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 2015-2018

X Public

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

Official School Name: Moreland Arts and Health Science Magnet
(As it should appear on an award)
Official School Name Mailing Address: 217 W Moreland Ave, West St. Paul MN 55118
(If address is P.O. Box, also include street address.) County: Dakota County State
School Code Number *: 0815
Telephone: 651-403780 Fax: 651-403-7810
Web site/URL: http://www.moreland.isd197.org/ E-mail: mark.quinn@isd197.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.

Date: 3/22/2018 (Principal's Signature)

Name of Superintendent: Mr. Peter Olson-Skog
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in official

records) District Name: School District 197, West St. Paul + Mendota Heights + Eagan Area

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

Date: 3/22/2018 (Superintendent's Signature)

Nominating Authority's Certifications

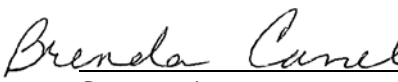
The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

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: **Minnesota Department of Education**

Name of Nominating Authority: **Ms. Brenda Cassellius, Commissioner**
(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:3/29/18 (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, 2018

Public Burden Statement

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

Summary Narrative

Moreland Arts and Health Sciences Magnet Elementary serves more than 383 students from the communities of Eagan, St. Paul, South St. Paul, West St. Paul and Mendota Heights, Minnesota. Moreland Elementary school is fortunate to have a vibrant school community committed to cultivating creativity, healthy living, and achievement through active learning.

Last Spring Moreland Elementary flipped the switch on rooftop solar arrays; estimated to save the school district nearly $150,000 in electricity costs over the next 25 years. The project is expected to offset nearly 72,000 pounds of CO2 emissions annually. The school district had zero upfront costs to install the solar array and will pay lower electricity rates over the next 30 years or more. This solar project is in line with our mission to promote energy savings and reduce greenhouse gases, using low cost or no cost strategies. Mr. Quin is excited to be the first school in our district to have rooftop solar panels. He is exploring ways to use the solar dashboard in the classroom. The dashboard displays daily solar energy production and avoided CO2 emissions.

Moreland is committed to operating its building efficiently and fully supports all of the initiatives of LIVEGREEN. LIVEGREEN is the district's own sustainability program, which promotes energy saving and recycling initiatives throughout all schools and offices. Moreland has a LIVEGREEN Club consisting of third and fourth grade students and a teacher. The team helps implement low-cost or no-cost strategies to reduce energy use, promote recycling and composting, and focuses on conserving resources. LIVEGREEN goes beyond a standard energy-reduction program by incorporating right-sizing waste streams, recycling, composting, green cleaners, diesel emissions reduction, paper reduction, behavioral changes, and engineering controls into its initiatives. Through sustainability efforts, Moreland has avoided spending close $4,070.00 in energy costs since 2008, even with 28% more students.

Last spring, led by its LIVEGREEN program and with assistance from University of Minnesota Extension Master Gardeners, a pollinator-friendly plan was put into action. As a pollinator-friendly community, District 197 will; minimize the use of insecticides and pesticides maintain existing and create new pollinator habitats, establish lawn mowing schedules that protect pollinators and promote pollination, use native plants to support pollinators in landscaping, when possible. Lawn signs in designated areas explain to our neighbors and the community our pollinator friendly practices. “Does the grass look longer? Our mowing schedule has been adjusted to protect and promote pollination. Welcome Pollinators!”

We have replaced our older full size diesel powered special education buses with newer type 3 gas buses to reduce emissions and improve fuel mileage. We have also partnered with Donaldson Corp and installed Doc mufflers and Engine breather kits on all of our 2003 and older buses. We require positive bus registration from all students which cuts down on unnecessary routing and saves fuel. Last year we added 9 more propane powered buses to bring our fleet to 10. Propane powered buses reduce emissions and improve reliability during cold months.

Since 2009, Moreland has had single-stream recycling school wide and organics collection for lunchroom waste. To help students get it right at the bin, we have labels on every single bin.

