

U.S. DEPARTMENT OF EDUCATION  
**GreenRibbonSchools**  
**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 early learning to 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 and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review. 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**

Name of Principal: **Dr. Daniel Martinez**

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

Official School Name: **Theodore Roosevelt Elementary School**

(As it should appear on an award)

*\*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.



Date: 1-20-2021

(Principal's Signature)

Name of Superintendent: **Mr. Scott Bailey**

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

District Name: **Desert Sands Unified School District**

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



Date: 01/20/2021

(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: **California Department of Education**

Name of Nominating Authority: **State Superintendent of Public Instruction Tony Thurmond**

(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.

  
(Nominating Authority's Signature)

Date: February 18, 2021

### **SUBMISSION**

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: December 31, 2023

### **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](mailto: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.



# *Theodore Roosevelt Elementary School*

California Disadvantaged School Nominee to  
U.S. Department of Education Green Ribbon Schools



Prepared By:  
California Department of Education  
School Facilities and Transportation Services Division  
[Green Ribbon Schools Award Program](#)  
February 2021

## PART II – SUMMARY OF ACHIEVEMENTS

### **Roosevelt Elementary School, Indio, Calif.**

#### *Resource Tracking Leads to Sustainable Action*

Theodore Roosevelt Elementary School (Roosevelt) is located in California's arid Coachella Valley and serves students in Transitional Kindergarten through 5<sup>th</sup> grade. Ninety-seven percent of students are socioeconomically disadvantaged. Through strategic planning and partnerships, Roosevelt provides students real-world experiences to inspire their future environmental stewardship. Attention to nutritional, physical, and mental health guides students in creating life-long habits to thrive. Roosevelt's goal is for all students to be environmentally conscious, civic-minded, healthy, and college and career-ready.

In 2020, Roosevelt was chosen as one of five schools internationally to participate in the United States Green Building Council's Building Learners program. The one-year program integrates learning and sustainability action at the school. Students complete standards-aligned, hands-on lessons and participate in on-demand training modules. A local green building professional mentor supports all aspects program to ensure its success. Through the program, the school obtains sustainability information about its eco-footprint. Students learn how to collect and input data using the Arc online sustainability benchmarking platform from Green Business Certification Inc. (GBCI), including Arc Essentials and Arc Performance Certificates. The program also provides school personnel data to identify monthly usage and areas where the school can become more energy efficient. Students are currently working with the City of Indio's building inspector and the City of Palm Springs' Office of Sustainability to learn about green building efforts around the school. Students take what they have learned from professionals and school usage data to evaluate resource efficiency opportunities. As a culminating event, students will make presentations to the City of Indio and the Desert Sands Unified School Board on sustainability recommendations.

Roosevelt has reduced its non-transportation energy use by 47% since 2015 and greenhouse gas (GHG) emissions by 50% since 2014. The school's district partnered with ENGIE Services to modernize older schools and pilot a renewable energy project through funding provided under California's Proposition 39. Roosevelt was one of the schools that received modernization through this funding. The modernization at Roosevelt included seismic repair and upgrades. Sealing cracks in the infrastructure reduced air leaks throughout the school and decreased energy use, especially during the desert's hottest months.

In a concerted application of school and district policies and practices, Roosevelt reduced their combined indoor/outdoor water use by 94.72% from 2016 to 2020. The district has discontinued the watering of school campuses in the summer. The school and district prioritize the monitoring and repair of water issues. The school also replaced one-third of its grass and other water-dependent foliage with desert landscaping, with plans to continue to replace more, as specified in the district's master plan.

Student representatives, faculty, and staff are trained to collect the school's recycling and provide feedback to improve the recycling program. Student council members work on creating effective ways to ensure that classrooms, office areas, teacher workrooms, and the school cafeteria participate in the recycling program. Students collaborated with teachers to identify the best collection method and developed a system for proper recycling and pick-up of classroom recyclables each week. Students present these recycling protocols at staff meetings and continue to integrate feedback from the staff in an ongoing effort to develop more effective approaches for maintaining an effective, sustainable recycling program. Roosevelt documented a diversion rate of 65% from recycling and composting.

