



2014-2015 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.*

The school has some configuration that includes grades Pre-K-12.

The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.

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.

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.

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.

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.

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

U.S. Department of Education Green Ribbon Schools 2014-2015

Charter Title I Magnet Private Independent

Name of Principal: Mr. Cyrus Weinberger

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

Official School Name: Red Hawk Elementary School

(As it should appear on an award)

Official School Name Mailing Address: 1500 Telleen Avenue Erie, CO 80516

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

County: Boulder State Colorado School Code Number *: 5181

Telephone: (303) 774-2700 Fax: (303) 774-2719

Web site/URL: <http://rhes.stvrain.k12.co.us/index.html> E-mail: weinberger_cyrus@svvsd.org

*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.

(Principal's Signature)

Date: 12/11/14

Name of Superintendent: Dr. Don Haddad

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



District Name: St. Vrain Valley School District

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

Date: 12/29/14

(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. The school has some configuration that includes grades Pre-K-12. 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. 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: Colorado Department of Education

Name of Nominating Authority: Mr. Robert Hammond

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

Date: 1/16/2015

(Nominating Authority's Signature)

AND DOCUMENTATION OF NOMINEE'S ACHIEVEMENTS

Provide a coherent "snapshot" that describes how your school is representative of your jurisdiction's highest achieving green school efforts. Summarize your strengths and accomplishments in all three Pillars and nine Elements. Then, include documentation and concrete examples for work in every Pillar and Element.

SUBMISSION

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

OMB Control Number: 1860-0509

Expiration Date: February 28, 2015

Public Burden Statement

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

Colorado Green Ribbon Schools

2014-2015 Application

School Name: Red Hawk Elementary

District Name: St. Vrain Valley School District

Street Address: 1500 Telleen Ave., Erie, CO 80516

Website: <http://rhes.stvrain.k12.co.us>

Facebook page: N/A

Principal Name: Cyrus Weinberger

Principal Email Address: Weinberger_cyrus@svvdsd.org

Phone Number: (303) 774-2700

Principal Signature*:



Lead Applicant Name (if different): N/A

Lead Applicant Email:

Phone Number:

Lead Applicant Signature*:

**By signing this application, Principal and/or Lead Applicant assure that the information provided is accurate to the extent possible.*

School Demographics

Level <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK - 5 or 6) <input type="checkbox"/> K - 8 <input type="checkbox"/> Middle (6 - 8 or 9) <input type="checkbox"/> High (9 or 10 - 12)	School Type <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	Is your school in one of the largest 50 districts in the nation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does your school serve 40% or more students from disadvantaged households? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	% receiving FRPL <u>9.27%</u> % limited English proficient <u>4%</u> Other measures <u>N/A</u>		Total enrolled: <u>686</u> Graduation rate: <u>N/A</u> Attendance rate: <u>N/A</u>
Is your district participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Program(s) and level(s) achieved: Received "Design to Earn" ENERGY STAR certification
Has your district received any awards for facilities, health or environment?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Award(s) and year(s): Active Schools Acceleration Project National Winner 2012 Red Hawk Movement Program	

Summary Narrative

Red Hawk Elementary, a K-5 school in Erie, Colorado, in the St. Vrain Valley School District (SVVSD), promotes rigorous instruction in math, science and technology with an emphasis on integrating the arts into all curriculum areas. Developing a sense of environmental responsibility that includes personal development and physical well-being are at the heart of Red Hawk's learning. The four pillars on which our school's foundation stands, called our "Well Way", include Protecting the Environment, Health and Nutrition Education, Movement, and Character Development.

Our school building is a LEED Gold Certified building, designed to dramatically conserve energy and reduce our carbon footprint through the use of many green considerations. Some of these features are a proper building orientation, ground source heat pumps, tubular skylights and the use of displacement ventilation diffusers throughout the building. This thoughtful design is an enormous part of the Red Hawk culture. Our students are able to tell visitors about unique features and how they reduce our school's carbon footprint. The building itself is a learning tool, an educational resource for our entire student body.

Red Hawk opened in 2011 with 436 students enrolled. Today that number is closer to 700 students and yet Red Hawk has decreased its energy use per student by 21% in that time. Part of that we attribute to initiatives such as ReNew our Schools in which the students work together with the community to reduce our carbon footprint, and part of that we attribute to the building working as it was intentionally designed. Our Science, Technology, Engineering, Arts and Math (STEAM) focus ties into daily learning about sustainability and the environment alongside the study of the thoughtful design of the school building. This learning takes our students outdoors to engage them in science education, all while developing critical thinking.

Red Hawk is particularly proud of our Red Hawk Movement program. In 2012 the program was awarded first place in the National ASAP Physical Activity Innovation Competition. This competition, an initiative of ChildObesity180, an organization that works in collaboration with Tufts University, was designed to identify and reward the most creative, impactful and scalable school-based programs that promote quality physical activity for children. The students at Red Hawk Elementary complete 40 minutes of rigorous physical activity every day, in addition to their PE class and recesses. Overall Red Hawk students are doing up to 500 minutes of physical activity per week, the majority of which is outdoors. Red Hawk is currently collaborating with Kaiser Permanente, The Colorado Health Foundation and Yale Prevention Center to spread the movement program throughout the district and into middle and high schools where a school-based activity program could make a tremendous impact.

PILLAR I: REDUCED ENVIRONMENTAL IMPACT AND COSTS

ELEMENT IA: REDUCED OR ELIMINATED GREENHOUSE GAS EMISSIONS

1. Has your school reduced its total non-transportation energy use from an initial baseline? (X)Yes

Current energy usage (kBTU/student/year): 2,653 kBTU/student/year

Current energy usage (kBTU/sq. ft./year): 28 kBTU/sq. ft./year

Percentage reduction: Red Hawk Elementary used 2,653 kBTU/student/year in 2013-2014 compared to 3,828 kBTU/student/year in 2011-2012; a 21% decrease in energy usage per student.

How did you document this reduction?

The District tracks energy consumption with Utility Manager and records population size year to year. When the school opened in 2011, there were 436 students enrolled. Today there are 686 students. Energy usage only minimally increased despite the vast growth in student population. The school was

newly built and opened for operation in the summer of 2011. An energy use intensity performance goal of 35 kBtu/sq. ft./year was established. Red Hawk has consistently outperformed this metric. In the 2011-12 timeframe, kBtu/sq. ft./year equaled 23.5; in the 2012-2013 timeframe it equaled 24 kBtu/sq. ft./year and in the 2013-2014 timeframe it equaled 28 kBtu/sq. ft./year despite the fact that student population increased by 250 students from 2011 to 2014. All three years are substantially lower than the performance goal of 35 kBtu/sq. ft./year. The school's EUI is 21% lower than estimated.