LIVEGREEN Club events are scheduled throughout the school year and include MOVEGREEN, Lower the Lights, LIVEGREEN Week, Earth Day, and a compost sale in the spring. LIVEGREEN is always looking for smart, green, and efficient practices to incorporate into its school. The LIVEGREEN Club promotes recycling and composting, water waste reduction and energy conservation.

Mr. Quinn, Moreland principal is bilingual and communicates all messages to families in Spanish and English. Mr. Quinn often elicits input from our Spanish speaking families to hear their voice along with our English speaking families. Morning announcements are done in both English and Spanish.

Two water-bottle filling stations were installed at the elementary last year. The hydration station delivers a clean water bottle fill and enhances sustainability by minimizing our dependency on disposable plastic water-bottles. Teachers and staff also have easy access to a purified water system to fill-up water bottles.

Thanks to a generous grant from C. H. Robinson Worldwide, Inc. and the Let's Move Salad Bars to Schools initiative, Moreland operates a salad bar that features a variety of fruit, vegetable, whole grain, legume, and low-fat dairy options during breakfast and lunch.

All Moreland students participate in InSciEd Out curriculum modules throughout the year. The InSciEd Out program is a partnership with the University of Minnesota. Through the training they receive teachers deliver hands-on science curriculum that excites students while meeting education standards. Teachers design and develop engaging curriculum and teaching techniques using real-life science experiments to drive student-led research, inquiry and engagement. Students will learn how to ask questions and discover their own answers to prepare them for our science- and tech-focused world. Through the InSciEd Out curriculum students create and share a poster highlighting the work and findings.

2017-18 Cover Sheet

Minnesota Green Ribbon Schools Award – School Application

School/District Information

School: Moreland Arts & Health Sciences Magnet

Street Address: 217 W Moreland Ave

City/State/Zip: West St Paul, MN 55118

Website: http://www.moreland.isd197.org/

Principal Name: Mark Quinn

Principal Email Address: mark.quinn@isd197.org

Phone Number: 651-403-7801

Lead Applicant Name (if different): Lisa Johnson

Lead Applicant Email: lisa.johnson@isd197.org

Phone Number: 651-403-7324

School District Name/number (if applicable): School District 197, West St. Paul, Mendota Heights, Eagan Area

Superintendent Name: Peter Olson-Skog

Superintendent Email Address: peter.olsonskog@isd197.org

School levels: Elementary (PK-5 or 6): X

School Type: Public: X

Describe your school: Suburban: X

Total Enrolled: 383

Does your school serve 40 percent or more students from disadvantaged households? Yes or No: Yes

Percentage receiving free or reduced-priced lunch: 59.9 %

Percentage limited English proficient: 28.4 %

Other measures:

Attendance rate: 96.4%

Cross-Cutting Programs

1. Is your school participating in a local, state or national school program, such as EPA ENERGY STAR Portfolio Manager, EcoSchools, Project Learning Tree Green Schools, or others, which asks you to benchmark progress in some fashion in any or all of the Pillars?

Yes or No: Yes
If yes, enter the program(s) and level(s) achieved: Energy Star- Moreland became an Energy Star school in 2009, Moreland has maintained its Energy Star rating every year since, there current rating is 99 out of 100 points.

B3 Benchmarking- stands for Buildings, Benchmarks and Beyond, a free online tool that summarizes energy consumption, costs, and carbon emissions in easily digestible monthly and annual reports for Minnesota public buildings. B3 uses basic building and meter information.

B3 uses complex analyses that allow you to compare a building from four major perspectives; benchmark, peer comparison, Energy Star and baseline. This multiple-angle approach helps you identify weak buildings and gives you the confidence that an identified poor performer is truly in need of improvement and will yield significant returns on investment.

