities.

Thank you for your attention to this new procedure.

To read the procedure, [click here](#).



throughout the entire interior with three additional on the exterior. (FG scans the barcode and inputs what is found inside.) SVES grounds staff uses mostly mulching and tillage strategies. The only spraying at SVES is in the rock area where weed pests are inaccessible. Students are out of session for at least three days, if any spraying occurs. SVES replaced all the door sweeps to control pest entrance access.

- 2. What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use:** SVES Facilities staff uses preventative measures, such as ensuring tight threshold sweeps and tight seals on exterior doors. SVES staff also uses a monitor/trap that identifies the target pest to identify what approaches need to be used to further prevent pest issues. Our contractor inspects SVES's interior and the exterior footings of the building. Staff is instructed to keep exterior doors closed, with no propping. Staff also watches an available Energy Conservation online training through Safe Schools, 100% of the staff (a district record) took the training, which reinforces how healthy airflow is managed at their site. Our practice is to use pesticides at a minimum, only when the issue demands stronger measures such as with an infestation, will pesticides be used. When a rare infestation occurs, with animal pests such as rodents, FG initially sets traps in areas inaccessible to students. The integrated pest management contractor is on call, but directed to use only pesticide-free, green methods. For example, since August 2014, SVES had only had three instances of wasps, bees and ants, all of which were remedied using only soap and water.

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.

[X] Our school prohibits smoking on campus and in public school buses. Signage at the entrance of the school building prohibits smoking. State Board of Education Administrative Code NMAC 6.12.4 (1994) requires each local school board to implement a policy prohibiting the use of tobacco products in school buildings, on school property and for students at school functions away from school property. New Mexico does not have a specific policy addressing indoor air quality in schools. NMSA 24-16-1 (2007) makes it unlawful for a person to smoke in any indoor workplace or indoor public place, the definitions of which cover public and private schools. Smoking is also prohibited near entrances, windows and ventilation systems of public places where smoking is prohibited. All our buses, even when rented to outside agencies, prohibit smoking.

[X] Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. The SVES campus has small amounts of elemental mercury, found in compact fluorescent lightbulbs (CFLs). Students are most likely to be exposed to elemental mercury after a spill from a broken object previously containing mercury, like a thermometer. Staff has been instructed to notify RRPS FG if there are breakages with CFLs or thermometers that need proper disposal. RRPS has removed all thermostats that contain mercury from our buildings.

[X] Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO) SVES has fuel burning appliances in our kitchen only. We have carbon monoxide sensors in and proximate to the kitchen.

[] Our school does not have any fuel burning combustion appliances.

[] Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L OR our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Radon is not tested at this site because it was built with radon resistant construction features.

[X] Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.

The SVES playground and other structural equipment does not contain chromate copper arsenate.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. The cleaning supplies are Green Seal Certified and are stored in locked custodial closets. Cleaning of restrooms typically takes place after school hours. When spraying needs to occur at the site, 48 hours' notice is given and posted. Spraying is only completed when students and staff are not in attendance for 24 hours afterwards.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. RRPS FG changes filters on a regular basis. The district prohibits the use of any candles, plug-in fragrances, air fresheners, fragrance oils or aerosols. RRPS FG has ordered a Sanosil & Defender Fogger to be used in the Health Nurse office every other Friday at the end of the school week and to decontaminate other problem areas when they arise. This fogging technology works on germs, viruses, bacteria and other pathogens in addition to asthma triggers. The Health Nurse office reminds staff of the policy banning triggers.

6. Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleanup mold or removes moldy materials when it is found. SVES has regular visual checks/inspections of HVAC equipment and RRPS Facilities' preventative maintenance plan assures that the HVAC equipment is operating at peak efficiency. With any report of water presence and/or mold, a prompt response is a priority to address and mitigate via the work order system. As a part of the verification process, maintenance staff members determine the area affected and then the condition of the area/classroom/office. If there is a leak, we immediately place high-powered fans to ventilate. If there is mold present in carpeting, the carpeting is removed. Indoor air quality test professionals are brought in if necessary adjustments are required. No mold has been detected at SVES since its opening in August 2008.

7. Our school has installed local exhaust systems for major airborne contaminant sources. (X)Yes () No

The local exhaust system at SVES was built with centrifugal roof exhaust fans. The ventilation provided by these fans is a method of controlling exposure to airborne toxic chemicals by exhausting contaminated air away from the areas and replacing it with clean air. It is one alternative to control student exposure to air contaminants in the school. Other alternatives SVES employs include process changes, work practice changes, substitution with less toxic chemicals and elimination of the use of toxic chemicals whenever possible.