Energy Conservation and lowering our carbon footprint is a critical component of the St. Vrain Valley School District mission, vision, and values. The Energy & Sustainability Program (ESP) aims to identify and implement energy efficiency and sustainability initiatives that benefit and educate the St. Vrain Valley School community at large. Our objective is to reduce costs, conserve our natural resources, and engage deeper with our community. Red Hawk Elementary exemplifies these characteristics and serves as a model school.

A number of measures have been implemented and pursued in order to reduce energy consumption, utility expenditures, and GHG emissions:

- Purchased Utility Manager Software in 1998 to input all utility bill data on a monthly basis which includes consumption and cost information.
- Installed eGauge monitors throughout the District that measures electricity consumption in real-time (one-minute intervals) and can be viewed online and accessed publicly. Red Hawk's eGauge can be found here: <http://SV-RedHa-E.egaug.es/>
- Partnered with the Center for Resource Conservation to bring the ReNew Our Schools energy conservation competition to the District in 2011, 2013, 2014 and 2015. In total, 38 schools will have participated. The competition emphasizes in-school energy savings through behavior measures, at-home energy action checklists, and creative and innovative activities surrounding conservation awareness.
 - Red Hawk won 'Runner Up' in the ReNew Our Schools competition which is particularly impressive considering the lean electricity consumption as the school's starting baseline.
 - Red Hawk reduced electricity consumption by 4%. The school also received 100 out of a possible 100 points for the school awareness activities which included conducting a comprehensive energy audit, creating a student led video, doing a poster contest, becoming a member of the Green Schools Alliance, starting an Energy Club, and more!
- Continuously upgrade lighting, HVAC, and other equipment to energy efficient models and incorporate sustainable design features such as variable frequency drives, solar tubes, daylighting, occupancy sensors, and more whenever possible. Red Hawk includes a number of innovative design features including:
 - Siting of the building to maximize commuting from nearby neighborhoods (children ride their bikes to school)
 - Proper orientation of classrooms to maximize daylight
 - Displacement ventilation coupled with ground source heat pumps and radiant floor heating
 - Reused materials (old gym flooring from a nearby high school is used as wall paneling in the cafeteria)
 - Utilized recycled materials
 - Materials with no or low-VOCs
 - Environmental learning spaces integrated into the design of the building and the site.
 - Minimal turf grass and native landscaping to reduce water usage.
 - Low flow fixtures
 - Specification of sustainable materials
 - Super insulated building envelope
 - Thermally efficient window glazing

- Red Hawk implemented the Computer Power Management Initiative which programs computers for automatic shutdown during after-school hours, over weekends and vacations.
- Red Hawk installed web-based thermostats for all portable units to centrally control temperature set-points and turn off HVAC during after-school hours, over weekends and vacations.
- Red Hawk achieved the LEED Gold certification in 2012.
 - The energy cost savings was calculated at 48% achieving a 19/19 total points possible for energy performance compared to the baseline building performance rating. The 48% represents a percentage improvement in the proposed building performance rating compared with the baseline building performance rating calculated using a computer simulation model for the whole building project.

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

On-site renewable energy generation: 100% of heating the building comes from ground source heat pumps, geothermal energy.

Purchased renewable energy: None, but we are discussing a photovoltaic solar greenhouse garden that would be built on un-used school property.

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: Not currently

3. Can your school demonstrate a reduction in Greenhouse Gas emissions? (X) Yes

Percentage reduction: 62% compared to the median building. Estimated total annual savings is 7,402,953 kBTU.

Initial GHG emissions rate (MT eCO₂/person): N/A

Final GHG emissions rate (MT eCO₂/person): 0.70 MT eCO₂/person calculated using EPA's Greenhouse Gas Emissions worksheet with eGRID rates.

4. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Received the 'Design to Earn the ENERGY STAR' certification

If yes, what is your score? Design Energy Rating: 100

If score is above a 75, have you applied for and received ENERGY STAR certification? N/A In 2012, Red Hawk Elementary achieved the LEED Gold certification.

5. In what year was your school originally constructed? 2011

What is the total building area of your school? 71,157 square feet

6. Has your school constructed or renovated building(s) in the past ten years? (X) Yes () No

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

Certification and year received: LEED Gold Total constructed area: 71,157 square feet

ELEMENT IB: IMPROVED WATER QUALITY, EFFICIENCY AND CONSERVATION

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

Red Hawk's water consumption has significantly gone down since the school first opened. In the first year of operation, 2011-2012, the school averaged 12,208 gallons of water used per occupant. In the second year, 2012-2013, the school substantially lowered its water usage to 6,973 gallons of water used per occupant. This past year, 2013-2014, the school again lowered its water usage to 5,360 gallons per occupant. Compared to 2011-2012, Red Hawk has reduced water usage per occupant by 56%. Please note that the above numbers reflect both indoor and outdoor water usage. These reductions have been measured through Utility Manager (based on water utility bills).

8. Percentage of your landscaping considered water-efficient and/or regionally appropriate: 50%

Types of plants used and location: Irrigated Native Grass, 1.5 acre; Irrigated Turf Grass, 2.3 acres; Native or low water plantings, one acre - planted around the building and lining the playground concrete areas; Plantings include: 82 Tall Blue Rabbit Brush, 13 Staghorn Sumacs, 24 Little Leaf Mountain Mahogany, 56 Compact Burning Bush, 463 Blue Avena Grass, 889 Little Blue Stem, 169 Feather Reed Grass, 138 Dwarf Fountain Grass

9. Describe alternate water sources used for irrigation. The Grounds Department is discussing a contract for a 2015 implementation with a company that provides controllers throughout the irrigation system which provides a smart metering system that will shut off water flow when there is sufficient watering, rain, or if a leak is suspected. According to the State of Colorado Division of Water Resources, current Colorado water law declares that the State of Colorado claims the right to all moisture in the atmosphere that falls within its borders and that such moisture is declared to be the property of the people of the state. As such, Red Hawk Elementary does not have the ability to capture and reuse rainwater on the property, but has designed the landscape in such a manner as to maximize its irrigation capabilities. From the plants and grasses that were chosen to integrating xeriscaping concepts in the landscape design, the water usage is very minimal. However, there have been no water audits performed yet.

10. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces. The planting areas around the school are designed to collect the runoff from the impermeable surfaces. For example there is a large planting area east of the main turf site to collect any runoff from this area.

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

12. Describe how the water source is protected from potential contaminants. In February 2012 the Town of Erie Board of Trustees approved the purchase of a multi-parameter source water monitoring tool to monitor source water regularly. The 2013 Erie Annual Water Quality Report found that Erie meets and exceeds all federal and state drinking water standards.

13. Describe the program you have in place to control lead in drinking water. Red Hawk Elementary relies on the Town of Erie to conduct water tests and the town's 2013 Water Quality Report states that the town conducted over 1,200 water tests in 2013, including tests for lead.

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

Approximately 45% of the school grounds are devoted to ecologically beneficial uses. Those grounds include the garden area as well as the plantings of native and low water plants placed to reduce runoff.

ELEMENT IC: REDUCED WASTE PRODUCTION

15. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or composting?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 43.2

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 32.4

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): 10.8

Recycling Rate = $((B + C) \div (A + B + C)) \times 100$: 50%

Monthly waste generated per person = $(A/\text{number of students and staff})$: 0.063/person

Red Hawk is one of the District's nine Green Star Schools, a unique Eco-Cycle program in Boulder County. Member schools participate in rigorous waste diversion activities, increased recycling efforts, and comprehensive composting initiatives. Red Hawk also actively participates in Eco-Cycle assemblies and field trips to enhance the classroom experience inside and out in order to learn critical conservation skills and lessons surrounding eco-system stability, waste management, and a healthy planet.

The District also takes part in responsible electronic waste recycling through e-Cycle which is e-Stewards certified considered to be the best standard for ensuring that electronics do not end up overseas somewhere that causes environmental or social harm. In addition, the District uses Metech to recycle hard drives, old printers, and personal devices, another reputable e-Steward company. And finally, schools can donate items through a partnership with Goodwill Industries of Denver which recently became R2 certified.

16. What percentage of your school's total office/classroom paper content is post-consumer material, fiber from forests certified as responsibly managed and/or chlorine-free?

The District strives to provide to Red Hawk eco-friendly materials as much as possible. The warehouse purchases and distributes to schools construction paper made from 50% post-consumer waste and is 100% certified sourcing. Office paper is ordered through Northern Colorado Paper and is 10% certified forest content and 90% certified sourcing. Both are Sustainable Forestry Initiative certified. Both are certified with the Sustainable Forestry Initiative seal of approval.

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

Flammable liquids Minimal	Corrosive liquids Minimal	Toxics Minimal	Mercury None	Other:
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How is this measured?

At the elementary school level all FOSS science kits are received from the district warehouse and contain no hazardous materials. Therefore no hazardous waste is generated from the Science department. The custodial department currently uses Hillyard products for cleaning and maintenance procedures and generates no hazardous wastes. If any waste is generated from the occasional use or staff bringing materials to the school, the disposal is documented and tracked by the Environmental Compliance Manager. There are no known hazardous wastes generated on a regular basis.

How is hazardous waste disposal tracked?

SVVSD is committed to practicing sound chemical management practices and to observance and adherence to all Local, State, and Federal rules and regulations. All chemical disposals are coordinated through the Environmental Compliance Manager to track the types and amount of wastes that are being generated at the school level throughout the district. All documents are retained in the Compliance Manager's office as required by law. SVVSD has a working relationship with the Boulder County Hazardous Material Management Program to help assure cost effective, legal disposal of hazardous items. In addition, the district has contracted a licensed chemical disposal company to assist with proper chemical disposal. Overall supervision of the operation of all hazardous materials policies and procedures within the district is the responsibility of the Environmental Compliance Manager who serves as the hazardous materials program supervisor. At each facility, a district employee is designated as the local hazardous materials coordinator. The coordinator is responsible for all aspects of dealing with hazardous materials at the facility and will comply with district policies and procedures and all local, state and federal regulations dealing with hazardous materials. The coordinator is also responsible for reporting any violations to the district's hazardous materials policy or procedures to the supervisor and the facility administrator. The supervisor requires that an initial inventory of all hazardous materials be completed throughout the district to identify potentially hazardous substances. The supervisor then designates a qualified district employee or contracts for a qualified hazardous materials person/firm to conduct the inventory of hazardous materials at each facility with the assistance of the supervisor and the location/building administrator or their designee. This district employee/person/firm also coordinates the identification of any unknown materials. The party conducting the inventory works with and provides training in the proper process of identifying hazardous materials to at least one designated district employee at each location. At the direction of the coordinator, these trained employees conduct all future inventories. The coordinator arranges for the identification of any unknown suspected hazardous substance through the supervisor. Each coordinator is responsible for logging in the receipt of all hazardous materials received at their location. The coordinator keeps complete written records of the storage, use and disposition of all hazardous materials. The supervisor maintains a copy of each location's inventory and documentation of all hazardous materials. Each operation and location maintains a set of MSDS in its area for all hazardous materials with which it has contact. These MSDS are available for review and use by every district employee.

Describe other measures taken to reduce solid waste and eliminate hazardous waste.

All chemicals, solvents, and hazardous substances are inventoried by the school a minimum of once a year. Chemical inventories are retained in an accessible area away from the chemical storage location. SVVSD is currently performing a District Wide Chemical Inventory for each department to evaluate the chemicals in each school. Chemicals that are determined to be unnecessary will be segregated for proper disposal. The District also has a policy in place to recycle mercury containing light bulbs no matter the concentration. Although Red Hawk should not have mercury containing light bulbs given its LEED certification, in the off-chance that they do emerge, the school will properly and safely recycle these materials.

18. Which green cleaning custodial standard is used? Green Seal Certified

What percentage of all products is certified? 50%

What specific third party certified green cleaning product standard does your school use? In the past three years Red Hawk has incorporated a number of Green cleaning products into our daily cleaning procedures. All of our Green Seal Certified Products are provided by Hillyard. We purchase and use Green Seal Certified and other environmentally preferred products. The products are stored and dispensed from locked custodial closets. The Arsenal Jr. Compact Dispenser provides dilution accuracy and virtually eliminating contact with chemicals. Product will be dispensed into a clearly tagged chemical resistant trigger sprayer bottle to be used throughout the school. Our goal is to use Green Seal product whenever possible and use as little chemical as needed. We clean all common areas daily and in most cases numerous times a day.