Safe and sustainable alternative transportation is a priority for Roosevelt. Students earn rewards and prizes in the Ram Mile Club, a school-wide running program to encourage walking and biking to school. The school's Safe Routes to School Program supports families using human-powered modes of transportation as an alternative to automobile transportation. The school evaluates factors affecting morning and afternoon commutes through the program and enacts measures to encourage alternative transportation. Students and Boys and Girls Club staff conducted a safety survey of the intersections approaching the school in response to parent safety concerns around pedestrian-vehicle interaction. They found most drivers were distracted and failed to make complete stops at intersections. Students presented their findings to the Indio Police Department, and the department committed to patrolling the area more frequently during dismissal times. Roosevelt stakeholders are also helping the City of Indio develop a Safe Routes to School Master Plan to provide a safe, sustainable, integrated, and efficient transportation system. After evaluating transportation routes, the Desert Sands Unified School District developed a more effective and efficient plan that reduced the number of buses needed to serve Roosevelt from two to one. The district also provides flex-fuel vehicles for traveling on school business.

The school received recognition from the Alliance for a Healthier Generation over the past five years for its participation in the Healthy Schools Program. The school earned bronze (2014), silver (2015, 2017-19), and gold (2016) awards. School stakeholders worked together to obtain the award, which motivated the students and school community at Roosevelt to make healthier nutritional choices and be more physically active. Throughout the process, the school made changes to serve more nutritious meals, provide health education at all grade levels, and increase physical education and activity. The school focused on its specific needs, which informed and inspired the Roosevelt Elementary School Wellness Policy. The policy prohibits unhealthy foods on campus, including food served in classrooms for celebrations. The policy also changed discipline procedures to protect physical activity time. Students do not miss recess or physical education classes to make up assignments, take tests, or finish classwork. School staff members make concerted efforts to educate students on the wellness policy's benefits to health, nutrition, agriculture, gardening, school cleanliness, and recycling.

Students at Roosevelt participate in Positive Behavior Interventions and Supports. All students participate in Positive Action Program lessons, contributing to increased

academic achievement levels by focusing on positive behavior and creating an optimal learning environment. Roosevelt has a Social Emotional Learning room for students to use if they have class or recess behavior issues. It provides a safe place for students to reflect, refocus, and feel better through social-emotional learning activities before returning to class. A full-time counselor leads lessons that support these behavior programs. A school psychologist, speech pathologist, and community organizations like the Smile Factory, Betty Ford Center, Barbara Sinatra Children's Center, and the Boys and Girls Club of the Coachella Valley offer students services to meet their needs.

Roosevelt's STEM (Science, Technology, Engineering, and Math) program focuses on renewable energy sources and ecological design to reduce carbon's impact on the environment. Upper-grade students experience first-hand how energy is captured by creating wind turbines and passive solar house models. All Roosevelt students explore their effect on the outdoor environment, including where they live, and go to school to create a sustainable environment where their community can thrive. For example, Kindergarten students learn how to improve delivery routes to reduce fuel consumption, and second-grade students design ecologically responsible parks.

The school's garden program serves as a hub for sustainable learning. With help from families, community volunteers, and local community grants, the school grew a small garden space into a 1,200-square-foot fenced garden with irrigation and numerous planter boxes. All grade levels contribute to the maintenance and care of the garden. The garden grows tomatoes, squash, strawberries, carrots, peas, broccoli, sweet potatoes, lettuce, and peppers. The school uses the vegetables from the garden for classroom taste tests, salads during staff luncheons, and the school's salad bar. Roosevelt also shares crops harvested in the garden with students and the school community to take home.