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. SVES is on a preventative maintenance schedule that ensures quarterly inspections and replacements when necessary. Filters are replaced at minimum on an annual basis. In addition, every single weekday morning, HVAC techs are reviewing and adjusting controls to ensure optimal functioning of each unit at the school.

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. The district has adhered to all ASHRAE standards in design and installation of equipment servicing the ventilation needs of interior spaces. Operable windows provide opportunities for teachers to control fresh air and temperature, as necessary.

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. Custodial and maintenance staff make regular observations of air supply and air return systems, of practices such as dusting, vacuuming, waxing of floors, monitoring the repair or replacement door and window seals/thresholds. Natural air filters, such as specific indoor plants (philodendron and golden porthos) are used in some classrooms to improve air quality. A special education resource room teacher prefers to introduce nature that functions into her classroom. RRPS FG is considering SVES as a pilot school for indoor plants in every classroom.

Nutrition and Fitness

11. Which practices does your school employ to promote healthy eating, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships. Teachers try very hard to get their students outside for running and walking, in addition to the regularly scheduled recesses. Healthy choices in snacks are promoted through SVES Students Achieving For Excellence (SAFE) and wellness campaigns. SVES has fitness competitions for staff where participants make small donations and then compete to get fit, winning a portion of the donations. Students decorate their bicycles, scooters and themselves for an event that promotes walking and cycling to school safely.

[X] Our school has a wellness council that meets regularly to identify, develop and implement plans to strengthen and improve the school health environment: The SVES School Safety, Health and Wellness team meets three times during the 2016-2017 school year. For this year, the team conducted informal interviews of staff to find out what they felt were needs and concerns; one of the major issues that came up was staff morale. The team, along with the Sandia Smiles Committee will be implementing several morale raising initiatives including team building activities, friendly grade level competitions and bucket filling activities for staff. The team is pleased to know that the general safety of SVES campus will be increased with the installation of the fob-based entry systems. The team is putting together a school-wide campaign to encourage families to provide protein and vegetable based snacks instead of the typical sugary juices and snack bars: "Don't Slack With Your Snack!"

[] Our school participates in the USDA's Heathier US School Challenge. Level and year:

[] Our school participates in a Farm to School program to use local, fresh food.

[X] Our school has an on-site food garden. Teachers conduct classroom-tasting lessons using produce grown in the school garden. Third grade teachers grow cabbages each year in the spring. We are planning to collaborate with the New

Mexico State University (NMSU) Sandoval County (SC) Master Gardeners to expand the viable (most likely to succeed) selection of edible plants available to students' epicurean tastes.

[X] Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community. Classes adopt raised bed areas in the garden.

[X] Over the past year, our students have spent at least 120 minutes per week in supervised physical education. The PE teacher delivers 45 minutes of PE to every student in the school. Through Cosmic Yoga, Go Noodle, Tai Chi Cha, running clubs, Brain Breaks, Milling in Music, Brain Gym (Cross Crawl, Footflex, Grounder and other exercises and postures work out the brain and improve learning), CoRR Green Campus cleanups, Friday afternoon dance parties and other inside and outside programs, students are moving more, in and out of their classrooms. Note: most teachers supplement the scheduled physical education with additional time: with walks around the campus, dance, yoga, running in place before math sprints, stretching before sit-down activities, transition time exercises, etc. Steven Von Osten, fourth grade teacher and SVES DERT Rep, runs laps with his students every morning before schoolwide announcements. The teachers notice the increased focus and learning students have after they have been instructed to exercise as part of their regular schedule.

[X] At least 50% of our students' annual physical education takes place outdoors.

[X] Health measures are integrated into assessments.

[] At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).

[] Food purchased by our school is certified as "environmentally preferable"

[X] Our school physical education program assesses student fitness and activity levels and teaches students about the importance of physical activity and fitness to help them develop patterns of lifelong, health-promoting physical activity. In addition to the bike rodeo and climbing wall, SVES students are given a wide array of lessons that highlight independent, individual fitness in addition to team activities.

