



School Nominee Presentation Form

ELIGIBILITY CERTIFICATIONS

School and District’s Certifications

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

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

U.S. Department of Education Green Ribbon Schools

Public Charter Title I Magnet Private Independent Rural

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

Official School Name: Bonneville Elementary
(As it should appear on an award)

Official School Name Mailing Address: 1145 South 1900 East, Salt Lake City, UT 84108
(If address is P.O. Box, also include street address.)

County: Salt Lake County State School Code Number *:

Telephone: (801) 584-2913 Fax: (801) 584-2919

Website/URL: <https://bonneville.sleschools.org> E-mail: elise.maxwell@slschools.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: 2-12-2020



Name of Superintendent: Lexi Cunningham
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official records)

District Name: Salt Lake City School District

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

Lexi Cunningham Date: 2-12-2020
(Superintendent's Signature)

Nominating Authority's Certifications

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

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

Name of Nominating Agency: Utah State Board of Education

Name of Nominating Authority: Patty Horman, Ph.D.
(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.

Patty Horman Date: 2-13-2020
(Nominating Authority's Signature)

SUBMISSION

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

OMB Control Number: 1860-0509
Expiration Date: March 31, 2021

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.

National Green Ribbon Schools Nominee Application: Bonneville Elementary

Nominee Information

School, District, or Postsecondary Institution Name: **Bonneville Elementary**

Category of Nomination (School, District, or Postsecondary): **School**

Street Address: 1145 South 1900 East

City: Salt Lake City, UT

State: Utah

Zip: 84108

Website: <https://bonneville.slcschools.org/>

Twitter: <https://twitter.com/BonnevilleSLC/>

Facebook: <https://www.facebook.com/BonnevilleSLC>

Instagram: https://www.instagram.com/bonneville_elementary/

Top official: Principal

Title (Mr./Ms./Mrs./ Dr.): Ms.

First Name: Mary Lane

Last Name: Grisley

Position/Role (Principal/ Superintendent/ President): Principal

Email: marylane.grisley@slcschools.org

Phone: (801) 584-2913

Lead Applicant (if different):

Title (Mr./Ms./Mrs./ Dr.): Ms.

First Name: Elise

Last Name: Maxwell

Position/Role: 3rd Grade Teacher

Email: elise.maxwell@slcschools.org

Phone: (801) 584-2913

Check all that apply:

Early Learning Elementary Middle High Public
Charter Magnet Non-Public Career and Technical
Urban Rural Suburban

Provide percentages, if any are relevant to your school, district, or institution:

Free and Reduced Price Lunch: 7%
Minority: 17%
Limited English Proficient: 3%
Special Education: 7%
Graduation Rate: N/A (elementary school)
Attendance Rate: 91.7%

Provide the following:

Total Enrolled: 517 Number of Schools: 1 Buildings: 1 Campuses: 1

Summary Statement

Bonneville Elementary is located along the East Bench of Salt Lake City, with the Wasatch Mountains to the East and the Great Salt Lake to the West. In 2014 the Utah Society for Environmental Education launched its Utah Green Schools program. Bonneville Elementary was one of the first schools to be awarded this recognition and we have received it every year since then. Our school is committed to advancing sustainability and student health, going above and beyond to engage our students with real-world, meaningful experiences.

Bonneville Elementary works to reduce our environmental impact and costs in a number of ways. We have earned an Energy Star Certification, and our energy usage is the lowest in Salt Lake City School District. Our school has implemented water-wise practices inside and outside the school. We have also implemented school gardens, one to attract local pollinators and another in partnership with Wasatch Community Gardens to grow produce for the school. Additionally, we work to recycle where we can and have implemented a number of practices in this realm to encourage sustainability across the school. We are also fortunate that our school is located in a walkable neighborhood, allowing many students to utilize walking and biking as a means to get to school each day.