Every year, students participate in field trips to support their environmental studies. Field trips and programs through the local farmer's market teach students about local farming and agriculture. The local public transportation agency provides educational experiences for students to learn about compressed natural gas, alternative fuels, zero-emission bus technology, and fueling systems used for local public transportation in Indio. The school has plans to provide students with connections in the community, including field trips to Palm Springs Windmill Farms and solar and natural gas facilities, to learn about local renewable energy sources and how resources in the community impact environmental sustainability. The local water utility plans to host a water testing field trip at their treatment center once students return to school. In the meantime, during distance learning, students are using at-home kits to test the water in their community.

## PART III – DOCUMENTATION OF STATE EVALUATION OF SCHOOL NOMINEE

### Pillar I: Reduce Environmental Impact and Costs

#### *Element IA: Energy*

- Roosevelt has reduced its non-transportation energy use by 47% since 2015 and greenhouse gas (GHG) emissions by 50% since 2014. The local energy and water utility, Imperial Irrigation District, calculates reductions for the Desert Sands Unified School District (DSUSD) and its schools. Imperial Irrigation District derives 35% of all energy from renewable energy sources. The district's purchased renewable energy resources are the highest quality of compliance achievement in their energy provider's portfolio.
- Roosevelt tracks energy usage with the Arc platform to identify monthly use and areas where the school needs to improve to become more energy efficient. The Arc platform provides data that identifies key performance measures, such as site energy and GHG emissions, with a set of tools and analytics. The data includes information on areas that need improvement, and Roosevelt includes the information in the school improvement plan for future upgrades and enhancements.
- Roosevelt uses a centralized Energy Management System (EMS) to control the HVAC and lighting operations. Economizers are placed in the HVAC system to reduce energy use and capture fresh air from outside the building and help replenish oxygen levels, reducing the building's carbon dioxide levels. The school uses ENERGY STAR-compliant equipment or equipment within 20% of ENERGY STAR efficiency ratings. In 2018, the school replaced all appliances that did not have ENERGY STAR efficiency ratings. Staff must ensure that equipment is properly maintained and operating at peak efficiency to reduce energy and water usage.
- Roosevelt follows the district's Resource Management Program. The program includes strategies for implementing effective and sustainable resource practices, exploring renewable and clean energy technologies, reducing energy and water consumption, minimizing utility costs, reducing the amount of waste of consumable materials, encouraging recycling and green procurement practices, and promoting conservation principles. School personnel receive ongoing training in resource conservation methods and procedures. The resource plan also includes locating and eliminating potential risks to health and the environment.
- DSUSD partnered with ENGIE Services to modernize older schools and implement a pilot renewable energy project through funding provided under California's Proposition 39. The district works with ENGIE to develop cost-effective, energy-efficient, and potential impact. Roosevelt was one of the schools that received modernization through this funding. The modernization at Roosevelt included seismic repair and upgrades. Sealing cracks in the infrastructure reduces air leaks throughout the school and decreases energy use, especially during the desert's hottest months.

- Roosevelt's upgraded their HVAC filtration system to filter out harmful pollutants in the buildings and replaced their lighting fixtures with energy-efficient LEDs. Motion sensors are located in classrooms, turning off indoor lights when motion in the room is not detected. The DSUSD Facilities Master Plan upgrade calls for the installation of carports with photovoltaic panels in the parking lots at Roosevelt by 2025.

*Element IB: Water and Grounds*

- In a concerted effort of school and district policies and practices, Roosevelt reduced their combined indoor/outdoor water use by 94.72% from 2016 to 2020.
- The district increased its focus on water conservation. Custodial staff have explicit instruction to make an extra effort to immediately report overwatering, water runoff, and broken sprinkler heads in irrigated areas. The district's Maintenance and Operations Department prioritizes the repair of all irrigation-related problems.
- Currently, one-third of the landscaping at the school is desert landscaping. As part of the school district's master plan, Roosevelt plans to have more of the campus' grass and water-dependent foliage replaced with desert landscaping. The school will combine landscaping with smart irrigation controllers that automatically take humidity and temperature into account to modify watering times to efficiently use water at the optimal time and be more efficient with water usage in landscaped areas where watering is necessary.
- Eighty-five percent of the landscape areas on the school site have an irrigation system. The school uses 90% of that area for physical education and other educational purposes. The areas surrounding the school building and parking lot use desert landscaping.
- Twenty-three percent of Roosevelt's school grounds are devoted to the ecological benefit of the school. The school currently has a large garden, native plant habitats, and outdoor classroom space for students to learn about local vegetation and environmental science.