Moreland Benchmark- 5 out of 5 stars

Moreland Peer Comparison- 84th percentile

Moreland Baseline (Jan 2008-Dec 2008) Comparison- 22.76% less energy consumption (Jan 2017-Dec 2017)

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

Yes or No: Yes

If yes, enter the Award(s) and year(s) received:

- Mollie Schellinger - District 197 LIVEGREEN Leader Award, 2017 "Moreland is so fortunate to have Mollie, as a new leader she dove right into LIVEGREEN, she communicated regularly with staff, shared her passion for sustainability through creative projects and practiced what she preached. Mollie did an awesome job, recently she and her LIVEGREEN crew created an Earth Day Photo Booth, made trash monsters to promote paper towel composting and she attended the all-day training provided by Bicycle Alliance of MN to safely promote MOVEGREEN! We are so lucky to have Mollie join our team!" *The LIVEGREEN leader Award is given annually to the standout leader for that given year.*
- Krystle Eilen - Healthy Hero Award, 2018 "Eilen's healthy lifestyle also carries over to her classroom at Moreland. She has taught her students which types of healthy snacks to bring to school each day to ensure students are eating good, nutritious food. In addition, Eileen has incorporated movement breaks into her lessons. Each day, her students move to "Go Noodle" videos, which are short exercise videos that promote productivity, better behavior and build community in the classroom all while promoting good health." *The Healthy Hero Award is a program of the District 197 Wellness Committee. The committee, made up of teachers and staff from all schools, strives to improve nutrition and physical activity district-wide.*
- HealthierUS School Challenge: Silver Award Winner year 2011/2012
- School District 197 awards:
    - Green Ribbon Award: District Award 2015
    - Energy Star: District 197 has earned ENERGY STAR Leaders Top Performer recognition for achieving an average energy performance rating above 75. The 2009 rating was 81 and in 2010 it climbed to 93. The district was recognized by the U.S. Environmental Protection Agency for increasing its energy efficiency by 10 percent in 2005, 20 percent in 2009 and 30 percent in 2010. Since launching its energy efficiency program in September 2003, the district has avoided more than $1.9 million in energy costs.

Pillar I: Reduced Environmental Impact and Costs

Element 1A: Reduced or eliminated greenhouse gas (GHG) emissions (preference for schools that have used State of Minnesota B3Benchmarking)

1. Can your school demonstrate a reduction in Greenhouse Gas emissions? Yes or No: Yes

   Percentage reduction: 27% Over (01/2008 - 01/2017):

   Initial GHG emissions rate (MT eCO2/person): 1784/person

   Final GHG emissions rate (MT eCO2/person): 1066/person which is a 40% reduction per person since 2008.

   Offsets: 179,421 How did you calculate the reduction? B3 Benchmarking
   Does your school have an Energy Master Plan? Yes or No: Yes

   If yes, enter a description of the areas it covers:

In 2003 we implemented an energy efficiency program with a 10% energy reduction goal, setting the 2002-2003 academic year as our baseline year to compare future results. In 2008 we reset our baseline to the 2007-2008 academic year because performance goals became too easy to reach. We used a third party utility tracking service, Bishop Engineering, from 2003-2013, and EnergyPrint from 2013-2015. Moreland Elementary uses B3 Benchmarking a free online tool that summarizes energy consumption, costs, and carbon emissions in easily digestible monthly and annual reports for Minnesota public buildings.

We have indoor temperature standards for both the heating and cooling season. Our building automation system for heating, cooling and lighting allows us to schedule buildings for occupied and unoccupied times.

Moreland has experienced a steady climb in enrollment. In 2008 student enrollment was 299; this year enrollment is 383. Even with 28% more students Moreland has avoided spending close $4,070.00 in energy costs since 2008.

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes or No: Yes
   If yes, what is your score?

   99 out of 100

   If score is above a 75, have you applied for and received ENERGY STAR certification?