We improve the health and wellness of our students and staff in multiple ways but one of our main focus areas is Air Quality. Our Parent Teacher Association has created a Clean Air Committee, led by engaged parents. This committee has spearheaded an anti-idling campaign based on the EPA's Idle-Free Schools Toolkit for a Healthy School Environment. The school has anti-idling signs installed and regularly reminds the community of anti-idling policies in the school's monthly newsletter. Students have made posters to remind drivers to turn off their cars if they will remain in the drop-off zone. The Clean Air Committee has also established relationships with community organizations and local colleges to learn more about the impact of our efforts. This committee's efforts were featured in our local news outlets.

Other health and wellness programs include: students engage in 40-45 minutes of supervised recess daily, have 45 minutes of physical education a week and have access to lessons on health and healthy eating. Annually, our school hosts a health fair which established over 70 partners and allowed students to not only learn about their health but contribute to the well-being of others. A number of programs are offered at Bonneville Elementary School to support students' social and mental health needs. Every month, students receive the Project Cornerstone program, a book study curriculum that reflects on literature to achieve lesson objectives in social-emotional learning and bully prevention.

Salt Lake City School District encourages wellness among faculty and staff through monthly goals. Goals and trackers are sent to every faculty and staff member and tracked by a coordinator in each school. Previous goals have included water intake, exercise, and healthy eating choices. The school district has also partnered with a local counseling center to provide mental health services to all employees. The school district also provides several flu shot clinics for employees and their families.

Although sustainability instruction is not mandated in the state or district, Bonneville has an ongoing curriculum in all grades. These lessons are hands-on and include demonstrations. For example, sixth graders complete labs with the school science teacher on invasive species in ecosystems, and at the end of the unit they discuss how humans have successfully invaded all ecosystems and that we need to think of ourselves as "part" of the ecosystem and not "above" it. Bonneville has a weather station and air quality monitor that can be accessed by all students and community members. The weather station, air quality monitor, and school gardens are regularly used by all students as tools for scientific research.

Teachers at Bonneville have completed a variety of professional development training related to environmental studies and sustainability. One first-grade teacher completed a Learning Outdoors training. All three of the first-grade teachers completed the Red Butte Gardens GrowLab training. Two teachers, one in second grade and another in sixth grade, are working on the National Geographic Educator Certification. One third-grade teacher has completed a Project Learning Tree seminar.

Team that helped prepare documentation and their role in the school:

- Elise Maxwell- 3rd-Grade Teacher
- Greg Libecchi- District Energy & Resource Manager
- Deb Dubek- Head Secretary
- Don Harris- Head Custodian
- Julia Schleifman- School Counselor
- Mary Lane Grisley- Principal
- Shirley Morris- Parent Teacher Association
- Rachel Forrest- Parent Teacher, Chair of the Clean Air Committee
- Jennifer Staniforth- Physical Education Teacher
- Patricia Christensen- 2nd-Grade Teacher
- Linda Okabe- 1st-Grade Teacher
- Lisa Wadge- 6th-Grade Teacher
- Lauran Anderson- 6th-Grade Teacher
- Amy Bell- Science Teacher

Pillar I: Sustainability - Reduced Environmental Impact and Costs

Energy and Greenhouse Gases

Bonneville Elementary tracks energy usage through annual reports provided by the district. The school has earned Energy Star Certification. Much of the school's interior and exterior lighting has been retrofitted to LED. All classrooms have occupancy sensors which further reduce energy consumption. Bonneville's Energy Usage Intensity (EUI or kBtu/SqFt) is 42, the lowest in the district! The district manages the scheduling of the HVAC systems via a Building Automation System allowing systems to shut down during unoccupied times.

Water and Grounds

Water Use- Bonneville tracks water usage through monthly water bills. The district's Building and Grounds Departments regularly audit the irrigation system for regular leaks. The irrigation schedule is adapted seasonally. All student restrooms utilize motion sensors on toilets and sinks. All student sinks have aerators. The school has installed a water bottle filling station to encourage the use of refillable water bottles.