*Element IC: Waste*

- Roosevelt documented a diversion rate of 65% from recycling and composting.
- A composting program started in 2019, with the physical and financial support of a local volunteer group and the City of Indio. The program is suspended due to limitations on visitors on school grounds. However, it will resume once volunteers are allowed to come back onto the school campus to work with students.
- Roosevelt partnered with custodial staff and school site monitors to track waste disposal and lunch program recycling. All paper trays or plastic packaging get placed at the edge of the lunch tables near trash bins. School site monitors assist students with separating recyclables and waste products from their lunches. Custodial staff remove recycled products placed at the end of the lunch tables and put them in the recycle bins. The school's food diversion programs help local homeless shelters, migrant farmworkers, and other non-profit organizations by providing them with uneaten wrapped food from lunch periods.

- Student Council members coordinate and monitor the indoor recycling program. They help collect paper recycling bins that are located in each classroom and emptied every Friday. The school has can and bottle recycling bins located throughout the hallways, staff areas, and the multi-purpose room. A local non-profit organization, Desert ARC, collects indoor paper, cans, and bottles to deliver to the local waste management agency for recycling.
- As a part of DSUSD's Ambassador Recycling Pilot Project, students from the school developed a recycling program that includes a daily paper recycling program and electronic recycling events, which aligns with the district-wide Integrated Waste Management Program. In its second year, DSUSD saved enough in disposal costs to pay for the Integrated Waste Management Program's full-time staff member with an excess of \$57,000, which was transferred to school discretionary budgets.
- Roosevelt adheres to the school district's hazardous waste and green product purchasing policies. All staff members receive training on these district policies at the beginning of each school year. The school district provides each school with a list of acceptable products for purchase and use on school campuses. All cleaning products used on campus are stored in the custodian's locked storage room, inaccessible to students.
- The school engages in many strategies to decrease the impact of paper consumption on environmental sustainability. Teachers send as many student handouts digitally as possible through student email accounts; important school events, school news, and school information are distributed to parents electronically through Peachjar. Most recently, the school is sending report cards home electronically.

*Element ID: Alternative Transportation*

- Information collected from online student and parent surveys, the observations of administrative staff before and after school, and Safe Routes to Schools data show 41% of students carpool, 23% walk, 9% roll (i.e., bike, scooter, skateboard), and 3% ride the school bus.
- Roosevelt collaborates with the county Safe Routes to School Program (SRTS) to provide programs and resources to the school community. Participation in the program supports families using human-powered modes of transportation as an alternative to automobile transportation. With the county SRTS organization's help, the school organizes parent surveys, compiles data on current modes of transportation for students, provides community forums for input on SRTS, and participates in a walkability assessment to evaluate the neighborhood for unsafe or potential hazards. The school administers surveys at the beginning of each school year and uses data to provide resources to parents, hold walk-to-school day events, and ensure that students have access to safe routes to and from school.
- Roosevelt participates in the SRTS Walk to School Day twice a year. Staff crossing guards are located at intersections near the school to ensure students safely cross high traffic intersections. The Boys and Girls Club staff also monitor the school's intersection to the club to ensure that students can safely cross over to their

organization. To promote more students walking to and from school from the surrounding neighborhoods, students earn rewards and prizes for walking to and from school through the school's running and walking program, the Ram Mile Club.

