



**U.S. Department of Education Green Ribbon Schools**

**2011-2012 Presentation of Nominee to the  
U.S. Department of Education**

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**PART I - ELIGIBILITY CERTIFICATION**

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**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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority’s jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. 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.
5. 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.
6. 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.
7. 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.
8. The school meets all applicable federal, state, tribal and local 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 2012

For Public Schools only: (Check all that apply) [ ] Charter [ X ] Title I [ ] Magnet [ ]  
Choice

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

Official School Name: Roadrunner Elementary School  
(As it should appear in the official records)

School Mailing Address 7702 N 39<sup>th</sup> Avenue  
(If address is P.O. Box, also include street address.)

Phoenix, Arizona 85051  
City State Zip

County Maricopa State School Code Number\* 152

Telephone (602) 347-3100 Fax (602)347-3120

Web site/URL www.wesdschools.org E-mail Karen.menaugh@wesdschools.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

  
(Principal's Signature) Date 3-16-2012

Name of Superintendent\* Ms. Susan Cook  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* Washington Elementary School District No 6 Tel.(602) 347-2602

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

  
(Superintendent's Signature) Date 3/16/12

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

## **PART II – SUMMARY OF ACHIEVEMENTS**

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Imagine what it would take to revitalize community interest in a school that has been in the neighborhood for forty years. We did. Roadrunner Elementary School in Washington Elementary School District #6 is respectfully submitting our application to be nationally recognized as a Green Ribbon School. We believe that we are representative of the state of Arizona's highest achieving green school efforts. As a result of our efforts, Roadrunner was awarded the first Green Schoolhouse project in the nation. Called "The Safari" project, a 6,249 square foot LEED platinum building is being constructed on our campus by corporate sponsors, volunteers and will thereafter be donated to the District by Cause Effect Evolutions and Brighten a Life.

Roadrunner Elementary School and the entire Washington Elementary School District are on a journey to transform each and every school into a high performance space that supports student achievement. Beginning in early in 2008, the journey began as leaders in our District developed a vision to reduce energy use by 40% and create a District culture that embraced energy conservation and sustainability. Roadrunner Elementary School has taken the lead in many ways.

In this country there are many existing school buildings that need to be retrofitted to improve energy conservation, to increase air quality, to introduce students to sustainability and to improve student achievement. Roadrunner is a story about a school in a 1970's building doing just that.

Roadrunner Elementary School in Phoenix, Arizona is a school-wide Title I school with a desire to create a high performance learning environment for students and to increase parent and community involvement in their education. Roadrunner has grown from a K-3 school built in 1970 into a school that serves seven hundred fifty-nine (759) Pre-K through 6<sup>th</sup> grade students. Roadrunner's student body has been called a mini-United Nations, serving a diverse population of students. The current enrollment reflects a student body that is 66% Hispanic, 22% Caucasian, 6% African American, 5% Asian American, and 1% American Indian. English Language Learners (ELL) constitute 49% of the students. Free breakfast is served in each classroom each morning to every student and all students receive "Free Lunch".

Roadrunner focuses on teaching students about the earth, the environment and sustainability. Students cultivate a small organic garden maintained by a community member who volunteers her time and expertise. The award-winning Roadrunner garden, known throughout the community, produces herbs, cherry tomatoes, irises, sunflowers, and hollyhocks in addition to other varieties of plants. Each spring, the preschoolers pick flowers and deliver bouquets to the health office, the front office and their teachers. They harvest hollyhock and sunflower seeds each spring so that the garden itself becomes sustainable. Our preschoolers learn that when you have a garden, you have a life.

Roadrunner students, staff and Site Council created an energy plan and changed behaviors that successfully reduced our energy usage. During the first year of the District's Energy Conservation Program (2008-2009), Roadrunner became a District leader, reducing their electric usage by

17.5%. Roadrunner Elementary School and all of its stakeholders embraced a new culture of energy conservation and sustainability. In 2010, energy efficient lighting was installed. As of November, 2011, Roadrunner has reduced energy usage by 35.2% and reduced Greenhouse Gas Emissions by 204.04 MtCO<sub>2</sub>e. Its ENERGY STAR rating is now 87 and the school has won ENERGY STAR Building Recognition for two consecutive years.

The Energy Conservation Plan focuses on total school involvement to make Roadrunner “greener.” Through the combined efforts of students, staff and community, we recycle paper through Abitibi Recycling. Students remind teachers to turn off lights when leaving the classroom. Teachers turn off their computers and adjust their air conditioning when they leave for the day. The weekly staff newsletter is e-mailed to our 80+ staff members, another savings of paper and energy.

Roadrunner staff members model a sense of environmental awareness. Roadrunner is currently teaching students “green” practices. Students learn about the water cycle and water conservation through Salt River Project’s “Project Wet” by participating in all day activities. Science curriculum activities explore solar, wind, and other alternative energy sources to teach awareness of man’s impact on the environment. Teachers use SmartBoards, individual white boards and hands on activities to minimize paper usage.

Roadrunner is going green! Through the curriculum, changing behaviors and the construction and completion of the nation’s first LEED Platinum Safari Green Schoolhouse, we are empowering students to make a difference in their world. As so appropriately stated by a Roadrunner student, “If we are green and teach people around us to be green, we will not only bring hope to the neighborhood, but also inspiration for learning at school, and just maybe we can save the world.”

### **PART III – DOCUMENTATION AND CERTIFICATION OF STATE NOMINATION**

#### **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.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
  - 1) environmental impact and energy efficiency; 2) healthy school environments; and
  - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating  
Agency

Arizona Department of Education

Name of Nominating  
Authority

The Honorable John Huppenthal

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.