School Gardens- Bonneville has two areas dedicated to ecological purposes. The front area of the school has been planted with local, water-wise plants that attract pollinators. We have also partnered with Wasatch Community Gardens to maintain a school produce garden. All grades work with the science teacher and Parent Teacher Association to plant and maintain the garden year-round. Produce is collected by the community and some produce is sold at an annual, community STEAM night.

Waste

Paper Recycling- Bonneville partners with Green Fiber for paper and cardboard recycling. All classrooms and common spaces have recycling bins and the community is encouraged to bring their paper/cardboard recycling to Bonneville. Bonneville hosts an annual recycling drive to encourage paper recycling. In 2019, the community gathered 2,200 pounds of paper recycling. Total collections for 2019 equalled 18,400 pounds, the equivalent of saving 156 trees! In 2020, the community gathered 3280 pounds of recycling.

Other Recycling- electronic products, large metal items and 'mixed other' commodities, including metal and plastic beverage containers, are all properly recycled.

Two parents from the Parent Teacher Association volunteer to teach and reinforce recycling in the cafeteria. On the first week of school, Shirley Morris, a parent from the PTA, went to every classroom to teach about what lunch materials were recyclable. For the first three weeks of school, there was a parent in the cafeteria every day to help redirect students to recycling bin for any recyclable materials they were trying to throw away.

Parents are now coming 1-2 days a week to reinforce those practices. After winter break, parents taught a review lesson in the lunchroom to every student. At lunchtime, parents, custodians, and cafeteria staff are all working to recycle plastic and metal recycling through waste management. Parent volunteers also encourage students to donate unwanted, untouched food to a communal table. Extra food can be picked up by other students in the lunchroom. Extra produce is donated to the faculty. Other leftover food is kept in the PTA room where teachers can grab snacks for kids who are hungry during the day.

Bonneville participates in ColorCycle through Crayola to recycle markers and highlighters. So far, Bonneville has recycled almost 20 pounds of markers. Parents have been sent letters and a box is in the lobby so more of the school community can contribute in the future.

Surplus Program- Salt Lake City School District surpluses all unused furniture and major office supplies. Surplused items are held at the district warehouse and distributed to other schools as needed. Unusable materials are recycled, if possible.

First-Year Teacher Store- Linda Okabe, a first-grade teacher at Bonneville, has started a First-Year Teacher Store. She gathers unwanted school materials from teachers throughout the district to redistribute to first-year teachers during New Teacher Orientation.

Hazardous waste - The district has a contract with a local company and provides the means to dispose of any hazardous waste generated at any school, including batteries. The district's technology services department recycles computers and other technology no longer usable by the school. Chemicals at the school are tracked according to state regulations by our head custodian.

Cleaning Products - The custodial staff uses 'green' cleaning products that are VOC free. These water based cleaning supplies are keeping the students at Bonneville clear of exposure to these volatile hazardous chemicals typically found in standard cleaning supplies.

Transportation

Alternative Transportation- Bike racks are regularly full of bikes and scooters indicating a large number of students are getting to school on their own muscle power and not burning fossil fuels! The school boundaries are designed to make Bonneville primarily a walkable school. Safe pathways have been designated for biking and walking to school. Crossing guards are at nearby intersections to ensure safety.

School Transportation- Bonneville uses district buses for off-campus field trips. The district is purchasing natural gas buses for any new vehicle needs.

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

Environmental Health

Cleaning/Chemical Use - Bonneville has a full-time head custodian in addition to a night custodian and sweeper. Most cleaning is scheduled for times students and staff are not in the area. However, the head and night custodian respond to immediate needs as necessary. Garbage from the cafeteria is removed at the end of lunch each day. All hallway and classroom garbage cans are cleaned daily after students leave. The carpets in each classroom are shampooed annually while students are gone for summer break. Classrooms are vacuumed daily. Mats are placed at each entrance to reduce debris from traffic and are also vacuumed daily. Faculty rooms and other common areas are cleaned by an assigned faculty member on a rotating basis.