- Students worked with the Boys and Girls Club staff to conduct a safety survey of the intersections approaching the school and presented their findings to the Indio Police Department. The safety survey tallied how many vehicles failed to make complete stops at the intersection between the Boys and Girls Club and Roosevelt. Their findings showed that the majority of vehicles passing through this intersection failed to make complete stops during times of high student traffic. The students also monitored the number of distracted drivers driving unsafely through the intersection, including drivers talking on their cell phones or texting. The student survey prompted the Indio Police Department to patrol this intersection more frequently during dismissal times. The Indio Police Department's involvement and the safety at high traffic intersections near the school eased safety concerns for parents, who were hesitant to use walking to and from school as an alternative to driving students.
- In collaboration with school stakeholders, City Hall, and the local police department, Roosevelt helped the City of Indio develop its SRTS Master Plan. The Caltrans Sustainable Transportation Planning Grant Program provides funding to increase the city's efforts to provide a safe, sustainable, integrated, and efficient transportation system.
- DSUSD evaluated bus transportation routes within the district and developed a more effective transportation plan that reduced environmental impact and increased efficiency by rerouting school bus routes and adjusting school zones. These changes reduced the number of busses used to transport Roosevelt students from two buses down to one. DSUSD provides flex-fuel vehicles for traveling on school business.
- Roosevelt students participate daily in a "walking school bus" program walking in groups with parents to and from large apartment complexes near the school.

## Pillar II: Improve the Health and Wellness of Students and Staff

### *Element IIA: Environmental Health*

- Roosevelt complies with the district's Integrated Pest Management (IPM) procedures. Custodial staff considers a full range of possible alternatives to pesticides; alternative treatments include controlling pests by physical, horticultural, or biological methods. Roosevelt sends written notifications to the community regarding pesticide products and school policies each year. If such a case arises at the school, a warning sign is posted immediately upon application and remains posted for 72 hours. All school site employees follow practices that keep pests from intruding into buildings. These practices include keeping all doors closed, not storing food or eating food in the classrooms, emptying trash bins regularly, and maintaining a clean cafeteria and dining area. Custodial staff members ensure that outside trash receptacles are covered and emptied regularly. The lunch area is thoroughly cleaned after breakfast and lunch each day.

- Non-chemical cleaning practices are a part of the mandated policies and procedures at Roosevelt. Staff members use soap and water as a cleaning agent instead of chemicals whenever possible. Green cleaning products are used on-campus for cleaning classrooms and staff areas.
- Roosevelt participates in the DSUSD Quality Assurance Program to systematically monitor and evaluate the various aspects of facility management. Working with custodial staff, administration, and the district's quality assurance facilitators to conduct regular inspections of school facilities, they monitor any problem areas on the school campus, including moisture from leaks, condensation, excess humidity, and mold. Every morning, the custodial staff performs a school grounds survey to identify facility repairs requiring immediate attention. Every custodian, including substitutes, receives annual training on the general inspection of school facilities and school grounds.
- Annual inspections of school facilities include asbestos management. The maintenance staff is informed about the location, identification, proper cleaning, and ongoing maintenance of asbestos-containing materials. State-certified asbestos abatement contractors perform asbestos abatement work in compliance with state and federal standards.
- Roosevelt reduces lead concentrations in the source water by installing corrosion control devices at the school's entry point.
- Evaluation of lead exposure hazards occurs before any renovation or remodeling occurs, and children are not allowed in or near buildings where activities might create lead dust exposure. School district policy requires all painted surfaces to remain intact whenever possible to minimize the potential for lead dust during any maintenance operation repairs. District policy requires any soil identified to have a high lead content to be encapsulated by grass, other plantings, concrete, or asphalt.
- Any potentially hazardous substances are inventoried, used, stored, and regularly disposed of safely and legally. Employees are fully informed about the properties and potential hazards of substances around the school through material safety data sheets.
- The school controls asthma triggers with the use of soap and water and green sanitation products for cleaning. They also prohibit the use of aerosol sprays and air fresheners. To further reduce triggers, the custodial staff at Roosevelt vacuum and sweep areas that might regularly attract cockroaches.
- Roosevelt prohibits using tobacco or other types of smoke-related products within 50 feet of the campus. Administration and staff supervising morning drop-off and dismissal monitor the school's perimeter to enforce the no-smoking policy.
- Roosevelt has three water bottle filling stations. Purification systems use the existing water source and remove up to 99% of any impurities found in typical tap water. Then, the systems improve the water with trace elements of essential minerals and electrolytes. Finally, the water passes through a coconut carbon filter. The water filter removes dirt, dust, rust, and suspended solids by catching any solid impurities or substances that might exist in tap water or pipes.