  
(Nominating Authority's Signature)

Date 3/21/2012

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at [green.ribbon.schools@ed.gov](mailto:green.ribbon.schools@ed.gov) according to the instructions in the Nominee Submission Procedure.

### 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.

## APPENDIX – ARIZONA’S EVALUATION OF SCHOOL NOMINEE

Attachment 1 – Arizona’s Green Ribbon Schools Judging Panel and Scoring Rubric \_\_\_\_\_ 6

Attachment 2 – Roadrunner Elementary School Condensed Application \_\_\_\_\_ 7

### Arizona’s Green Ribbon Schools Judging Panel and Scoring Rubric

In an effort to evaluate applicants in an impartial and equitable manner, the Arizona Department of Education, as the Nominating Agency for Arizona, created an Arizona Green Ribbon Schools Judging Panel that consisted of five members from both the public and private sectors, each with expertise in one or more of the three Green Ribbon Pillars:

- **Mary Szafranski**, Deputy Associate Superintendent of Health and Nutrition Services, Arizona Department of Education
- **Nancy Wrona**, Senior Policy Advisor, Arizona Department of Environmental Quality
- **Dan Osterman**, LEED AP, Employee Owner, Sundt Construction
- **Caroline VanIngen-Dunn**, Manager, STEM Initiative, Science Foundation Arizona
- **Dan Demland, R.A.**, Architect, Arizona School Facilities Board

The panel was asked to evaluate each applicant in accordance with the following scoring rubric, and we have included the scores agreed upon by the panel with respect to Roadrunner Elementary School.

Green Ribbon Pillar and Elements	Points
<b>Cross Cutting Questions – 5%</b>	
Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts, along with commitment of school organization <b>(5 points)</b>	<b>5</b>
<b>Pillar I: Environmental Impact and Energy Efficiency – 30%</b>	
Element IA: Improved energy conservation/energy-efficient building(s) <b>(15 points)</b>	<b>14</b>
Element IB: Improved water quality, efficiency, and conservation <b>(5 points)</b>	<b>5</b>
Element IC: Reduced waste production and improved recycling and composting programs <b>(5 points)</b>	<b>3</b>
Element ID: Use of alternative transportation to, during, and from school <b>(5 points)</b>	<b>4</b>
<b>Pillar II: Healthy School Environments – 30%</b>	
Element IIA: An integrated school environmental health program <b>(15 points)</b>	<b>14</b>
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time <b>(15 points)</b>	<b>12</b>
<b>Pillar III: Environmental and Sustainability Education – 35%</b>	
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems <b>(20 points)</b>	<b>20</b>
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills <b>(5 points)</b>	<b>4</b>
Element IIIC: Development and application of civic engagement knowledge and skills <b>(10 points)</b>	<b>10</b>
<b>Total – 100%</b>	<b>91</b>

## 2012 Arizona Green Ribbon Schools Application

District Name: **Washington Elementary School District**

County: **Maricopa County**

School Name: **Roadrunner Elementary School – School Code 152**

Mailing Address: **7702 N 39<sup>th</sup> Avenue**

City: **Phoenix, AZ**

Zip Code: **85051**

School Website: **<http://www.wesdschools.org/ViewSchool.aspx?school=52>**

Principal/Head of School First and Last Name: **Karen Menaugh**

Principal/Head of School E-mail Address: **Karen.menaugh@wesdschools.org**

Principal/Head of School Telephone Number: **(602) 347-3105**

Lead Applicant First and Last Name (if different from above): **Sue Pierce**

Lead Applicant Title: **Director of Facility Planning and Energy**

Lead Applicant E-mail Address: **sue.pierce@wesdschools.org**

Lead Applicant Telephone Number: **(602) 347-2847**

Level: **Elementary**

School Type: **Public**

Total School Enrollment: **734 Students**

How would you describe your school? **Urban**

Total building area of the school: **61,788 Square Feet**

Year the school was built: **1970**

Year of modernization or renovation projects:

**1993 (6th grade building and kitchen expansion).**

**2012 (construction of a 6,000 square foot LEED Platinum STEM classroom, PE complex and school and community gathering space).**

Are at least 40 percent of the students from a disadvantaged background?

(This must include free and reduced-price meals and may include students with disabilities and students who are limited English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act.)

**Yes**

**No**

Staff	Full-time	Part-time
Administrators	1	0
Classroom teachers	27-classroom teachers 1- Art 1-Music 1 -Special Ed Resource 2- Academic Intervention Specialists	0 Gifted -1 Art - 1 Music -1 Band -1 1 Special Ed Resource – 1- Student Services Specialist 1 - Speech Pathologist -
Physical education specialists	1	1
Counselors		1
Credentialed librarians		1
Nurses	1-Health Tech	
Psychologists		1
Technology/media specialists or technicians		1-Computer assistant
Paraprofessionals	2	7
Campus resource officers	0	0
Other staff (specify)	1-Office Manager 4-Custodial Staff 1 Cafeteria Manager	Office Techs - -2 5 –cafeteria staff 2 – crossing guards
Total	43	28

### **Cross-Cutting Questions**

CC1: Is the school participating in a local, state, or nationally recognized green school program which asks benchmark progress in some fashion (for example, National Wildlife Federal Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree’s Green Schools)?

Yes

No

If yes, in which program(s) is the school participating and what level(s) have been achieved?

**Roadrunner Elementary School participates in the ENERGY STAR Portfolio Manager program and has reduced energy usage by 35.2% and reduced Greenhouse Gas Emissions by 204.04 MtCO<sub>2</sub>e. Roadrunner improved its**

**ENERGY STAR baseline rating of 49 in February, 2008 to a rating of 87 in November, 2011. Roadrunner has won ENERGY STAR Building Recognition for two consecutive years and is recognized on the EPA ENERGY STAR web site.**

CC2: Has the school, staff, or student body received any awards for environmental or sustainability stewardship/action?