12. Describe the type of outdoor education, exercise and recreation available.

Our school provides regular, on-going opportunities for physical activity before, during and after school (Walk & Roll to School program and many classroom physical activity breaks.) A yoga club and walking club meets weekly for staff, with a minimum of 30 minutes each session. A Montessori Running Club happens four times a week, with Friday afternoon designated for a dance party.

In academic year 2015-2016, SVES partnered with the Sandoval County Master Gardeners (SCMG) with three mentors, who were great with the students, allowing them to take charge, get dirty, tickle the roots and create some nature crafts. The school and SCMG now prioritizes growing food; SVES has a curriculum, gardening tools and two wheelbarrows on site.

13. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. The SVES SAFE Program serves students before and after school. SAFE provides a life skills instruction, daily recreation with inside and outside games, nutritional information, educational environmental a.m. field study trips (often walking, and often during testing time), guest speakers from local health agencies, Jazzercise, Zumba, Tai Chi and interactive movement experiences. "The Just Be It! Healthy & Fit" curriculum is used, promoting healthy youth and family lifestyles.

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:

- a) The school counselor has Anti-Bullying talks in the classrooms, using the book "Have You Filled a Bucket Today" to spread the school message of kindness to others: filling their buckets, not emptying them. It is a great book that several teachers have incorporated into their classroom. She also convenes Friendship Groups: students that are recommended by teachers or parents work on social skills and academic success in their grade level. FGs meet 30 minutes twice a month.
- b) Acts of Kindness: the district will have the 3rd annual AOK day April 11, 2015. SVES always has a booth showing our acts of kindness and the Thunderous Sandia Choir always performs.
- c) SVES Food Drive: used to supply our Thanksgiving Baskets to 16 families, then the rest was donated to St Felix Pantry. Some food is saved for the Snack Pack Program. Acacia Worship center donated turkeys to complete the Thanksgiving Baskets. Huitt-Zollars, Inc. had food drives during their staff retreats to support the SVES Snack Pack Program. They donated food to last all year!

- d) Fifty students are on The SVES Giving Tree this year. Each child gets a clothing need and a toy, each present bought by our school parents and staff.
- e) The school counselor provides assistance for families, school supplies and KOATS for kids; SVES identifies kids that need a new coat that is donated by KOAT. McKinney Vento: Any student that is identified as homeless gets \$150 at Target (per school age child); funding comes from RRPS Student Services. The counselor then goes with the family to Target to purchase needs for the student.
- f) The SVES Staff Fitness Challenge: staff buy in with weigh-ins every month. Measures, weight, body fat, inches (waist, arms, legs) and BP. Staff follow their own selected exercise plan, walk club available, with fitness meetings that teach staff about heart rate, healthy eating and drinking, daily exercise, etc
- g) Hand washing: presentations have students wash with glo Germ on hands and then placed under a black light to show students how to properly and thoroughly wash hands.
- h) Each grade level runs Movie Nights, on Dec. 9, 2016, students in pajamas could be dropped off with blankets for dinner and a movie, to provide their parents with a much needed break just before the winter break. These movie night are a huge success with high participation and happy families.
- i) Since August 12, the SVES Running Club happens every Mon/Tues/Thurs/Fri at 1:50 – 2:10: two laps around the entire field, then students can stroll!

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:

- a) By partnering with the SC Cooperative Extension Service, SVES has taken advantage of the 4-H Youth Development curricula, including the Egg to Chick (providing eggs and incubators) for fifth graders, which includes four visits from the SC 4-H agent. The Just Be It! focuses on preventing childhood obesity and diabetes by teaching healthy eating habits, exercise and hands-on culinary experiences. Kids, Kows & More introduces students to the means of their food production and agricultural products (cotton, honey from bees, wool). Disaster preparedness, making a list and being ready (with a kit providing a flashlight, Band-Aids, water, wipes and information for each student). NMSU supports the extension service and considers these programs as an educational pathway to its campus in Las Cruces.
- b) GGYR picks up where the Egg to Chick program leaves off. GGYR started a Chick on the Classroom kit with the Center for Hands on Learning that had three “flights” every academic year. Many SVES teachers sign up for flights and receive two chicks and all the necessary equipment and food to keep them thriving for a five-week period. A curriculum is included in the kit with pre and post chick assessments. The grown chickens are picked up by the ranch and eat school cafeteria food discards, then lay eggs which are donated to the local food pantry!
- c) Haven House, a local shelter for domestic violence victims, has a wish list of different items that they need such as shampoo, lotion, towels, pillows, baby supplies, car seats, laundry detergents, etc. SMADOS will be collecting these items in early spring on an annual basis.
- d) Home Depot donated cardboard and duct tape to the SVES Extreme Learners donated Imagination Foundation. They also donated all the materials for the eastern xeriscape garden.
- e) The SAFE program partners with Battleship Rock in the Jemez to take students on field study trips on days when they are not in school (in-service days).
- f) Smiles NM is a mobile dental clinic, visiting the school twice a year to clean students’ teeth, filling and dental work as needed. Every February, Cowden Dentistry provides toothbrushes, cash donations and teacher appreciation for a healthy faculty. Science Nigh is sponsored by Rudd Orthodontics.
- g) Heart Start Training: The health nurse taught hands-only CPR, how to respond to cardiac emergencies and how to use the AED. Training materials were provided by Dr. Barry Ramos. At least two drills scheduled per year.
- h) Several higher education institutions partner with SVES every year: student teachers spend a semester from the University of Phoenix, University of New Mexico (UNM) and NMHU. SVES provides guidance to these teachers-in-training to support health and wellness initiatives in their classrooms.
- i) Albertsons, a local supermarket, donated the SVES greenhouse for the school campus, which is used intensively every academic year. They also provide a check at the end of each year with a percentage of family grocery spending going back to our school.
- j) Dion’s, Hewlett Packard Adopt a School & Intel all support volunteers in the classrooms by giving their employees time each year to donate to schools.

- k) The law firm of Sanchez and Pinon donates cash and adopts needy families for school supplies, clothes, and holiday gifts and funeral/burial support. Chris Espinosa of Farmers Insurance supports teachers every Friday with healthy snacks for the weekend and over breaks (easy microwavable meals that students can prepare themselves), helps with Project Backpack and her staff comes at each school event with an Ident-a-Kid booth.
- l) Committee for Children supplies "Second Step," a sound research based curriculum with kits for all grade levels. All students at SVES have had this curriculum taught to them since the school opened! Teaches about emotions, empathy, problem solving, etc.
- m) Online Breeze Health Training: all teachers view epi-pen (severe allergy) and asthma video to learn signs and symptoms to watch for, then trained by nurse demonstration. This allows staff to carry meds on field trips safely and able to recognize warning signs with students and staff.
- n) Community cards for a 10% donation are provided by Target.
- o) In conjunction with NM Department of Health, the health nurse provides flu mist/shots free for all students with a parent permission form; parents do not need to be present. For staff, Southwest Pharmacy comes to SVES and gives flu, tetanus, Hepatitis A & B and pneumonia shots during the school day.
- p) Red Ribbon Week (RRW): Each year we have a health theme, a ribbon is provided for everyone in the school. A bulletin board in the hall by the library highlights the theme for everyone to see. SVES has daily announcements with health and nutrition tips; students learning a brief history of RRW. Prizes at the end of the week for those who wore their ribbon all week. The Theme this year was "Be Strong, Be True, Be You, Drug-Free."
- q) One partnership is exceptionally special, because students will collect non-perishable food items for needy families at another RRPS elementary school, which has an active food pantry.
- r) Doctors with UNM Medical Center presents Tar Wars, anti-smoking information for 3rd, 4th and 5th graders.
- s) Nursing students from Grand Canyon University come to SVES to work with the school nurse as part of their clinical rounds towards their nursing program.
- t) Home Depot is donating 65 buckets and lids towards "emergency buckets" for each classroom. This includes supplies for students and teachers during a lock down that may possibly last for a few hours.

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.): One of the least costly ways we support student and staff mental health is to have a sense of humor. When working on environmental issues, it is easy to be overwhelmed at the magnitude of the problems. SMADOS is SVES's 3rd - 5th grade "Students Making a Difference Organization." It has met after school once a week, promoting community service, cooperation and kindness. Students discuss how we treat each other, emphasizing positive messages rather than negative, i.e., smile, rather than, "don't frown." Every student received an empty smile jar and throughout the school day collected smiles that they got back, after they smiled at someone. Their school wide "Kindness Matters Campaign" was kicked off with three days of morning announcements, reminding students to perform a different act of kindness each day that fostered compassion, respect and empathy. For example, if a student saw a peer on the playground that appeared lonely, they asked, "Hello, would you like a friend to play with?" For the rest of the school year, The Kindness Tree, outside the media center, fills with leaves that have students' names who have been kind. Spirit Weeks happen all year long, with a special week devoted to the environment in April to celebrate Earth Day (which is really every day). SMADOS hosted a booth at the community Health & Wellness Fair in September 2014, where they surveyed attendees on how SMADOS could serve the community. Mission Statement: **We promise to work together as a team for the purpose of helping others. We promise to help the students and families in our school and community. We believe the best gift we can give others is our time, our energy and our commitment to making the world a better place. We can change the world with our own two hands.**