- Students are not allowed to participate in outdoor physical activity when air quality is considered poor or unhealthy. Alerts sent through the Environmental Protection Agency's Enviroflash Program provide immediate notification when the air quality becomes a health risk for students to participate in physical activity outside. If an alert occurs, students remain inside until air quality is improved and deemed safe again.
- Roosevelt recently upgraded HVAC filtration systems and filters to reduce pollutants in the air due to concerns over the current health crisis in the United States. At the beginning of the 2020-21 school year, DSUSD installed local exhaust systems for major airborne contaminant sources at Roosevelt. The need to improve the current systems due to the pandemic was to maintain a safe, healthy school environment to return to in-class instruction.

*Element IIB: Nutrition and Fitness*

- Roosevelt received recognition from the Alliance for a Healthier Generation over the past five years for their participation in the National Healthy Schools Award program. The school community used the program as a guide in creating a positive change on campus. Together, they worked to obtain the award, which motivated the students and school community at Roosevelt to make healthier nutritional choices and be more physically active. Throughout the process, the school made changes to serve more nutritious meals, provide health education at all grade levels, and increase physical education and activity. The school focused on its specific needs, which informed the Roosevelt Elementary School Wellness Policy's creation and implementation.
- Roosevelt's Wellness Policy prohibits unhealthy foods on campus, limiting foods distributed in classrooms for celebrations. Removing food from classrooms reduces the need for pest control inside the classrooms. The Wellness Policy prescribes students' physical activity and discipline procedures allowing students to play during recess. It also prevents students from losing physical education instructional time to make up assignments, take tests, or finish classwork. The policy helps maintain Roosevelt's commitment to providing a healthy school environment for the students and staff.
- Roosevelt has received Gold with Distinction certification from the USDA's HealthierUS School Challenge and has been recognized as a Let's Move, Active School and listed among America's Healthiest Schools by the Alliance for a Healthier Generation, earning recognition every year since 2014. Teachers and cafeteria staff encourage students to select fresh fruits and vegetables in the cafeteria salad bar. Staff members encourage students to try selections that are new to them. Students choose healthier foods at lunch and produce less waste because they self-serve their food selections from the salad bar line. All students receive free breakfast and lunch in the cafeteria, and students enrolled in the after-school program receive free supper.
- Roosevelt has joined partnerships with community organizations that are associated with health and exercise. Students get free entry into local 5K races, and staff members get reduced registration fees from the school's partnership with five other

valley schools and the Palm Springs Runners Club. Women of Wisdom and First Tee of the Desert bring in programs that teach students how to play uncommon sports, such as golf and pickleball, in school. Students work with the US Open program to participate in a youth tennis program and tournament.