**Yes**

**No**

List the awards received and the years received.

**ENERGY STAR Building Recognition 2010**

**ENERGY STAR Building Recognition 2011**

**Green Schoolhouse Award Winner 2010 - 2012**

CC3: Is there a forum provided where all representative stakeholders involved in the daily operation of the school (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts?

**Yes**

**No**

If yes, describe: (Maximum 200 words)

**The District Energy Manager sends a monthly energy report to Roadrunner Elementary School. The energy report identifies energy use this month compared to the same month last year. This report is sent to the principal, office manager and facility manager who in turn discuss the report with staff.**

**The principal shares the report with the office staff and facility manager. Periodic meetings are held to discuss how to continue energy-reduction practices, e.g. reminders on light plates, notes in weekly staff newsletter to turn off computers/lights at the end of the day. The principal shares the reports at staff meetings. Teachers encourage students to recycle used paper, turn off lights, shut down computers in the lab. The Site Council consisting of teachers, staff, parents and community members developed a school energy plan with the staff and students in 2009 and reviews monthly energy reports and efforts at monthly meetings.**

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Pillar I: Environmental Impact and Energy Efficiency

*Buildings, grounds, and operations: The school has made significant progress toward "net zero" environmental impact (zero carbon, solid waste, and hazardous waste footprints). Pillar I includes four main elements:*

Element A: Reduced greenhouse gas emissions, using an energy audit or emissions inventory and reduction plan, cost-effective energy efficiency

improvements, and on-site renewable energy and/or purchase of green power.

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

Element C: Reduced solid waste production, through increased recycling, reduced consumption, and improved management, reduction, or elimination of hazardous waste stream.

Element D: Expanded use of alternative transportation to, during, and from school, through active promotion of locally-available options and implementation of enabling projects and policies.

Each question in this section is designed to measure the school's progress towards Pillar I and its associated four elements.

#### Pillar I Element A

IA1. Is there an energy master plan in place?

Yes

No

IA2. Has the school received EPA's ENERGY STAR certification?

Yes

No

If the school received certification, note the year it was achieved and the score received.

**Roadrunner Elementary School was originally benchmarked in ENERGY STAR as of February 28, 2008 and at that time received a rating of 49. The school thereafter developed an energy team on campus and an energy plan with the goal of reducing energy usage in the first year by 10% through energy behavior management. At the end of the first year, Roadrunner Elementary School had reduced energy use by 17.5%, far exceeding the goal. As of August 31, 2010 Roadrunner Elementary School achieved ENERGY STAR Building recognition. As of November, 2011 the School has reduced energy usage by 35.2% and reduced Greenhouse Gas Emissions by 204.04 MtCO<sub>2</sub>e. Roadrunner improved its ENERGY STAR baseline rating of 49 in February, 2008 to a rating of 87 in November, 2011. Roadrunner has won ENERGY STAR Building Recognition for two consecutive years and is recognized on the EPA ENERGY STAR web site.**

IA3. Has the total non-transportation energy use (i.e. electricity and temperature control) been reduced from an initial baseline?

Yes

No

If yes, provide:

Percentage of reduction: **35.9%**

Measurement unit used (kBtu/square foot or kBtu/student): **kBTU/Square Foot**

Time period measured (mm/yyyy to mm/yyyy): **3/1/2007 – November, 2011 with 3/1/2007 – 2/28/2008 being the baseline year.**

What documents can be provided to document this reduction (such as ENERGY STAR Portfolio Manager reports), if requested? **ENERGY STAR Portfolio Manager reports; ENERGY STAR Building Recognition Applications with Engineer Certifications.**

IA4. What percentage of the school's energy consumption is derived from:

On-site renewable energy generation: **9% solar (under construction)**

Purchased renewable energy: **0%**

IA5. If the school has been constructed and/or renovated in the past ten years, did the project meet one of the following green building rating systems? (Check all that apply)

Collaborative for High Performance Schools (CHPS) Criteria

Green Globes

**Leadership in Energy and Environmental Design (LEED)**

Other Standard:

Provide the following information:

Which certification (if any) did the school receive and at what level (e.g. CHPS Verified, CHPS Verified Leader, CHPS Designed, LEED Certified, Silver, Gold, Platinum)? **LEED Platinum**

What is the total constructed area? **6,000 Square Feet**

What is the total renovated area? **Not Applicable**

IA6. Do existing buildings meet green building standards?

**Yes**

No

Has the school conducted CHPS Operations Report Card (ORC), achieved LEED Existing Buildings: Operations and Maintenance certification, or other standards?

Yes

No

Provide the following information:

Which certification (if any) did the school receive and at what level (e.g. Certified Silver, Gold, or Platinum)? **LEED Platinum (application in process)**

OR

How many ORC categories were scored at 70% or better? **Not Applicable**  
(Use ENERGY STAR Portfolio Manager for Energy Efficiency category, thermal comfort, lighting/daylighting, indoor air quality, and acoustics)

IA7. Can a reduction in the school's Greenhouse Gas (GHG) emissions be demonstrated?