Green Seal Certified Products: By Hillyard

- **Green Select Degreaser cleaner;** for walls floors, tilt, tables and machinery, removes tough greasy soil.
- **Super Shine –All;** Perfect for cleaning resilient tile, asphalt tile, vinyl floors, synthetic floors, terrazzo, paver brick, and coated wood floors.
- **Top Clean;** Formulated for metal cross-linked finishes
- **Green Select Foaming Hand Soap;** Hand cleaner.
- **Green Select Liquid Hand Soap;** Hand cleaner.
- **Carpet Pre – Spray;** Carpet pre cleaner.
- **Suprox;** Multi-purpose cleaner, glass, restroom fixtures, tile, grout, floors and carpet.
- **Neutral floor cleaner;** Synthetic floor cleaner
- **Green select Glass cleaner;** windows, TV screens, porcelain, plastic, and stainless steel.
- Two items we are looking to add are:
 - **Green Select stripper;** formulated to strip Hillyard One plus floor polish.
 - **One Plus;** Floor polish

ELEMENT ID: USE OF ALTERNATIVE TRANSPORTATION

19. What percentage of your students walk, bike, bus, or carpool (2+ students in the car) to/from school? 60% of Red Hawk students walk or bike to school, 33% ride the bus and approximately 7% ride in cars to school.

How is this data calculated? Red Hawk is a neighborhood school drawing from the neighborhoods directly adjacent to the school, utilizing just four school buses for 774 students. The data was calculated through informal survey and observation.

20. Has your school implemented?

(X) a well-publicized no idling policy that applies to all district vehicles.

SVVSD has an idling policy in place to reduce costs associated with idling and to improve the health and air quality for all individuals in and around the schools and District facilities and the communities in which our vehicles travel. The following steps have been implemented to all vehicle operations.

- Limit idling time during warm-up and cool down to manufacturer’s recommendations.

- All vehicles should be turned off as soon as possible and should not be allowed to idle while waiting for passengers or during loading/unloading. Buses are not allowed to idle for more than three minutes while waiting in a school bus loading zone regardless of weather temperatures.
- Exceptions to the policy may be made in extreme temperature events, when necessary to run the engine to operate required safety equipment, and/or to maintain a safe environment for drivers and passengers.

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

(X) Safe Pedestrian Routes to school or Safe Routes to School.

SVVSD participates in safe routes to school as a district, and each school's PTO takes the lead in implementing the program. Red Hawk implements the program through our "Bike and Walk to School Month" each spring. This month-long event is both a reminder and a celebration; even though Red Hawk has such a high concentration of walkers and bikers throughout the winter it really signals that spring has come. At the event students are reminded to wear helmets and of biking safety rules. On specific days during our Walk and Bike to School Month, students are greeted at the school with praise and a granola bar. Red Hawk's bike racks are consistently overflowing with bikes, and additional racks have been added in order to accommodate the bikes.

21. Describe how your school transportation use is efficient and has reduced its environmental impact. The way the school is situated within the majority of the neighborhoods that it serves minimizes the need for school transportation.

22. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. The small parking lot and a short "hug and go lane," encourage walking and biking to school. The walking paths throughout the surrounding neighborhoods and the community volunteer crossing guards at major intersections further encourage walkers and bikers. A stoplight with pedestrian crossing was put into place in 2013 after school officials and community members worked with the Town of Erie requesting this safety measure at the closest major intersection to Red Hawk, and it has served to broaden the scope of walkers from the most distant neighborhoods to the school.

PILLAR II: IMPROVED HEALTH AND WELLNESS

ELEMENT IIA: INTEGRATED SCHOOL ENVIRONMENTAL HEALTH PROGRAM

1. Provide details on your school's Integrated Pest Management (IPM) program including year or implementation, program responsibility/oversight, pest monitoring process, record keeping, pesticide use strategy and notification practices (if required). SVVSD is a member of the Colorado Coalition for School Integrated Pest Management (IPM) program. This is a collaborative effort by Colorado State University, the U.S. Environmental Protection Agency, the Colorado Department of Agriculture, the Colorado Department of Health and Environment, the Colorado Department of Education, National Environmental Health Association, Colorado school districts and private pest control professionals, who work in concert to advance IPM in school districts throughout Colorado through shared experience and expertise. In 2012 SVVSD received a Pest Wise IPM Innovator Award from the US EPA in recognition for their accomplishments in risk reduction and for the promotion of IPM. The District approaches Integrated Pest Management as a preventive maintenance program that focuses on root cause analysis to help ensure returns on investments are those that address problems at the source.

Standard Operating Procedures (SOPs) for pesticide application interior and exterior to the facility have been developed. Comprehensive inventories of pesticides typically used and their associated Material Safety Data Sheets (MSDS) have been compiled. The district IPM program/policy uses current, comprehensive information on the life cycles of pests and their interactions with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and

the environment. The IPM program takes advantage of all pest management options possible including, but not limited to, the sensible use of pesticides.

The benefits of an IPM program are; a healthier school environment which equals greater academic achievement, minimization of food contamination incidences from pests and pesticides, reduced risk of asthma incidences by reducing triggers from pests and pesticides, better management of school financial resources, and a reduction in the school's liability exposure.

The district has assigned an IPM Coordinator who develops and maintains references for best IPM practices and serves as the district resource for IPM techniques and application procedures. The IPM coordinator works with the Environmental Compliance Coordinator to maintain records for meeting all of the regulatory requirements for state and federal agencies.

The following IPM criteria are applied to all district pest situations when selecting treatment tactics and developing pest management strategies:

- Determine the pest threshold level.
Based on the established threshold, select a treatment that is:
 1. Least hazardous to human health;
 2. Least damaging to the environment;
 3. Effective at controlling the target pest;
 4. Has minimal negative impacts to non-target organisms;
 5. Within available resources.

All district and commercial pesticide applicators must comply with the notification and posting regulations as stated in Colorado Department of Agriculture, Division of Plant Industry, Title 35 Article 10 (35-10-112 Pesticide Applicators Act and Rules and Regulations Pertaining to the Administration and Enforcement of the Pesticide Applicators Act).