- With support from students, Roosevelt families, community volunteers, and local community grants, the school grew their small planter box garden into a large fenced garden with irrigation and numerous planter boxes. All grade levels and classrooms contribute to the maintenance and care of the garden. The school uses vegetables from the garden in classroom taste tests, salads during staff luncheons, and the school's salad bar. The school also shares crops harvested in the garden with students and the school community.
- All students receive at least 240 minutes of physical education every two weeks with a full-time physical education teacher. Instant activities, when students enter class, get students moving as soon as the class starts. Fitnessgram Assessment tools are used throughout the school year to help students establish health-related goals and healthy habits. Students in the upper grades monitor their fitness levels and set trimester goals, including health and nutrition components. STEM and science-integrated lessons are a part of physical education throughout the year.
- The Ram Mile Club is a running/walking club for students offered before school and during recess breaks to increase student movement. Students who participate in the Ram Mile Club during their lunch and recess can earn additional stamps on their cards that count toward cumulative miles when they walk to and from school. Students earn awards and prizes such as key chain tokens, shoelaces, bracelets, t-shirts, and free registration to local running events. The top runners receive a bike at the end of the year.
- The district sponsors wellness events for its employees, including a fitness challenge, hikes, and the annual wellness fair, which includes free incentives and health screenings, as well as informational booths from health care providers and community organizations. Counseling and therapy sessions are included in the district's insurance packages, providing these services free-of-charge for staff. Roosevelt staff are encouraged to participate in the Ram Mile Club walking program and running events. These events are free for staff and students, paid for by grants and school fundraising.
- Roosevelt has developed several partnerships within the community to ensure that students receive the services they need to thrive. Students receive yearly health screenings, including vision and hearing testing, dental examinations and services, and mental health services. Borrego Health Care brings the Smile Factory to Roosevelt twice a year. The Smile Factory provides students with free dental care products, dental examinations, and preventative dental care by a licensed dentist and dental assistant. The Betty Ford-Barbara Sinatra Clinic provides small group mental health sessions to identified students on-campus throughout the year.
- The school has partnered with the City of Indio, the Safe Routes to School Program, and the Indio Police and Fire Departments to make yearly presentations to the upper-grade students. These presentations encourage students to stay away from

being affiliated with local gang members and gang-related activities in the community.

- Representatives from the Boys and Girls Club of the Coachella Valley facilitate physical activities during recess to foster community relationships with students and promote student awareness of the after-school program, which provides a safe place in the community for students outside the school day.
- Eco Heroes hosts an annual assembly focused on health, safety, and environmental sustainability.
- Roosevelt has one full-time school counselor and a school nurse. Students in first through fifth grade participate in the Positive Action program with the school counselor and Second Step class, addressing mental health issues, making responsible choices in health and personal relationships, and conflict resolution techniques. The school counselor also encourages peer partnerships and relationships. The counselor matches students who are having difficulty in class with peers that exhibit positive behavior patterns, cultivating positive student relationships. Roosevelt has an SEL room set up for students to use if they have issues in a class or a recess to help them explore their feelings and actions through SEL activities, games, and educational resources.
- Small group counseling groups are available to students in each grade who have been identified for services by the classroom teacher or through parent requests and provide resources to assist families in community services.
- The school nurse works with students and families to identify health-related issues, relays information to staff members who have identified health issues, and provides resources on students' proper care with known health-related matters.

### Pillar III: Provide Effective Environmental and Sustainability Education

#### *Element IIIA: Interdisciplinary Learning*

- Building on the district wellness policy, Roosevelt has incorporated environmental sustainability and awareness into its Health and Wellness Policy. The school-site policy includes assessment, education, and understanding of environmental issues that impact campus ecological conditions, including water conservation, outdoor education, diverting waste by composting, and energy conservation. Roosevelt adopted a Green Schoolyard Plan in 2018, which includes lessons and awareness of sustainability, health components, and conservation on-campus.
- Roosevelt enriches the district-adopted science curriculum with a supplemental STEM program, Greening STEM. The school's comprehensive environmental STEM program engages students in multi-disciplinary learning centered around California's Environmental Principles and Concepts. The program's curriculum focuses on renewable energy sources and ecological design to reduce the carbon footprint on the environment. It integrates experiential learning of STEM, place-based environmental education, project-based learning, and community-based learning.
- Through the United States Green Building Council's Building Learners program, Roosevelt students and staff are collecting data and working collaboratively with

local city volunteers to create environmental policies on campus that include curricular components. Students in the after-school program monitor energy usage using the Arc platform and suggest conservation strategies for the school to improve its environmental impact.

- Every year, students participate in field trips to support their environmental studies. Field trips and programs through the local farmer's market teach students about local farming and agriculture. The local public transportation agency provides educational experiences for students to learn about compressed natural gas, alternative fuels, zero-emission bus technology, and fueling systems used for local public transportation in Indio. The local water utility plans to host a water testing field trip at their treatment center once students return to school. In the meantime, during distance learning, students are using at-home kits to test the water in their community.