Yes

No

If yes, provide the following information:

From ENERGY STAR:

Initial GHG emissions rate (MT CO<sub>2</sub>e/Year) 572

Final GHG emissions rate (MT eCO<sub>2</sub>e/Year) 368

National Median GHG emissions rate (MT CO<sub>2</sub>e/Year) 565

Percentage reduction: **41.5 %**

Initial GHG emissions rate (MT eCO<sub>2</sub>/person) .78

Final GHG emissions rate (MT eCO<sub>2</sub>/person) .50

Percentage reduction: **35.9%**

Time period measured (mm/yyyy to mm/yyyy): **Baseline Period of 3/1/2007 – November, 2011.**

How was this reduction documented (e.g. the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? **ENERGY STAR Portfolio Manager tracks baseline and reduced GHG emissions and this data is certified by a third party engineer in order to receive ENERGY STAR Building Recognition. These calculations are based on site energy use.**

IA8. Is there a reduction and/or offset of GHG emissions from building energy use:

Yes

No

If yes provide the following information:

List offsets used:

Current total GHG emissions (MtCO<sub>2</sub>e): **368**

Baseline total GHG emission (MtCO<sub>2</sub>e): **572**

Change from baseline: GHG emissions (MtCO<sub>2</sub>e): **-204**

Time period (mm/yyyy to mm/yyyy): **3/1/2007 – November, 2011.**

Explain any offsets used:

**Roadrunner launched an energy behavior management program in the fall, 2008. The work of the energy teams on campus have reduced GHG emissions.**

IA9. Indicate which green building practices are being used to ensure the building is energy-efficient:

**[ X ] Our school has fully implemented the Facility Energy Assessment Matrix with EPA's Guidelines for Energy Management.**

**[ X ] Our school building has been assessed using the Federal Guiding Principles Checklist in Portfolio Manager.**

**[ X ] Our school has an energy and water efficient product purchasing and procurement policy in place.**

**[ X ] Other (please describe): Our District has adopted green cleaning standards throughout our 35 campuses .**

IA10 (Element IA Summary). Describe any other indicators in the progress toward the elimination of GHG emissions (describe in detail and include metrics if available) (Maximum 200 words):

**The District has a very aggressive Trip Reduction Program and gives quarterly awards to staff that use alternative modes of transportation to get to and from work. These include walking, biking, using mass transit, car pooling and so on. The District provides bike racks and showers to support staff in making these choices.**

**The District is a leader in piloting sustainable technologies that if proven to work will be used throughout the District. The District is piloting geothermal HVAC at one of its schools and is the first and only Phoenix school to conduct such a test. Two identical wings of the school are being used. One has roof top units and the**

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other geothermal. Each room is sub-metered and the District is streaming spatial data. To date, the geothermal wing is using 40% less electricity. Other technologies are being tested and data logged including LED use in a school and water sensors on sprinklers. The District is installing two large solar installations on two campuses which will save the District over \$1,000,000 in electric costs over the next 15 years. All of these actions reduce GHG emissions and if effective will be expanded to all school campuses.

Pillar I Element B

IB1. Can a reduction in the school's total water consumption (measured in gallons/occupant) from an initial baseline be demonstrated?

Yes

No

Percentage reduction domestic and irrigation: **8% (note that Roadrunner does not have irrigation meters)**

Time period: **2008 compared to 2009 (since 2009, Roadrunner stopped using irrigation and has reduced overall usage further).**

Which documents can be provided to document this reduction (such as ENERGY STAR Portfolio Manager, school district reports), if requested? **ENERGY STAR Portfolio Manager and School Dude Utility Direct reports**

IB2. Which of the following practices are employed to increase water efficiency and ensure quality? (Check all that apply)

**City of Phoenix water testing assures the quality of water available to the school.**

**Our school conducts annual audits of the facility and irrigation systems to ensure that they are free of significant water leaks and to identify opportunities for savings.**

**Our school landscaping is water-efficient and/or regionally appropriate. The new Green Schoolhouse will have two new native gardens and a water reclamation system.**

Please provide the following information about the school's landscaping:

What percentage of the total landscaping is considered water-efficient or regionally appropriate? **40%**

What types of plants are used and where are they located?

**Evergreen, mesquite trees, privet bushes are established on campus. New landscaping around the green schoolhouse will be 100% desert indigenous.**

**[X] Our school uses alternative water sources (i.e. gray water, rainwater harvesting, etc.)**

**Describe the alternate water sources used for irrigation (Maximum 100 words)**

**The first ever cistern water system in the City of Phoenix (used to capture rain water) will soon be in place at Roadrunner Elementary School. 100% of water run-off from the Green Schoolhouse building will be captured in the cistern and used to irrigate native plants on campus. This will become one of several teaching tools the school will use to engage students in sustainability.**

**[ X] Taps, faucets, and drinking fountains are cleaned at least twice annually to reduce contamination, and screens and aerators are cleaned at least twice annually to remove particulate lead deposits.**

**[X ] Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).**

**Describe the program that is in place to control lead in drinking water. (Maximum 100 words) The City of Phoenix Program**

IB3. Our school's drinking water comes from:

**[X ] Municipal water source (City of Phoenix)**

**[ ] Well on school property**

**[ ] Other \_\_\_\_\_**

Describe how the water source is protected from potential contaminants. (Maximum 100 words)

**The city of Phoenix provides drinking water to Roadrunner School. More than five million tests and measurements are conducted each year to ensure high quality tap water in Phoenix. It is tested for more than 100 substances, and is monitored throughout the year. Testing on tap water begins before it enters the water treatment plant. Technicians determine composition of raw water entering the**

**\_\_\_\_\_ plant so the treatment process can be fine tuned to ensure that the water is treated effectively to the highest standards. More information is available at <http://phoenix.gov/WATER/quality.html>.**

IB4 (Element IB Summary). Describe any additional progress that has been made towards improving water quality, efficiency, and conservation (Maximum 200 words):

**Roadrunner has digital timers that have a percentage reduction which alters the time that timers remain on. We can control the amount and the days of the week**

that the grounds are being watered. We have adjustable rain bird sprinkler heads. We make an effort to make sure the direction of the sprinklers does not waste water.