The district walks through each school at least once a year to ensure that cleaning supplies are being used appropriately and are stored appropriately, out of student reach. The head custodian keeps copies of Safety Data Sheets for all chemicals used in the building. The only exception to this is the chemicals used by the science specialist who keeps chemicals in her lab with the SDSs stored with those chemicals.

Cleaning Products - The custodial staff exclusively uses 'green' cleaning products that are VOC free. These water based cleaning supplies are keeping the students at Bonneville clear of exposure to these volatile hazardous chemicals typically found in standard cleaning supplies.

Pest Management- Doors and windows are kept shut when not in use. All doors and windows are properly sealed and any damage to those seals are repaired promptly. Vegetation and shrubbery are kept trimmed back a minimum of one foot from all walls and doors. Garbage cans are emptied daily. All food stored in classrooms must be in airtight, plastic containers. Carpets are vacuumed daily. Recycling is also removed daily, avoiding any pileup of cardboard or boxes. Spills are promptly cleaned, either by a faculty member or a member of the custodial staff. Pesticides are used in keeping with district policy, designed to be low-risk for student contact. Pesticides are applied when students are not at school and away from ventilation intakes.

Maintenance- All windows and doors are checked regularly for leaks, which are fixed immediately. This is done to prevent mold/moisture buildup as well as pests. A team from the district called "area maintenance" completes all work orders. They also visit each school biannually to walk through the school with the head custodian and complete any other necessary projects. This may include paint touch-ups, leak repair, ceiling tile repair, duct work, and roof repair that may have been overlooked for a work order. This includes a check of the HVAC system to ensure proper function.

Drinking Water- All drinking water is sourced from the local utility, meeting all federal, state, and local water standards. Bonneville's drinking water was recently tested for contaminants by Salt Lake City and was found to be safe.

Air Quality- Bonneville has carbon monoxide detectors installed throughout the building to ensure student and staff safety. Bonneville's indoor air quality was recently tested by the Salt Lake County Health Department and found to be safe. Bonneville participates in the AirNow Air Quality Flag Program. Each morning, the air quality is checked by school staff and fifth-grade students hang the corresponding flags where they are clearly visible to families in both major drop-off areas. Students are kept inside for indoor recess when the air quality is hazardous to student health.

Bonneville's Parent Teacher Association has created a Clean Air Committee, led by Rachel Forrest. This committee has spearheaded an anti-idling campaign based on the EPA's Idle-Free Schools Toolkit for a Healthy School Environment. They created a 5-minute survey and asked our school community to participate. We received 52 responses. From these responses we learned that 98% of respondents think idling impacts human health, 90% said the idling was moderately severe, severe, or very severe to human health, and 69% thought idling was a problem at Bonneville Elementary. The biggest barrier to being idle-free was cited as having no barriers (56%), with temperature (39%) as the second most common response.

The school has anti-idling signs installed and regularly reminds the community of anti-idling policies in the school's monthly newsletter. Students have made posters to remind drivers to turn off their cars if they will remain in the drop-off zone.

In the fall, The Clean Air Committee had Salt Lake County and Westminster College complete an air study to determine a baseline for pollution created by idling cars at Bonneville. They then launched a campaign to collect anti-idling pledges from students, families, and faculty and recently reached over 200 pledges. There are daily announcements where nominated students and families are featured for their clean air efforts. In December, parents and students stood outside and encouraged drivers to turn off their cars if they would be parked for more than 10 seconds. Keychains were given to drivers as reinforcement and reminders. In February, a mascot from Utah Royals FC will be visiting during drop-off to encourage anti-idling as well. Bonneville is a tobacco-free campus and all smoking is prohibited. Later in February, Westminster will be doing a mid-year evaluation to determine how well their campaigns have reduced idling pollution. This committee's efforts were featured in our local news outlets.

Nutrition and Fitness

Recess Space- All students get 40-45 minutes of supervised recess daily. There are 3 playgrounds with structural play equipment, one designated for kindergarten only. There is a large athletic field available for play, as well. Several faculty members have been through Playworks training about emotionally and physically safe recess policies.