At the beginning of every year, the school counselor sends home a letter to all SVES families asking if they need assistance with holiday times, either with food or gifts; the letter also serves as an alert to families willing to be donors that the need is there. At Thanksgiving time, the school holds a food drive. About twenty families are now served on an ongoing weekly basis, which will be supplemented by diverted edible food that would typically be thrown away in the SVES lunchroom (landfill diversion of organics). The Giving Tree, placed in the school lobby every December, has two tags for every student for a gift and clothing request. The PTO covers any needs that are not met by donations. The ThunderBolt, the school newspaper, is sent digitally to all families (a paper hard copy is only sent to families that requests one). The ThunderBolt often includes messages on anti-bullying, advertising for school friendship groups (social skills) and district parenting classes. "Second Step," an eight-week curriculum, is delivered to Pre-K- 4th graders, focusing

on empathy, emotion management and problem solving. Fifth graders receive visits from “Kasey Says,” a local NPO, with a golden retriever to encourage students to reduce tardiness, complete homework, stay drug-free and to take a healthy road to social interaction for lifelong practice.

Tales of Joy Reading dog, Zoey, comes every week on Thursday to Ms. Ulibarri’s Montessori classroom and the students continue to look forward to yet another canine visit.

The Boomer (as in Thunder) Boutique collected clothing, sorted and made it available in a classroom to needy families. This year, they moved the collection to another school in the district with a larger percentage of students with free and reduced lunch.

A Share Box is used daily, with the support of the Food Service Contractor (FSC), Sodexo. The Share Box was started in October 2013, as a simple procedure to reclaim the food that had been served or offered by the FSC to students, who either did not want the food, did not have time to eat it, or changed their mind about wanting to eat it. The intended use of the Share Box food is to reposition the items in the health nurse’s refrigerator or provide additional snacks for the SAFE program. However, SVES received clarification on the permitted use of good, edible food from leftovers at each lunch period from the Food Program Manager at the NMED Environmental Health Bureau and staff uses this EPA Food Recovery best practice. Staff repositions good food instead of the food going into the waste receptacle.

Pillar 3: Effective Environmental and Sustainability Education

1. Which practices does your school employ to help ensure effective environmental and sustainability education?

Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

[] Our school has an environmental or sustainability literacy requirement. We do not have a mandated environmental literacy requirement, but the staff is supported and encouraged to educate our students by integrating Environmental Education concepts into daily practices and lesson plans. We are anticipating the adoption by the New Mexico Public Education Department of the well-constructed Environmental Literacy Plan (ELP), which defines and formalizes environmental education for students.

[X] Environmental and sustainability concepts are integrated throughout the curriculum. SVES educators integrate these concepts on a regular basis as part of the imbedded Montessori program within the school. Students work with specially designed materials, very often natural, manipulating and investigating. They take turns caring for classroom pets or plants and help keep outdoor spaces maintained and litter-free. Students learn how to live in community, to learn independently, to think caringly, constructively and creatively.

In 2015, just after the Thanksgiving Break, five-year veteran DERT Rep Anjanette Richardson conducted a school-wide training for staff and students. She had every class cycle through her presentation that taught the value of reusables, specifically using reusable cutlery in the cafeteria each day, rather than contributing plastic to the school’s waste stream. Since then, plastic boxes are positioned at the ends of lunch table daily, so that students can drop their cutlery before they even approach the disposal line, to avoid shrinkage.

Annually, third grade students grow cabbages that they harvest each year in our garden, through the Bonnie Cabbage program. Students also planted herbs. They go out to sketch any green foliage that they see and do small research projects to learn about the leaves they see. They complete science observations where they measure growth of the plants, gardening more in the spring and fall.

Students in third grade create presentations about recycling and design posters (hanging outside of the classroom door) to share with the students about what items can be recycled. Students are taught to be mindful when tossing snack items away and make it a daily practice to separate recyclables from regular trash. They learn all the acceptable items that the CoRR recycles, with the help of clear signage.