Pillar I Element C

IC1. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or 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): 112**

**B) Monthly recycling volume in cubic yards (recycling dumpster size(s) x number of collections per month x percentage full when emptied or collected): 24**

**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): (included above)**

**Recycling rate =  $[(B+C)/(A+B+C) \times 100]$ : 18%**

**The recycle dumpster is emptied every Tuesday and is full to capacity with cardboard recyclable trash. An Abitibi dumpster for recycling paper is on the campus. The dumpster is in the parking lot and the community is encouraged to make use of it. Recycle wastebaskets are in each classroom and office. Students recycle used paper from classrooms. Custodians empty recycle wastebaskets on a regular basis.**

IC2. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (FSC), Sustainable Forestry Initiative (SFI), American Tree Farm System, or other certification standards? (If a product is only 30% recycled, only 30% of the cost should be counted.)

**An effort is made by Washington Elementary School District purchasing department to supply schools with as much recycled material as possible. Facial tissue, toilet tissue, folded paper towels meet the “Green by Design” standard, FSC.**

IC3. What percentage of total office/classroom paper content by cost is “totally chlorine-free” (TCF) or “processed chlorine-free” (PCF)?

**100% of copy paper is PCF**

IC4. Is there an environmentally preferable purchasing policy that prioritizes purchasing products with fewer toxic and hazardous chemicals, with higher

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recycled content, with greater recyclability, and with greater energy and water efficiency?

Yes

**No There is an energy and sustainability policy that addresses this intent which has been approved by the Governing Board. However, a specific purchasing policy has not been brought to the Governing Board.**

IC5. Provide the following information about the school's hazardous waste: )

How much hazardous waste is produced at the school (lbs/person/year)?

**0% (no hazardous waste is produced at this school)**

How is the amount generated calculated? **NA**

List the types of hazardous waste generated: **NA**

How is hazardous waste monitored? **NA**

IC6. Which of the following benchmarks have been achieved to minimize and safely manage hazardous waste at the school? (Check all that apply)

**Our school has in place and actively enforces a hazardous waste policy for storage, management, and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced.**

**Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.**

**All computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.**

**Our school's custodial program has been certified to the Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building or an equivalent standard.**

Which green cleaning standard is used? **Green Seal – 42, 5.0**

IC7. Are "third-party-certified" green cleaning products used at the school?

**Yes**

No

Provide the following information about the green cleaning products used:

What percentage by volume of all cleaning products in use are “third-party-certified” green cleaning products? **100%**

What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? **Green Seal – 42, 3.1**

IC8 (Element IC Summary). Describe any other indicators of the school’s reduction of solid waste and elimination of hazardous waste (Maximum 200 words):

**Roadrunner has a 55 – gallon barrel for fryer grease which is picked up and disposed of by the a grease re-cycling company.**

**The District has an internal process for the elimination of any hazardous waste materials.**

Pillar I Element D

ID1. What percentage of students take the following to get to/from school?

Walk: **14%**

Bicycle/scooter/skateboard: **3%**

Carpool (2+ students in the car): **50% of those who drive to school carpool**

School Bus: **20% (the district uses some CNG vehicles)**

Other Public Transportation: **1 student**

Total Percentage: **87%**

**The remaining 13% are students whose parents fluctuate between having them walk home or picking them up.**

Describe how these percentages were collected and calculated:

**A bus report was run, a school survey was done by each homeroom teacher, and we counted the number of bikes and scooters in the bike rack over a period of time.**

ID2. Which of the following policies or programs have been implemented?  
(Check all that apply)

**[ X ] Our school has designated carpool parking stalls.**

**[ X ] Our school has a well-publicized no idling policy that applies to all vehicles, including busses.**

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

Our school has established safer pedestrian routes to school which are distributed to parents and posted in the school office.

Our school participates in a “Safe Routes to School” program.

Our school has a policy to promote active forms of transportation (i.e. walking, bicycling, skateboarding, etc.)

ID3. Describe how the school transportation use is efficient and with fewer environmental impacts (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in the school’s fleet, bus routes, or other indicators of significant reductions in emissions) (Maximum 100 words):

**The District has a fleet of CNG (compressed natural gas) vehicles which have low GHG emissions. In addition, the District operates a facility where the public can purchase CNG for their vehicles. This is a significant service to the community and supports others in reducing GHG emissions. The District uses sophisticated routing software to minimize miles driven and enforces a bus idling program.**

ID4. Does the school have any of the following that intentionally connect students to the school grounds? (Check all that apply)

School garden

Wildlife or native plant habitats

Outdoor classroom

Restoration projects on school campus or nearby (removing invasive non-native plants, planting native plants)

Rain garden

Walking or running trails

ID5 (Element ID Summary). Describe other ways in which the use of alternative transportation to and from school through the active promotion of locally-available options and implementation of enabling projects and policies have been expanded (Maximum 200 words):

**Washington Elementary School District has a very aggressive Trip Reduction Program. Through that program we encourage our staff, students and parents to use alternative transportation to get to school and work and in so doing reduce carbon emissions into the air. Each campus has a “Trip Reduction Coordinator”**

who manages the program at their site. Although participation in the program is voluntary, staff is encouraged to participate through an incentive program. Persons who participate get access to the “carpool” parking spots on their campus; get to participate in quarterly gift card drawings; and can win special recognitions and events offered by the superintendent. For example, each spring one school campus with the highest % participation in our Trip Reduction Program survey wins a breakfast for staff served by the superintendent and administrators. In order to participate in this program and qualify for all of these benefits, staff must participate in some type of alternative mode of transportation (walk, car pool, bike, take public transit). Many Roadrunner staff carpool to and from work and there are 4 regular carpools. 4 staff members walk to and from work. 144 students are bused to school.