2. Describe your efforts to reduce reliance on pesticides, and provide data on volume reductions over time if available. See above information.

3. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? Provide specific examples of actions taken for each checked practice.

(X) Our school prohibits smoking on campus and in public school buses.

This is a district wide policy.

(X) Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

There are no sources of elemental mercury in the school. All of the thermometers are either electronic or organic-liquid-filled-glass thermometers. The CFL light tubes are all green-tipped that contain no mercury.

(X) Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO)

There are fuel-burning appliances in the kitchen only and therefore CO detectors have been installed in the area and are tested regularly to ensure proper operation.

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

The U.S. Environmental Protection Agency (EPA) has developed recommendations for schools on how to test for the presence of radon. Colorado statute requires all schools to test for radon and to maintain records of the test results for disclosure on request.

SVVSD RE-1J, in accordance with the EPA's Radon Measurement in Schools and the Colorado Department of Public Health and Environment, Consumer Protection Division, Rules and Regulations Governing Schools has performed Radon Surveys for each Elementary, Middle, and High School. Facilities where Radon was found in excess of the EPA Action Level during these sampling periods were retrofitted with Radon Mitigation Systems.

Radon Survey Reports are available for review at each school facility and on the District Intranet Webpage under the Environmental Compliance Column. The Radon Survey Reports are also available at the Educational Services Center, 395 S. Pratt Parkway, Longmont, CO 80501 through the Environmental Compliance Manager without cost or restriction for inspection during normal business hours. Copies can be made of such plans at the normal copying charges established by the District. SVVSD is committed to practicing sound Radon management practices and to observance and adherence to all Local, State, and Federal rules and regulations.

4. Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure. SVVSD is committed to practicing sound chemical management practices and to observance and adherence to all Local, State, and Federal rules and regulations. SVVSD has recently built a working relationship with the Boulder County Hazardous Material Management Program to help assure cost-effective, legal disposal of hazardous items.

All chemicals, solvents, and hazardous substances are inventoried by the school a minimum of once a year. Chemical inventories are retained in an accessible area away from the chemical storage location. SVVSD is currently performing a District Wide Chemical Inventory for each department.

5. Describe actions your school takes to prevent exposure to asthma triggers in and around the school. The Environmental Compliance Manager approaches Indoor Air Quality concerns on a preventive maintenance program that focuses on root cause analysis to help ensure returns on investments are those that address problems at the source.

Goals of the SVVSD IAQ program are:

- Give occupants knowledge of common IAQ risks
- To provide mechanisms for feedback on their comfort with IAQ and assure ease in reporting IAQ concerns
- Facility health is a joint responsibility and that it takes a team of proactive occupants, staff and managers to prevent problems.
- Deliver outstanding learning environments.

6. Describe actions your school takes to control moisture from leaks, condensation and excess humidity and promptly cleanup mold or remove moldy materials when it is found. Staff reports leaks, mold, or any other IAQ issue immediately through the district work order system “School Dude.” A work order is generated and the issue is investigated. If a repair is required the work is documented. If mold is suspected or found and there is a concern for IAQ the Environmental Compliance Manager is called in or added to the work order. Mold samples are taken and the indoor air is analyzed. Based upon the results remediation work is completed by a licensed contractor and clearance samples are taken to ensure that the room is safe.

7. Our school has installed local exhaust systems for major airborne contaminant sources. (X) Yes

8. Describe your school’s practices for inspecting and maintaining the building’s ventilation system and all unit ventilators to ensure they are clean and operating properly. Red Hawk Elementary is conditioned by 26 ground source heat pumps. The merv8 filters for each unit are replaced quarterly on our scheduled maintenance per the manufacturer’s recommendation.

9. Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. Red Hawk has three separate energy recovery air exchange units. They provide the minimum outside air requirement to the heat pumps for a school building per ASHRAE standards.

10. Describe other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. We have monitors for in-house monitoring of oxygen, carbon monoxide, carbon dioxide, hydrogen sulfide, methane (LEL), temperature, relative humidity and respirable and non-

respirable particles. All SVVSD facilities are tobacco and smoke-free. The Environmental Compliance Manager works with Maintenance HVAC personnel to monitor air-flow, fresh air supply, and problem areas. Investigations include a note of all cleaning products, air fresheners, and other chemicals that may trigger a reaction. We report findings to the school administration and keep a record of all investigations. SVVSD investigates and samples for mold as needed. The district also works with outside licensed vendors to help resolve complex IAQ issues. Environmental Compliance routinely inspects asbestos building materials, coordinates abatement projects and updates building management plans to provide a safe environment for all students and staff. SVVSD follows Asbestos Hazard Emergency Response Act (AHERA) compliance enforced by the Colorado Department of Public Health & Environment (CDPHE). AHERA compliance also requires the Environmental Compliance Manager to have annual refresher courses and exams for Asbestos Inspector, Management Planner, and Supervisor.

ELEMENT IIB: HEALTH AND WELLNESS

11. Which practices does your school employ to promote nutrition, physical activity and overall school health? Provide specific examples of actions taken for each checked practice, focusing on innovative or unique practices and partnerships.

(X) Our school participates in a Farm to School program to use local, fresh food.

St. Vrain Valley School District has a Farm to School program in which eight local farms are partnered with the district in bringing local foods to our schools, including Red Hawk Elementary.

(X) Our school has an on-site food garden.

Red Hawk has a garden which is planted and harvested by every grade level. We also have a garden club, open to all students, who meet once a week after school throughout the growing season. The school is in the process of raising funds for a greenhouse to further our growing season and to provide an additional outdoor learning space to the school. A great goal of the greenhouse will be for Red Hawk students to provide our local food bank produce to send home with students in our community who are in need.

(X) Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community.

Red Hawk partners with Whole Foods in offering evening cooking classes which utilize the produce from the Red Hawk Garden. The school has hosted a number of well-attended, after-hour cooking demonstrations designed to educate and inspire healthy choices.

(X) Our students spent at least 120 minutes per week over the past year in school supervised physical education.

Since the school's opening in 2011 Red Hawk students have had 35-40 minutes of moderate to rigorous activity daily, **in addition** to recess and PE class, as participants in the Red Hawk Movement program.

This results in 55-105 minutes of physical activity to each student per day, or 275-525 minutes per week! The daily 35-40 minutes of movement is supervised, as is PE class. This far exceeds the State's requirement of 600 minutes of physical activity per month.