### *Element IIIB: STEM Content, Knowledge, and Skills*

- Roosevelt supplements the district-adopted science curriculum with the Greening STEM curriculum. Each grade focuses on environmental literacy components and concepts with the following ecological sustainability activities.
  - TK through first-grade students examine student impact on the environment. Students explore their outdoor environment, including where they live and go to school. Students create ways to reduce pollution and plan an efficient delivery route from their homes to the school.
  - Second-grade students explore the habitat they live in and learn how humans impact their habitat. Students experience outdoor learning by exploring the areas on and around the school grounds to make connections to the curriculum. Students learn about other habitats and what resources are needed to sustain a habitat.
  - Third-grade students examine the school's nearby neighborhoods, parks, and open spaces. They learn about patterns in the sky, monitor shadows at different times of the day, and develop a park model using observation data.
  - Fourth-grade students examine renewable and alternative energy sources. Students build and test model wind turbines and analyze them as alternative energy sources. Students participate in outdoor learning by conducting experiments with the Sun's rays to power their wind turbines and other projects they have created.
  - Fifth-grade students develop a further understanding of renewable and alternative energy sources by building solar houses and examining renewable energy sources.
- The Building Learners after-school program has introduced 30 students in grades 3-5 to green technology pathways. Students learn how to collect and input data using Arc Essentials and Arc Performance Certificates. Students participate in standards-aligned hands-on lessons and on-demand training modules. A local green building professional mentor supports all aspects program to ensure success. The program is committed to integrating learning and sustainability action at Roosevelt. Students learn about the school building and have opportunities to map the school's eco-

footprint. The program gives students the tools and resources to explore data used in determining a building's sustainability performance. Students explore the different aspects of building understanding (i.e., energy, water, waste, transportation, and occupant satisfaction) using the Arc Digital Playground. Students develop an understanding of how Arc categories relate to sustainability, what trackable data can represent each category's performance, and how a high-performing school will differ from an average-performing school.

### *Element IIIC: Civic Knowledge and Skills*

- At Roosevelt, there are multiple community engagement opportunities for all students in Transitional Kindergarten through 5<sup>th</sup> grade. The activities include a planned Earth Day community service project and the STEM Environmental Education Program. Students in the 4<sup>th</sup> and 5<sup>th</sup> grades work through STEM modules to build and test renewable energy sources, such as solar panels, solar house models, and wind turbines. Students have to develop, plan, create, and test their models using the Sun and wind.
- Students work through the STEM modules to make real-world connections to the content and subject matter. The modules develop the students' understanding of their civic responsibilities and their impact on their community and the environment. Transitional Kindergarten through third-grade students explore open spaces in the community, habitats, and their environment. Through these experiences, students develop an understanding of the environment they live in and how important it is to respect ecosystems. Students build upon civic skills by better understanding their impact on the environment.
- DSUSD participated in an Ambassador Recycling Pilot Program. The program partnered with the community's waste haulers and recyclers, who provided bins for classrooms and offices, central collection receptacles, and transportation of recyclable materials to recycling facilities. They worked with several community organizations, local waste management companies, and city officials to develop recycling programs throughout the district.
- The SCRAP Gallery, a hands-on art museum, goes to area schools to educate students on recycling and teach students how to do art projects using recyclable materials. City officials and community organizations create Arbor Day/Earth Day programs and events in the communities.
- Roosevelt received funding from the City of Indio and a local community organization to build a Monarch habitat on campus. The project is set-up and ready for students when in-person learning resumes.
- The school has plans to provide students with connections in the community, including field trips to Palm Springs Windmill Farms and solar and natural gas facilities, to learn about local renewable energy sources and how resources in the community impact environmental sustainability. Students learn about taking care of the environment and civic responsibilities during a yearly school-wide assembly presented by Eco Heroes.