## Pillar II: Healthy School Environments

*Healthy student and staff environmental goal: The school improves the health and performance of students and staff.*

**The kitchen at Roadrunner Elementary has regularly excelled in their Health Inspections from the County Health Department. Roadrunner participates in the National School Meal program and because of the high percentage of students receiving free and reduced meal benefits, the school is a universal free meal school. The meals served to students meet the requirements set by USDA for healthy school meals. Breakfast is served in the classroom and 91% of the students participate in the breakfast meal. Roadrunner students also receive additional fruit and vegetable snacks three times a week as participants in USDA’s Fresh Fruit and Vegetable program. Students participating in after school programs receive a healthy snack. Roadrunner students receive yearly nutrition education from WESD registered dietitians through a program which is unique to the Washington School District. School staff participate in the Fresh Fruit and Vegetable program, encouraging children to try new and different foods. The district Wellness Committee also sponsors a yearly Employee Wellness event to encourage staff to improve their nutrition and fitness.**

Pillar II Element A

IIA1. Which of the following pest management practices are employed? (Check all that apply)

Our school has an integrated pest management plan, as recommended by the California Healthy Schools Act, or organic gardening practices in place to reduce and/or eliminate pesticides.

Pest control policies, methods of application, pre-notification, and posting requirements are provided to parents and school employees.

Copies of pesticide labels, copies of notices, material safety data sheets (MSDS), and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least eight hours after the treatment, or longer if required by the pesticide label.

IIA2. Which of the following practices are employed to improve contaminant control and ventilation? (Check all that apply)

Our school has a comprehensive indoor air quality management program that is consistent with EPA's Indoor Air Quality (IAQ) Tools for Schools.

Our school meets American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Standard 62.1-010 (ventilation for acceptable indoor air quality) or state or local code.

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, elemental mercury, etc.

Our school has installed local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) at all major airborne contaminant sources, including science labs, copy/printing facilities, art and wood shops, auto shops, technology centers, and chemical storage rooms.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers, and other devices in accordance with federal, state, and local environmental regulations.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidance.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture, and water leakage.

Our school's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (i.e. flooring, tub/shower, backing, and piping).

Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean up and disposal), purchasing policy for less toxic art supplies, and selecting EPA's Design for the Environment approved cleaning products.

Our school has an environmentally preferable purchasing policy.

Our school prohibits the use of tobacco products on campus and in public school busses.

Our school has CO alarms that meet the requirements of the National Fire Protection Association Code 720. **Green Schoolhouse Building**

All of the ground contact classrooms at our school have been tested for radon within the last 24 months.

Is there an inventory of the combustion appliances and are they annually inspected to ensure they are not releasing carbon monoxide (CO)?

Yes

No

No combustion appliances

What percentage of all classrooms with radon levels greater than 4pCi/L has been mitigated in conformance with American Society for Testing and Materials (ASTM) E2121? **100 %. Roadrunner does not have any spaces with radon levels greater than 4pCi/L.**

IIA3 (Element IIA Summary). Describe any other measures that consider student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of school grounds (Maximum 200 words):

**The Washington Elementary School District sets policies and practices that address student and staff health and safety. Pest control, maintenance, grounds up-keep, building operations, and any construction at Roadrunner follow these policies and practices. Roadrunner is the recipient of a Green Schoolhouse. This project is being built to LEED Platinum standards, not only in the final result, but also through the build including dust control from start to finish. Whenever**

there are repairs or remodeling projects are done on campus, the WESD Maintenance Department tests for the presence of pollutants, asbestos, mold and any other contaminating particles. Routine monthly maintenance inspections are performed by the Facility Manager, signed off by the Principal and reviewed by the WESD Maintenance Department.

Pillar II Element B

IIB1. Which practices are employed to promote nutrition, physical activity, and overall school health? (Check all that apply)

**Our school participates in the USDA's HealthierUS School Challenge or another nutrition program. Currently in the application process**

List USDA's HealthierUS School Challenge level: **N/A**

List other nutrition programs:

**Fresh Fruit and Vegetable Program, National School Lunch, Breakfast and After School Snack Programs**

**Our school participates in a Farm to School program or other program to utilize local food in our cafeteria.**

**Our school has an on-site food garden.**

Our school garden supplies food for our cafeteria.

**Our students spent an average of at least 120 minutes per week over the past year in school supervised physical education.**

**At least 50% of our students' annual physical education takes place outdoors.**

Describe the type of outdoor exercise opportunities and nature-based recreation available to students: (Maximum 200 words)

**Roadrunner students participate in 90 minutes of structured physical education every six days. Since we do not have a gym, most of that time is spent outdoors. We have been the recipient of the Carol M. White Physical Fitness Grant and received fitness equipment: elliptical machines, exercise bicycles, rowing machines and a horizontal climbing wall. The adults on campus are encouraged to make use of this equipment. Through a district initiative, our PE teachers have been teaching teachers to incorporate in their instructional day physical energizers which engage the brain as well as the body. Our district Nutrition Department supplies our cafeteria with nutritionally balanced meals. Signs on**

the cafeteria line inform students about the amount of calories and carbohydrates in each item. There is a fully-stocked self-serve salad bar available to students and staff in addition to items selected from the lunch menu.

50% or more of students in 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> grade have scored within the Healthy Fitness Zone on the California Physical Fitness Test (FitnessGram).

At least 50% of our students have participated in the EPA's Sunwise program (or other equivalent UV protection and skin health education program).

The school has reduced UV and heat exposure through the greening of its campus (e.g. planting trees, building shade structures, or converting asphalt areas to green spaces).

IIB2. What percentage (by cost) of food purchased is certified as "environmentally preferable" (e.g. Organic, FairTrade, Food Alliance, Rainforest Alliance, etc.)?

**0 %**

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Pillar III: Environmental and Sustainability Education

Student achievement goal: 100% of the school's graduates are environmentally and sustainability literate.