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

We are lucky to be in Colorado where the kids rarely are kept inside! The policy is to hold indoor recess or PE class indoors when the temperature plunges to 20 degrees or lower, or if there are other hazards such as lightning. Red Hawk students are outside for their all-school morning movement rotation, PE class and recess an estimated 90% of the time.

(X) Health measures are integrated into assessments

SVVSD has taken extensive steps to assess, measure and evaluate the current physical education efforts. These include but are not limited to: SOFIT Evaluations: System of Evaluating Fitness Instruction Time; Shuttle Run and Push Up pre- and post- tests; Utilization of WELNET Software; Five for Life; Utilization of MVPA: Moderate to Vigorous Physical Activity pedometers; Surveys to analyze behaviors and attitudes towards PE class; Cognitive assessments completed for selected grades

12. Describe the type of outdoor education, exercise and recreation available. As part of the movement program, during the six-day rotation classes are outdoors for a trail run, a dirt path that encircles the back field and playground area; the upper field circuit; and jump rope/tag games. During recess you will find kids on the upper field playing football, soccer, gymnastics, playing tag. We have a large playground structure for grades 1-5 and an enclosed playground for the preschool and kinder kids. The kids play on the basketball courts, play tether ball, foursquare as well as utilize all manner of balls and jump ropes available.

13. Describe any other efforts to improve health and wellness, highlighting innovative or unique practices and partnerships.

In 2013 Red Hawk hosted the Excellence in Schools Summit, bringing together six nationally recognized school-based activity programs along with thought leaders and 250 educators to learn about the correlation between physical activity and academic success. In 2014 Kaiser Permanente granted our district \$100,000 as part of its Thriving Schools campaign allowing Red Hawk to train and mentor teachers at seven other district schools to bring 30 minutes of physical activity to their classrooms each day. Thus far Red Hawk has trained and mentored 60 teachers through this program, resulting in these 60 teachers incorporating 30 minutes of classroom movement a day to approximately 1,800 students within the Erie schools feeder system and SVVSD.

Our Principal, Cyrus Weinberger, has become a spokesperson championing a systematic wellness program including movement in schools. His recent speaking engagements include: Tedx Talk about movement and health and wellness in schools, speaker at the Green Schools Conference in fall 2014, and a keynote speaker at the Early Childhood Design Conference in fall 2014. He has been invited to present at the RMC Health Thought Leaders Conference in June 2015. By bringing movement and wellness to Red Hawk Elementary and rolling it out through training, presentations and mentoring, Red Hawk is effectively spreading the notion of movement and health and wellness through our school community, the Erie feeder system, the district, and throughout the entire state of Colorado. Red Hawk's systematic approach of health and wellness is being recognized nationally as a model to follow.

ELEMENT IIC: COORDINATED SCHOOL HEALTH, MENTAL HEALTH, SCHOOL CLIMATE AND SAFETY

14. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (X) Yes () No

If yes, describe the health-related initiatives or approaches used by the school:

Red Hawk's "Well Way" is a comprehensive wellness program designed to encourage healthy living so that students can reach their fullest potential and learn well, now and throughout the rest of their lives.

The goal of Well Way is to create an optimum healthy learning environment where students can grow in knowledge, health and character. Well Way is made up of four pillars:

I. Movement: Nationally recognized all-school movement program in which each student gets 40 minutes of activity per day, outside of recess and PE class. Red Hawk also participates in the Sqord Technology Pilot program. The school has partnered with the Sqord, an innovative technology centered on the gamification of fitness, thus motivating students to move and interact with their classmates. Red Hawk also has Human-Powered Walk, Bike, or Scoot to School Days. The school hosts a bike and walk to school month each spring, in which students are encouraged to bike and walk through communication home to parents, and classroom incentive programming.

II. Health and Nutrition Education: Part of our wellness policy at Red Hawk is a "no food at parties" policy, with the exception of one holiday per year in which families provide healthy snacks. The school also does not offer candy or other food item rewards to its students. Red Hawk also has a School Garden, in which each grade level participates in gardening on the school grounds throughout the year. Our garden club meets weekly for nine months of the year, including during the

summer months. Community members are invited to “community days” in the garden. At our most recent community day 4,000 ladybugs were released into the garden.

III. Protecting the Environment: Our Gold Level-LEED certified school building is a point of pride for all students, and it acts as a laboratory for all grade levels. As an Eco-Cycle Green Star School, our kids compost, recycle and learn about these concepts through many assemblies through this program. Red Hawk also features several Outdoor Learning Spaces. Instruction is taken outdoors throughout the year in one of our many outdoor learning spaces.

IV. Character Development: Red Hawk prides itself on our Core Values, Character Traits Curriculum, Respect for self, others and the environment, Bullying-prevention programs, and SafeTouch program.

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? (X) Yes

Red Hawk has partnered with the SafeTouch Program—a local interactive program whose mission is to empower children through body safety awareness. The program teaches children the necessary skills to keep themselves safe. Red Hawk also partners with Kaiser Permanente to support health and safety. Kaiser Permanente’s Educational Theater Anti-Bullying programs including their interactive workshop BULLY BUSTERS have been very well received by our students. SVVSD partners with Livewell Longmont coalition whose mission is to provide resources to school, secure funding for the district’s wellness goals and most notably for Red Hawk is the way this partnership with the district’s nutrition services impacts our students’ diets and health.

16. Does your school have a school nurse and/or a school-based health center? (X) Yes

17. Describe your school’s efforts to support student mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.): Red Hawk has a counselor who visits each classroom once a month to support our character words of the month. Each month a specific character trait is introduced to the students in their classrooms through a visit with our school counselor. Throughout the month the trait is touched upon in the classrooms using books, role-plays, modeling, etc. The students are recognized monthly at an assembly in which parents and the entire student body attends for showing exemplary examples of the character trait of the month. Traits include: Kindness, Citizenship, Friendship, Empathy, Honesty, Acceptance, Cooperation, Respect, and Responsibility. Our counselor is also available to all students to meet with on an individual basis as well. Red Hawk has an anti-bullying policy in place. In 2014 253 third-fifth grade students were given a survey in which 96% reported “our school is safe because students remember to ROCK” (ROCK is our PBIS slogan standing for Respect, Ownership, Community and Knowledge) and 92% “there are adults in the building I trust”.