Physical Activity and Curriculum- Each student gets 45 minutes of physical education class time per week. In the winter months, November through February, 10-20% of this time is spent outside. For the remainder of the school months, 80-90% of PE classes are held outside. Curriculum is planned by the school PE teacher in accordance with state and district standards. Students play a variety of games that encourage both physical fitness and team play.

Nutrition- Each teacher in the school teaches at least 12 integrated nutrition lessons per academic year. The school cafeteria offers a salad bar with a variety of produce options for students purchasing school breakfasts and/or lunches. All meals meet federal nutritional standards for National School Lunch and Breakfast programs. In accordance with district policy, teachers do not use food as rewards or motivators. Teachers are encouraged to provide healthy snacks at any class parties.

Health Services

Crisis and Emergency Prevention and Response- All faculty and staff members are trained in district policies and procedures regarding crisis prevention and response, including OSHA training. Several faculty members are First Aid and CPR certified. The Parent Teacher Association coordinates efforts to ensure all students have an earthquake kit. Linda Okabe, a first-grade teacher, is Community Emergency Response Team (CERT) certified.

Safety- Bonneville uses a video doorbell to see visitors before an office staff member unlocks the doors. All staff and visitors are required to wear appropriate badges while in the school. The school district uses the DIR-S system to ensure all faculty and staff can communicate in case of emergency. All accidents and injuries are logged and tracked in the main office.

Health Services- Bonneville shares a school nurse with other schools in the district. The nurse works closely with families, doctors, students, faculty and staff. She works to create care plans for students who need special attention or accommodations for their diverse individual needs. Medications are kept in the office or classrooms, depending on the student's need. The district nurses also provide vision and hearing screenings annually. If students need glasses or other health services but cannot afford them, the school counselor has community connections to provide extra resources. Bonneville is also participating in a University of Utah longitudinal study regarding age and BMI over time. Bonneville's school nurse also provides presentations to upper-grade students about protecting themselves from blood borne pathogens.

Health Fair- Laura Anderson, a sixth-grade teacher at Bonneville, directs a health fair annually. Students wrote letters expressing their concerns about health topics of their choice that affected themselves, family members, or topics of personal interest. The global crisis of inadequate health care, concern for getting their topic out to the public, and personal advocacy allowed them to research and reach out to these foundations with poise, sentiment, and a call to action. In return, the foundations sent up to 300 items each for the seventy-five students to give away to the student body and community from their creative and self-designed booths. Items such as brochures, posters, t-shirts, frisbees, bracelets, and even teddy bears were given to the public to promote community awareness at the school-wide event. The entire school embraced the personal topics and happily received the items from these foundations. Some of the over 70 foundations participating include the National Organization for Rare Disorders, The Lymphedema Society, The National Spinal Injury Institute, and many more continue to be in touch with students. Throughout this process, students took away many positive experiences, but the greatest was continued advocacy. Bonneville Sixth Graders received donations and letters of support for the community health fair from over seventy foundations worldwide!

Social Emotional Learning- A number of programs are offered at Bonneville Elementary School to support students' social and mental health needs. Every month, students receive the Project Cornerstone program, a book study curriculum that reflects on literature to achieve lesson objectives in social-emotional learning and bully prevention. These lessons are taught by the school counselor, Julia Schleifman, and parent volunteers. Bonneville's full-time school counselor also runs small-groups to support students with a variety of needs including friendship and social skills, managing grief, academic-focus and organization. The school counselor does individual school counseling with students based on their needs. In addition to supporting students, the school counselor regularly communicates with parents and families regarding referrals to community resources and events. Bonneville also has a part-time school social worker, Bobbi Morgan, who maintains a caseload of students who need therapeutic interventions. This is a free service provided at school by a licensed clinical social worker. As needed, referrals to outside organizations, such as Valley Behavioral Health, are made.