Southern Sandoval County Arroyo Flood Control Authority (SSCAFCA) supports two important environmental programs for 3rd (The Arroyo Classroom) and 5th graders (RiverXchange). The goal is to provide an exciting way for upper elementary teachers and students to explore major water resources topics over many months as part of the normal curriculum — instead of confining water to a single study unit or a one day water festival event. Thanks to New Mexico based funding, RiverXchange is provided free of charge to RRPS and other districts. Through RiverXchange, students learn that all communities in the world face water quality and water quantity challenges. They also visit the Rio Grande riparian riverbanks to perform Fifth graders, in science and social studies, also learn of conservation of water and kilowatt energy. For several years, Sandia National Labs sponsored annual math and science nights, with volunteers to set up, all instruction, supplies and materials provided. Currently, these evenings are student-led peer-to-peer tutoring and support experiences that are incredibly well received by the school community.

In the ESL classroom, as in all classrooms, students are instructed to use the recycling bin correctly. ESL students learn about national events such as wildfires and the potential for conifer regeneration (new life can now begin), “A Day at the Animal Shelter”, the at-risk manatees in the polluted areas of the Florida Everglades (how to improve the health of our waters). These are books and articles that focus student attention on environmental issues while at the same time, improving their English language proficiency.

In New Mexico, the professional expectations of educators are changing substantially and rapidly, “where teachers are learning as they go,” so blending the outdoor environment into curriculum with all these other priorities is a challenge. Colleges and universities are just beginning to incorporate outside learning as an important component of the students’ lifelong education, so many student teachers coming into the profession are unfamiliar with the advantages of environmental education.

[X] Environmental and sustainability concepts are integrated into teachers’ formative and summative assessments.

“The Do the Light Thing” labels above SVES room light switches serve as a reminder to shut off all lights and electronics when out of the room. This includes task lights, radios, shredders and all electronics not in use. Teachers take advantage of these campaigns to integrate environmental stewardship into their daily routines and the formative assessment is simply that the lights go off when they leave the classroom for activities in other parts of the building. Low and high stakes assessments may include an audit of their classroom’s energy use or a recycling project. For example, The SVES Extreme Learners (ELs) group (students in grades 2-5) was inspired by 9-year-old Caine Monroy from East LA (<http://cainesarcade.com/>), to complete a Cardboard Arcade Project. It was their first big project of the year, with their goal to Reuse, Reduce & Recycle. The students love cardboard, duct tape and engineering projects that allow them use their math skills along with their imaginations. Students designed and built arcade games out of recycled and Home Depot donated cardboard boxes and duct tape. They cleaned and recycled old toys for our prize shelf and parents made prize donations. ELs wrote easy-to-read directions and determined how players won their game and earned prizes. What their teacher found particularly moving was how her participants included students who are unable to tolerate the noise and activity at recess and donated their class time to have students with special needs have a chance to play the arcade in a smaller group setting. One student even created a game specifically for children with autism and had a student with autism “man the booth” on appropriate occasions. ELs made fun passes out of cardboard remnants and sold them for \$2 to fellow students. The arcade was open for play for two weeks during recess only and on the SVES Spooky Science Night in October. The students set a goal of earning \$100 to donate to the Imagination Foundation <<http://imagination.is/>> and ended up raising \$800. The cardboard arcade has been 100% recycled into other projects, even the duct tape. Community Partners: Classroom Parents, PTO, Home Depot and (donation to) Imagination Foundation!

[] Students evidence high levels of proficiency in these assessments. There exists specific impediments to full integration of these concepts into the curriculum: in a climate where teacher evaluation is based on student test scores, most educators are reticent to integrate concepts that are not predicted to be on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. Until educators are directed explicitly to teach environmental education, with the expectation that the content will appear on student examinations, it will continue to be a marginalized content area.