PILLAR III: EFFECTIVE ENVIRONMENTAL AND SUSTAINABILITY EDUCATION

ELEMENT IIIA: INTERDISCIPLINARY LEARNING ABOUT THE KEY RELATIONSHIPS BETWEEN DYNAMIC ENVIRONMENTAL, ENERGY AND HUMAN SYSTEMS

1. Which practices does your school employ to help ensure effective environmental and sustainability education? Provide specific examples of actions taken for each checked practice, highlighting innovative or unique practices and partnerships.

(X) Environmental and sustainability concepts are integrated throughout the curriculum.

Red Hawk’s core K-5 curriculum strives to instill the sense of place and the importance of the connections with our local environment and ecosystem. Activities often spur a call to action, a stewardship approach infused throughout each of our grades and reinforced by our community partners such as EcoCycle and Boulder County Parks and Open Space.

Second graders study Red Hawk’s outdoor interpretive wall where they discuss ways in which severe weather contributes to catastrophic events such as floods and forest fires, through local events which have been documented on Red Hawk’s grounds in a time line. Fourth graders learn about renewable and nonrenewable energy, and explore the Red Hawk property where they discuss the coal

mining history of the very land they walk over, and observe a natural gas well pad not far from the school which lends to this discussion. Fifth graders gather data such as temperature, air pressure, wind etc. and explore scientific explanations addressing questions of local relevance about resources generated by the sun or the Earth.

The thoughtful design of Red Hawk's building is an enormous part of the Red Hawk culture. The building serves as an educational resource for our student body. Our students are able to tell visitors about unique features and how they reduce our school's carbon footprint. Our fifth graders developed a scavenger hunt in which the many environmental features of the Red Hawk building and its grounds were meant to be highlighted and explored. Each fall, incoming fifth graders do the scavenger hunt as a kick off for discussion around environmental sustainability.

Red Hawk's garden has been integrated into each grade level's curriculum as a means to teach students environmental and sustainability education. Each classroom has a grow station where they start seedlings in the spring and transfer them into the garden after Mother's Day. Community days throughout the grow season, including the summer months, are times for all students to care for the garden before their crops are ready to harvest when school begins in the fall.

(X) Environmental and sustainability concepts are integrated into assessments.

Through Red Hawk's partnership with EcoCycle, trash audits are conducted periodically at the school. The audits are done by students and the results are communicated back to the student body through announcements. This has been a great way to keep the composting and recycling program fresh and effective.

(X) Professional development in environmental and sustainability education is provided to all teachers. Design thinking is integrated in our district professional development and STEM courses. Design thinking allows for a practical application of science and engineering starting with Empathy. Empathy, the ability to understand and share feelings of another, often takes on an environmental approach with elementary level STEM activities.

ELEMENT IIB: USE OF THE ENVIRONMENT AND SUSTAINABILITY TO DEVELOP STEM CONTENT, KNOWLEDGE AND THINKING SKILLS

2. For schools serving grades 9-12, provide: Percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career: N/A

3. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? Due to our unique location – hovering above one of the largest oil and gas fields in Colorado, and our area's history of coal mining, we utilize our grounds as a way to connect learning about the earth's resources with lessons around sustainability and STEM thinking. A good number of STEM Design challenges in our school start with "Empathy". We begin by understanding challenges or problems within our own community. Frequently this centers on sustainability and the environment. Red Hawk students are very fortunate that they are in such a great laboratory for sustainability and environmental conservation, they learn every day how they make an impact on the environment through the building itself.

4. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? Due to Red Hawk's unique location we utilize our grounds as a way to connect learning about the earth's resources with conversations around sustainability, green technologies and career pathways. Red Hawk students are introduced to a variety of careers and fields within green technologies through our parent community. Our parents have an ongoing call to action to be involved in their child's classroom through presenting and leading discussion around any relevant professions. Recent examples include a parent geographer visiting the third graders as part of their rocks and gems unit and our parent National Center for Atmospheric Research (NCAR) meteorologist who released a weather balloon with our third graders. Our garden and building serve as laboratories for discussions around sustainability and the environment in terms of green technologies. Every day

students are reminded by how sustainability and the environment were factors in the building's design. Students pass and are pointed to a large board in the hallway that explains the many unique features of the building and how those features affect the environment directly. Teachers lead active discussions about the building and career pathways.

ELEMENT IIIC: DEVELOPMENT AND APPLICATION OF CIVIC KNOWLEDGE AND SKILLS

5. Describe students' civic/community engagement projects integrating environment and sustainability topics. Aligned around Earth Day, Red Hawk engages in an "I Love My Planet" interactive game in which families, students and community are drawn together. This game lasts six weeks and is designed to give families daily sustainability actions to lower the entire community's carbon footprint. The kids involve parents, teachers and community merchants. ReNew our Schools is a civic engagement project in which Red Hawk students emphasize school community awareness and took home ideals of reduction through behavior measures, spreading the notion to their families and through our merchants, our greater community.

6. Describe students' meaningful outdoor learning experiences at every grade level. At Red Hawk we work hard to ensure that all grade levels have meaningful outdoor experiences. Due to our unique location over the Denver-Julesburg oil and gas basin, and our area's history in coal mining, we can utilize our grounds as a way to connect learning about the earth's resources with conversations around sustainability. All students are taught life science on Red Hawk's plains to peak ecosystem trail. First graders study earth science through the Pebbles, Silt and Sand unit outdoors where they collect, identify and classify earth's materials based on outdoor observations and explorations. In studying the unit Air and Weather, second graders collect outdoor temperature data in different locations (sun and shade) at different times and during different seasons as they study how organisms and the environment are influenced by the weather and the changing seasons. Second graders study Red Hawk's outdoor interpretive wall where they can discuss ways in which severe weather contributes to catastrophic events such as floods and forest fires, through local events which have been documented on Red Hawk's grounds in a time line. In third grade the students head outdoors to learn about the rock cycle and landforms. Students collect Earth's materials and learn about the processes by which they are formed. Fourth graders learn about renewable and nonrenewable energy, and can explore the Red Hawk property where they discuss the coal mining history of the very land they walk over. Fifth graders gather data such as temperature, air pressure, wind etc. and explore scientific explanations addressing questions of local relevance about resources generated by the sun or the Earth. Our fifth graders look forward to attending an outdoor education overnight experience at Cal-wood, a science-based environmental education program all SVVSD fifth graders participate in. We also carefully plan outdoor field trips each year. Our preschoolers take a nature field trip, the kindergarteners visit a working farm and pioneer homestead grounds. Our second graders visit the zoo, and the third graders visit a gold mine.