District Wellness Program- Salt Lake City School District encourages wellness among faculty and staff through monthly goals. Goals and trackers are sent to every faculty and staff member and tracked by a coordinator in each school. Previous goals have included water intake, exercise, and healthy eating choices. The school district has also partnered with a local counseling center to provide mental health services to all employees. The school district also provides several flu shot clinics for employees and their families.

After-School Groups- Bonneville partners with the University of Utah to host an afterschool program for students who need extended care. Students in this program get help with their homework, participate in field trips and presentations, and have plenty of physical activity time. In addition, Bonneville hosts six separate Girl Scout Troops, all of whom have an emphasis on self-care and community service. Bonneville also has a Girls on the Run team. Girls on the Run is a ten-week program that aims to "inspire girls of all abilities to recognize and embrace their inner strength. Lessons emphasize the important connection between physical and emotional health. At the end of the program, girls participate in a 5K, which provides a tangible sense of accomplishment, setting a confident and goal-oriented mindset into motion."

Pillar III: Learning - Effective Environmental and Sustainability Education

Curriculum and Assessment

Sustainability Curriculum- Although sustainability instruction is not mandated in the state or district, Bonneville has ongoing curriculum in all grades. For example, sixth graders complete labs with the school science teacher on invasive species in ecosystems, and at the end of the unit they discuss how humans have successfully invaded all ecosystems and that we need to think of ourselves as "part" of the ecosystem and not "above" it. There is also a unit on weather, climate, and climate change. Lessons cover the greenhouse effect being a natural effect, and that there are systems and other effects in place to keep it all in balance, but that humans are overloading the system. These lessons are hands-on and include demonstrations. One sixth grade class is researching plastic pollution and creating a citizen initiative to address the issues.

Fourth grade learns about the water cycle and discusses Utah's water dilemma and how we need to care enough to conserve. The science teacher also highlights Capetown, South Africa's water crisis as a comparison. This content was also reinforced in the art classroom.

Third grade students study ecosystems and how living and nonliving things interact. Some classes do animal research projects to learn about the needs of those animals and how their environment affects them. One class does an in-depth research project about the interactions between all living and nonliving things in an ecosystem of their choice. This learning is then represented in a Lego diorama. Third grade also partners with Thanksgiving Point to participate in the Tulips Journey North program.

All first grade teachers have completed training through Red Butte Gardens. Each year, they learn about growing healthy plants using a Grow Lab provided by Red Butte Gardens. The grade then visits on a field trip in order to learn more about plants and ecosystems.

Bonneville has a weather station and air quality monitor that can be accessed by all students and community members. The weather station, air quality monitor, and school gardens are regularly used by all students as tools for scientific research.

Field Trips- First grade classes visit the local arboretum and botanical gardens, Red Butte Gardens. Third and fourth grade visit the Jordan Conservation Garden Park to learn about water-wise landscaping and design.

Presentation- Ogden Nature Center sends presenters to Bonneville first-grade students every year for their "Creature Features" program. It is a hands-on experience where the students "become the scientists" and learn to observe what's in front of them, then classify animals into groups. Students get to touch skulls, feathers, pelts, and even a live animal.

The University of Utah Astronomical Society is working with the Parent Teacher Association to have a community star party in March. Topics the presentation will cover will include light pollution and working toward darker skies.

Professional Development

Teachers at Bonneville have completed a variety of professional development training related to environmental studies and sustainability. One first-grade teacher completed a Learning Outdoors training. All three of the first-grade teachers completed the Red Butte Gardens GrowLab training. Two teachers, one in second grade and another in sixth grade, are working on the National Geographic Educator Certification. One third-grade teacher has completed a Project Learning Tree seminar.

Community Engagement

In addition to the annual recycling drive, Bonneville hosts an annual STEAM night hosted by the Parent Teacher Association. Families and community members are invited to the school for a variety of science and art related activities. Activities have previously included reuse stations where students can create things out of cardboard or other recyclable materials. This year's program will include a Cloudmobile from the Utah Museum of Fine Arts, teaching students about atmospheric science. Produce from the school garden is sold at the event. Proceeds fund the school science teacher and the school garden.