[X] Professional development (PD) in environmental and sustainability education is offered to all teachers. SVES has an excellent track record when districtwide opportunities for Professional Development in Environmental Education (PDEE) is offered to teachers, with a positive disproportionate number of teachers representing this site. PDEE is offered by the RRPS DERT once each month of each academic year, with educators registering on Coursewhere; SVES has been the best attending school for the past four years. NM teachers, as elsewhere in the U.S., do not receive adequate energy instruction in their college and university courses, yet state and national standards have significant sections devoted to the science of energy and to the energy resources used to provide electricity, transportation and products. SVES teachers have attended National Energy Education Development Project (NEED) workshops which educate and energize teachers in energy education. They also attend Project Learning Tree (PLT) workshops when available in the metro area. One former SVES educator was trained as an Aldo Leopold Foundation Land Ethics Leader. Five SVES teachers attended the New Mexico's Experimental Program to Stimulate Competitive Research (NMEPSCOR) conference on energy over the summer 2014 and attended a national science conference in November. The administration will be continuing to support PDEE in the months ahead, with guest speakers at their monthly faculty conferences. Scheduled presentations include Paul Mauermann from the Sandia Mountain Natural History Center, The Green Queen, Project WET, Keep Rio Rancho Beautiful (KRRB), sustainability and BEMP students from UNM and the NMSU SC Cooperative Extension staff.

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

Percentage of last year's eligible graduates who completed AP Environmental Science or other environmental or sustainable education courses such as Environmental Science, Earth Systems Science and Environmental Justice Studies during their high school career: N/A

How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? RREDE, or Rio Rancho Every Day Energy, (another RRPS FG districtwide campaign) is a question asked of staff and students: "Are you ready?" for conservation as a way to save water and energy. When students are involved in hands-on activities that highlight solar photovoltaic arrays (all students who attend RRPS schools from PreK to 12th grade will, at some point, attend a school with onsite solar energy production!) ecosystems, arroyo habitats, gardening, botanical study, food production, agriculture, etc. they have a much different experience of learning than with seat time and a textbook. Teachers, across levels, integrate animal studies as one of the main ways to connect students to nature. A major focus is habitat and habitat depletion. Annual visits from animal rescue groups introduce students to biodiversity and wildness. For the past four years, a falconer has classes compare ferruginous, Harris and red tail hawks, learning how they survive, what they eat, how they hunt, where you can find them, their body attributes, how you can tell what they have eaten last, etc. In ESL classes, animals are often a favored topic. Solar ovens, constructed by students, are regularly used to cook outside. Interactive science lessons outside include sundial instruction, anemometer construction, compass orientation and parachutes dropped from playground equipment. Plants are grown inside in the winter and mealworms turn into beetles near the window (hand lenses always nearby) to show the life cycle. Common Core "reading for information" allows for making room in the day for environmental stewardship. Students study the water cycle with soil in ziplocs taped to windows, then use the same soil in the students' Mother's Day gifts.

The SVES Librarian, Susan Marquez, uses LEGOS, including pieces depicting natural objects, to generate stories that students tell about the natural world. This method allows for play and fine motor skills to motivate students to write colorful stories more readily after they have created a scenario.

The ESL program goes outside to discuss seeds growing into flowers and vegetables and have germinated wildflower seeds in the classroom. Natural objects are displayed in the classroom. Dice rolls in math lessons dictate jumping jacks, to supplement supervised physical education.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? Every year, RRPS teams up with the CoRR municipal water office to have a Children's Water Festival for almost 1,600 fourth graders. SVES students are invited to attend a variety of booths that teach about stormwater quality, the watershed, riparian and river health, fish and wildlife, water's connection to energy production, leak detection, water conservation, etc. At this festival, students meet, first-hand, exemplars of professionals in a variety of green fields. They use equipment, like microscopes, to examine sediment and microorganisms in water samples from the aquifer and river. The NMSEA visits SVES with its Sunchaser program, introducing students to the possible career pathways in solar technology. SVES anticipates organizing a career day for many occupations, which would include green tech. "Applications" for class jobs, such as energy monitor, leak detective, lighting supervisor and recycling leader require students to convince their peers that they should be hired for these classroom jobs. Most of the careers highlighted on the elementary school level are community service oriented; our before and after school clubs expose students to careers in exercise physiology and parks and recreation. SVES starts career orientation early; in December, kindergarteners needed to apply to be an elf!

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. All SVES students ask this essential question each morning: "As a student, how do my choices and actions impact myself, my school, my community and the world?" SVES participates each spring in The Great American Clean Up, when students and their families complete a campus/community restoration. With the leadership of Anjanette Richardson and Seretha Crider, SVES has outcompeted every other RRPS schools in the citywide competitions. The districtwide annual RRPS/Loma Colorado Library Recycled Art Show has been organized by staff at this site, with student input. Every year, the school librarian, Susan Marquez, organizes an onsite, media center exhibit of recycled art, based on a book theme, and selected artwork goes to the community library. Heather Armstrong motivates students to submit both group and individual student art projects to reach the larger patron audience at the city library. The SVES fifth grade visited the Roundhouse in Santa Fe, taking the Rail Runner to lower their carbon footprint. To raise money for their field trip, they sold car washes, touting the efficiency of water use as a marketing technique.