Pillar III Element A

IIIA1. Which practices are employed to help ensure the environmental and sustainability literacy of graduates? (Check all that apply)

**[X ] Environmental and sustainability concepts are integrated throughout the curriculum.**

Describe how environmental and sustainability concepts are integrated throughout the curriculum (Maximum 200 words):

**Roadrunner curriculum standards, in all academic areas, are aligned with the Washington Elementary School District and Arizona State Standards and the Common Core standards. The curriculum requires us to teach relationships between environmental factors in ecosystems which may affect the population and the environment. Students are challenged to discuss and learn what they can do to affect change. At various grade levels from kindergarten to sixth grade, students learn about the environment and sustainability. Roadrunner is currently teaching students “green” practices. One example of additional activities in which Roadrunner students participate includes learning about the water cycle and water conservation through “Project Wet”. Science curriculum activities explore awareness of solar, wind, and other alternative energy sources. A before-school Science class, provided through our 21<sup>st</sup> CCLC grant, offers extension activities for interested students. All grade levels participate in an annual Science Fair where students produce projects that support environmental and sustainability concepts. The district adopted reading materials also support conservation instruction through the expository text and literature.**

**[X ] Environmental and sustainability concepts are integrated into classroom based and school-wide assessments.**

Describe any classroom based or school-wide assessments in environmental and sustainability concepts and include what percentage of students scored “proficient” or better by local standards (Maximum 200 words):

**Environmental and sustainability concepts are integrated into classroom assessments based on the WESD Science curriculum. Students in 4<sup>th</sup> grade are assessed through the AIMS assessment on an annual basis. 52% of the fourth grade students tested were proficient.**

**[X ] Professional development opportunities in environmental and sustainability education are provided for all teachers.**

Describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past two years (Maximum 200 words):

**Roadrunner is a K-6 school. DeVry University is a partner in our Green Schoolhouse project. They are sponsoring the STEM classroom and providing training for teachers. Teachers will have had 3 hours of professional development in STEM and engineering provided by professors at DeVry. Our staff, students, parents and community will have the opportunity to participate in a Family Engineering Night on May 1, 2012 funded by DeVry and delivered by the Arizona Science Center. 100% of the Roadrunner teachers will have taken advantage of the training provided by DeVry and the Arizona Science Center.**

IIIA3. Provide examples of school site projects and practices that demonstrate how students learn about the environment and sustainability, (e.g. storm drain stenciling, composting, pond/stream study, school farms, forests, restoration projects, native plant, pollinator, and vegetable gardens, etc.) (Maximum 200 words):

**Roadrunner is becoming eco-conscious. Roadrunner is the recipient of the first in the nation Green Schoolhouse, created, sponsored and managed by Cause and Effect Evolutions, and Brighten A Life. Please refer to EVO magazine, February 2012, [www.greenschoolhouse.org](http://www.greenschoolhouse.org); USA Today, [http://www.usatoday.com/USCP/PNI/NEWS/2011-12-11-PNI1211met-schoolhousePNIbrd\\_ST\\_U.htm](http://www.usatoday.com/USCP/PNI/NEWS/2011-12-11-PNI1211met-schoolhousePNIbrd_ST_U.htm) and the attached grant application from 2009. This 6,291 sq. ft. building to be completed in June, 2012, will offer students LEED Platinum-certified classrooms, including a Health and Wellness Classroom and a STEM classroom. Native gardens with native plants and a water reclamation**

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system will enhance the already established vegetable garden. The new building, its environment, and interactive boards will afford students opportunities to learn about the environment and sustainability. Storm drain catchments, lighting channels, and green building materials will teach students to be responsible stewards of their environment. Our Energy Conservation Plan was developed in by our Site Council and implemented by staff and students and has resulted in a 35.2 % energy savings solely by changing student and staff behavior and practices. Partnerships with DeVry and the Arizona Science Center will continue to teach students about STEM, the environment and sustainability.

IIIA4 (Element IIIA Summary). Supply any additional information that demonstrates how students learn about the environment and sustainability at every grade level within the school, incorporating both content and practice:

- **Our Curriculum requires us to teach relationships between environmental factors in ecosystems which may affect the population and the environment. Students are challenged to discuss and learn what they can do to affect change. At various grade levels from kindergarten to sixth grade, students learn about the environment and sustainability. Due to budget restrictions, beginning in kindergarten, our students learn about recycling, where paper comes from, and the consequences of being wasteful. We use technology as part of our daily instruction; interactive smart boards, computers, online intervention programs such as SuccessMaker, Rosetta Stone, fluency slideshows for practice, PCBOE website activities, to name a few make learning mandatory and reduce paper consumption. Our students are learning to use technology. We used Discovery Streaming when it was available for video clips, pictures and professional development. Our new math program, Investigations, is almost entirely hands-on, student- centered and reduces paper. Our intermediate students learn about pollution, erosion and water conservation, personal responsibility for keeping the environment safe and clean, and how living organisms are affected by what humans do. Class discussions focus on ways to positively help the community by cleaning up trash and spreading the word about pollution.**

#### Pillar III Element B

IIIB1. Do science courses frequently use sustainability and the environment as a context for learning science (such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

**Yes**

**No**

U.S. DEPARTMENT OF EDUCATION

If yes, describe how science courses frequently use sustainability and the environment as a context for learning science: (Maximum 200 words)

**Our Curriculum requires us to teach relationships between environmental factors in ecosystems which may affect the population and the environment. Students are challenged to discuss and learn what they can do to affect change. Our partnership with DeVry includes the WESD Curriculum Director in planning curriculum for future learning in our new STEM classroom delivered through the Arizona Science Center will enhance the science courses.**

IIIB2. Does the school's curriculum make connections between classroom and college and career readiness, in particular, post-secondary options in environmental and sustainability fields (for example, courses, modules, or activities introducing students to environmental sustainability related career options, or career technical education in courses such as green sustainable design and technology, green construction, green energy, etc. )?