7. Describe how outdoor learning is used to teach an array of subjects in context, engage the broader community and develop civic skills. Red Hawk's outdoor learning spaces are used year-round by all of our teachers to teach students all manner of subjects. Red Hawk's outdoor auditorium is used for hosting school community events; and the garden is used to integrate science, math, health and art into every grade level curriculum. The kindergartners can be found outdoors tracing their shadows as they study the sun and moon and learn about their place in the solar system. There is active discussion about how and why our building was built not only to have a reduced carbon footprint, but the way it was situated – not only to take advantage of the sunlight, but due to the 300-foot-deep coal mines that surround the building. This is a great way that our teachers open discussions with all grade levels about the earth's resources, sustainability, renewable energy and the lasting impact on the land and communities years later. The school's native landscaping provides opportunity to explore sustainability.

8. Describe your partnerships to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships.

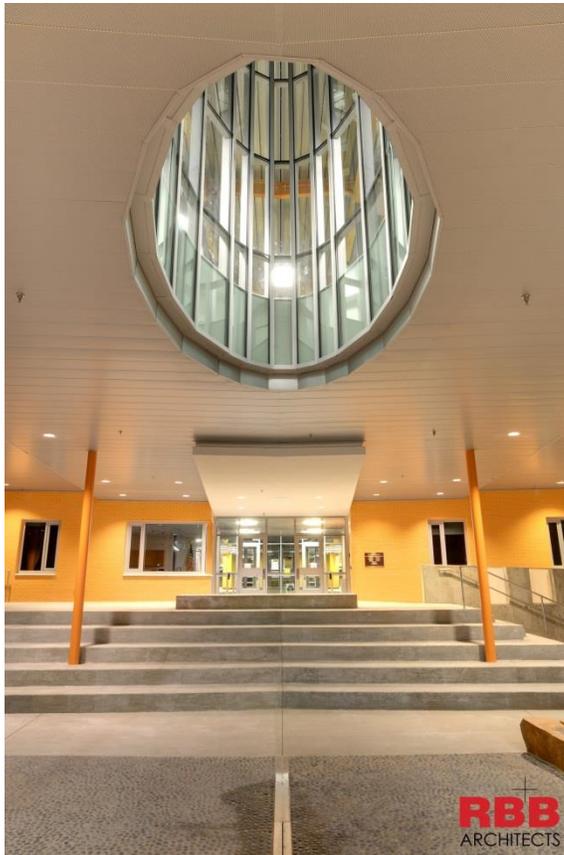
Pillar I: Red Hawk partners with Eco-Cycle for rigorous waste diversion activities, increased recycling efforts and comprehensive composting initiatives. Red Hawk actively participates in Eco-Cycle assemblies and field trips, and the daily composting and recycling tasks are integrated into student jobs every day.

Pillar II: Through partnership with Kaiser Permanente Thriving Schools Red Hawk is currently working to create “teacher champions” for bringing movement into classrooms every day. This year we have trained and mentored 20 district teachers to bring 30 minutes of movement into their classrooms each day! Red Hawk is also in partnership with Yale-Griffin Prevention Research Center as they support us as we conduct focus groups of teachers and students at the secondary level to determine how movement can best be introduced into middle and high schools within our district. In 2013 Red Hawk partnered with 45 leaders in school-based activity programs to spread the notion of physical activity in the classroom as a means to achieve higher academic success to 250 administrators and teachers who attended our summit.

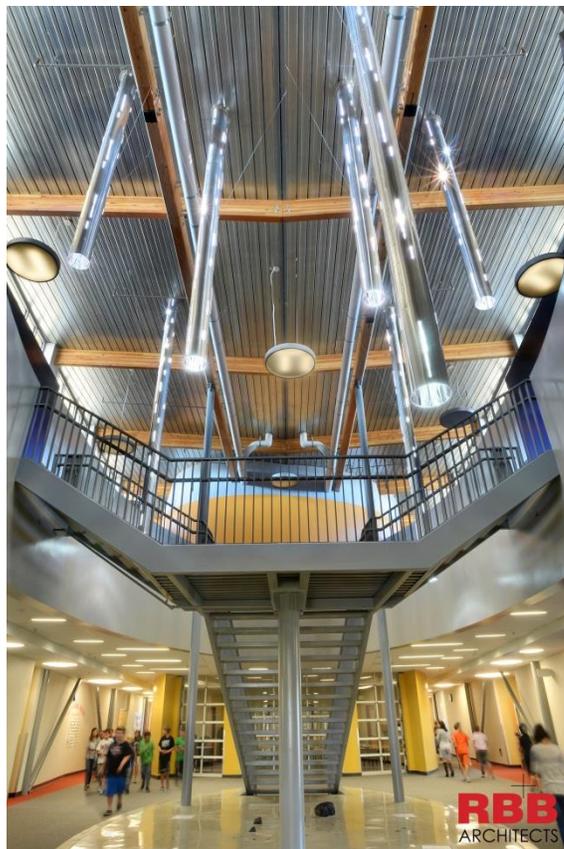
Pillar III: Red Hawk partnered with the Center for Resource Conservation’s ReNew our Schools competition that emphasizes in-school energy savings through behavior measures, at-home energy action checklists.

9. Describe any other ways that your school integrates core environment, sustainability, STEM, green technology and civics into curricula to provide effective environmental and sustainability education, highlighting on innovative or unique practices and partnerships.

Red Hawk partners with Eco-Cycle on a number of initiatives at the school. As a Green Star School through Eco-Cycle, our students have committed to Zero Waste and are among the first in the nation to reduce waste in every aspect of school life. Through this program there are a number of learning tools and activities provided to teachers, as well as assemblies to reinforce these important practices. The practices of daily composting and recycling are completed by students of all grade levels every day.



Red Hawk's LEED Gold certified building is a point of pride and a learning laboratory for all students. The Weather Tube is shown from the outdoor auditorium.



Red Hawk's tubular skylights allow natural light in the building's entryway.



Red Hawk's Movement program brings 40 minutes of physical activity to each student every day, outside of recess and PE class.



Red Hawk's foundational pillars include Health and Wellness and Protecting the Environment.



The goal of Red Hawk's "Well Way" is to create an optimum healthy learning environment where students can grow in knowledge, health and character.