6. Describe students' meaningful outdoor learning experiences at every grade level. Every grade is invited to maintain raised beds just to the east of the school building. The greenhouse and raised beds are open to all teachers and

students. A contact educator is organizing NMSU SC Master Gardeners to assist classrooms with gardening projects as needed. Special education students tend to have more opportunity for outside time than general, as they are perceived to have a greater need for a “break” from traditional classroom environments. However, as so eloquently stated in “**Last Child in the Woods**,” by Richard Louv, **all students need time in nature**, unstructured time and time to explore for optimal healthy intellectual, physical, emotional and spiritual development. His book provides an appendix, a handbook within, with **100 Actions We Can Take**. It is the first book to bring together a new and growing body of research indicating that direct exposure to nature is essential for healthy childhood development and for the physical and emotional health of children and adults. Louv offers practical solutions and simple ways to create change in our community, school and family. There is updated research confirming that direct exposure to nature is essential for the physical and emotional health of children and adults.

7. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community and develop civic skills. The Arroyo Classroom teaches students stewardship of the desert environment; students “felt like it was their birthday with the arroyo full of presents” the first time they visited the site. SSCAFCA presents to third graders, visiting the neighboring arroyo, with live bats and burrowing owls. Signed permission slips for local walking field study trips enable all grades to integrate their local environment into civic lessons. RiverXchange fifth graders visit the Rio Grande bosque to use monitoring wells, rain gauges, examine leaf litter and determine the health of the riparian area. Students communicate through wikis with students who live in another river habitat either nationally or internationally and use critical thinking skills to evaluate and describe the challenges that many river communities face.

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. The City of Albuquerque’s Bike/Ped Safety program partners with SVES so that all fourth graders participate in an annual bike rodeo which teaches safety for cyclists and the rules of the road. Fifth graders learn rock climbing with a wall provided by the same partnership. Local Junior Girl Scout Troop 10157, headed by one of many PTO Awesome Parents, started the “Do Your Part: Recycle Smart” project which sets up a recycling bin with a laminated flyer at every SVES classroom and office; the troop is now outfitting other schools in the district because the response has been so positive. They designed a sticker for each classroom door (shown at right). Annually, Sandia Mountain Natural History Center hosts fifth graders on an exciting visit to the east side of the Sandias. This field study trip is enveloped within an ecosystem curriculum that reinforces the idea that students’ individual decisions can have an important impact on the delicate balance of ecologies locally, regionally and world-wide. They learn that the survival of our species and others hang in the delicate balance that we can alter by our behaviors.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships. One kindergarten class has initiated a distance learning, peer-to peer, interactive unit between SVES and another elementary school in the district. “Letters to Santa” focused on that each student does to help others to earn a place on “The Nice List.” SmartBoard technology was used to connect two classrooms, first anticipating more connections with other district schools and then with a Native American school in New Mexico. Future connections will include environmental stewardship themes. Mrs. Garmon’s kindergarten class has created an amazing “virtual” pond in the classroom, using QR codes to get information on turtles, frogs, fish and ducks. As a teacher, she never had “a center generate more vocabulary and language acquisition than the pond center. Students had ownership of their work because each had a hand in creating the pond mural. The pond was a great example of Universal Design Learning (UDL). Each student, regardless of ability, was able to access the center and utilize the center’s technology resources. Students had access to text on their level, puppets to practice letter sounds, QR codes to access each other’s animal facts, videos and the PBS storyboard. After visiting the center, students wrote about what they learned that day in the center. Students drew pictures and added labels to their own writing. Some drew a frog and added just the letter F, while others sounded the word out completely. The students were motivated to write about what they learned!” SVES is in the process of getting a science material check-out system ready for teachers. The plan is to share materials and not have individual teachers buy their own. SVES has an abundance of environmental education supplies that support the topics listed above that will be available to all teachers.

Slideshow for Sandia vista school’s “Green Ribbon program” can be accessed on the website below:

<https://drive.google.com/open?id=0B7s63fEzmocfZEowRUdpdVVRy0k>