Yes

No

If yes, describe these connections between classroom and college and career readiness (Maximum 200 words):

**Our curriculum standards are aligned with the Arizona State Standards and the Common Core standards. The Washington Elementary School District and Roadrunner Elementary School have implemented the Common Core and College and Career Readiness standards. Roadrunner is a K-6 school. Our 4<sup>th</sup>**

**graders take the Science portion of the AIMS assessment each year. Our partnership with DeVry University will provide professional development for our teachers and instruction for our students. A key component of this partnership is the opportunity for DeVry students to mentor our students, thus providing that connection between the classroom and college and career readiness**

IIIB3 (Element IIIB Summary). Provide any additional evidence of how the environment and sustainability develop STEM content knowledge and thinking skills to prepare graduates for the 21<sup>st</sup> century-technology driven economy are used (Maximum 200 words):

**Students at Roadrunner will develop STEM content knowledge and thinking skills**

**to prepare them for the 21<sup>st</sup>**

**Century-technology driven economy. They are the digital generation. Our preschool children grow vegetables (as well as flowers), harvest them, and share the harvest with families. Our students learn to recycle paper and use individual white boards and dry-erase markers to reduce the need for paper. Students are using web-based programs for intervention, interactive SmartBoards, and laptop computers. The new Green Schoolhouse will house an electronic library that students will be able to use. The WESD technology curriculum sets standards for students. The new STEM classroom and our partnership with DeVry University will afford students with knowledge of careers and opportunities to develop their skills. The use of the STEM curriculum,**

mentors from DeVry, different modes of technology, and knowledge of the environment and sustainability will prepare our students for careers in a new economy.

### Pillar III Element C

IIIC1. At which grade levels do students conduct an age-appropriate, self-selected, civic/community engagement project related to environmental sustainability?

**All grade levels**

Some grade levels

No grade levels

Describe civic/community projects and specify at which grade level each is implemented (Maximum 200 words):

Our preschoolers learn about sustainability by planting, growing and tending our award-winning school garden. Students nurture hollyhocks, basil, cherry tomatoes, iris, and pumpkin plants. They harvest the vegetables and prepare a “stone soup” feast for parents. This teaches them the importance of maintaining a garden. A sign in the garden teaches, “If you have a garden, you have a life.” Hollyhock seeds harvested from the garden are packaged and shared with families and staff. A partnership through the Green Schoolhouse with American Express helps provides volunteers who help prepared the garden in August. The new Green Schoolhouse will have a native garden, a multi-purpose room with state of the art technology, an electronic library and a permanent display of student art. This facility will be available for community use. Students at all grade levels follow our school energy plan which indirectly benefits students and the community. Students turn off lights, remind teachers to turn off the SmartBoards when not in use, and turn off computers at the end of the day. Students pick up trash from the floor at the end of the day to keep vacuuming at a minimum. Teachers use recycling and protecting the environment as writing prompts and have energy saver discussions that include the Green Schoolhouse. We teach the effects of pollution on the environment. These practices build energy-conscious citizens.

IIIC2. Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving, and decision making) at every grade level?

**Yes**

Some grade levels

No grade levels

Share how outdoor learning is used to teach an array of subjects in context, engage the broader community, and develop civic skills, specifying at which grade level each is implemented (Maximum 200 words):

**Students at all levels use the existing garden. Preschoolers learn how to grow and nurture a garden. K-6 students use the garden for science activities. Our new Green Schoolhouse will have two learning gardens where classes will have the opportunities to learn about the desert ecosystem. Interactive boards and display boards will teach students about sustainability. These areas will be accessible for community use. We have engaged our students in Project WET activities to teach water conservation, the water cycle and about ecosystems. Teachers use these activities for a variety of writing activities.**

IIIC3. Describe partnerships with the local community (e.g., academic, business, government, non-profit and informal science institutions) that help advance the school, other schools (especially schools with fewer resources) and the greater community toward the Three Pillars. Letters of support may be requested (Maximum 300 words):

**Cause and Effect Evolutions and Brighten a Life conceived the idea of constructing green buildings on Title I campuses through corporate sponsorship. This has resulted in a variety of partnerships. Stantec-Burt-Hill Architects worked closely with the school and partners to design a project that will become a sustainable teaching tool. Blue Cross Blue Shield, American Express, and the Desert Botanical Gardens are sponsoring the outdoor learning gardens. Our 5<sup>th</sup> grade classes took a field trip to the Desert Botanical Garden to learn about native flora and fauna. As mentioned previously, DeVry University is sponsoring the STEM classroom, providing professional development for teachers and mentoring for students. They are also providing funding for the Arizona Science Center to present a Family Engineering Night on May 1, 2012. Alliance Bank is sponsoring the multi-purpose classroom and will provide real-world financial training for students and families. Kraft Foods is sponsoring the kitchen in the Green Schoolhouse which will afford students, staff and the community the opportunity to learn about nutrition. Armstrong Tile will be providing an environmentally-friendly, acoustically sound ceiling with displays of student art embedded in the tiles. Glidden Paint will provide the paint for the new schoolhouse and is volunteering to paint the existing school buildings green paint and with the help of community, school and Glidden volunteers. Because the build will be green and work toward a LEED Platinum rating, dust control will be provided throughout the build. The company providing this service is owned by a former WESD student. The construction company doing the ground preparation work is owned by a former Roadrunner student and his father who was a former member of the Roadrunner Site Council. The local neighborhood association, the United Neighbors Association, regularly prints articles regarding the progress of the Green Schoolhouse and activities at Roadrunner.**