   Yes or No: Yes Year 2009

3. Has your school reduced its total non-transportation energy use from an initial baseline?

   Yes or No: Yes

   Current energy usage (kBtu/student/year): 4646.64/student/2017

   Current energy usage (kBtu/sq. ft. /year): 38.34/sq. ft. /2017

   Percentage reduction: 20.51 % from (2008 – 2017):

   How did you document this reduction? B3 Benchmarking

4. What percentage of your school's energy is obtained from?

   On-site renewable energy generation: 14% Type: Solar -40kW Rooftop Solar Array

Purchased renewable energy: Our electric utility provider is Xcel Energy: 20% of electricity from Xcel is from renewable energy. Electricity is 35.3% of total energy used. Type: Combination of, wind, hydro, biomass, solar
Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program: No

5. In what year was your school originally constructed? 1963

   What is the total building area of your school? 63,006

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

   For new building(s):

   Percentage building area that meets green building standards:

   Certification level and year: Total constructed area:

   For renovated building(s):

   Percentage of the building area that meets green building standards:
   Certification level and year: Renovated area:

7. Describe other ways your school has reduced energy consumption and the production of greenhouse gasses and provide other evidence. (100 word maximum)

Last Spring Moreland Elementary flipped the switch on rooftop solar arrays; estimated to save the school district nearly $150,000 in electricity costs over the next 25 years. The solar panels were manufactured in Mount Iron, MN by Silicon Energy. The project is expected to offset nearly 72,000 pounds of CO2 emissions annually.
The school district had zero upfront costs to install the solar array and will pay lower electricity rates over the next 30 years or more. This solar project is in line with our mission to promote energy savings and reduce greenhouse gasses, using low cost or no cost strategies.

Element 1B: Improved water quality, efficiency, and conservation

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

   Yes or No: Yes

   Average Baseline water use (gallons per occupant): 856,460/379= 2260 gallons per occupant

   Current water use (gallons per occupant): 458,524/466= 984 gallons per occupant

   Percentage reduction in domestic water use: 56%

   Percentage reduction in irrigation water use: We do not irrigate

   Time period measured (mm/yyyy - mm/yyyy): 1/2008-1/2017

   Explain how you documented this reduction (e.g. ENERGY STAR Portfolio Manager, utility bills, school district reports): Utility bills

9. What measures are you taking to reduce water consumption, such as controlling leaks and water-efficient devices?
   Water conservation has been part of the District 197 LIVEGREEN Sustainability program for many years. Our water comes from municipal water sources. We use motion sensors to control water usage on toilets, urinals and sinks. We have installed aerators on all sinks to reduce volume.

10. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 100%
    Types of plants used and location: The plants we use are Zone 4a perennials, evergreen, and deciduous. The grounds department takes great care not to overwater landscaping.

11. Describe alternate water sources used for irrigation. (50 words max) We practice soil and water conservation by using mulch around our plants.

12. Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.
    (50 words max) Future grounds improvements would include looking at adding rain gardens to reduce storm water runoff from our parking lots and other impermeable surfaces.

13. Our school's drinking water comes from: (place an "x" after your choice)

    Municipal water source: X

    Well on school property:

    Other:

14. How does the school ensure drinking water is safe, such as lead testing, well testing, and steps to reduce lead (50 word max):
    The district has performed lead in water sampling. Through renovations, all of our fixtures were replaced with lead free fixtures in 2006-2008. Lead in water testing is done every 5 years. It was done in 2017. It is also done whenever there is renovation to the plumbing.

15. What percentage of the school grounds are devoted to ecologically beneficial uses such as natural areas, rain gardens, and run-off buffer? (50 word max): Moreland has a lot of green space for sports fields and a playground. Of the greenspace that is not used for recreation, 40% of it is designated as delayed mow to provide spring food for pollinators. Last year we started a new spring grounds plan to promote pollinator friendly practices. In designated areas, we are delaying our first mow of the season to allow clover to come up as an early food source for pollinators when they need it the most. Lawn signs in designated areas explain to our neighbors and the community our pollinator friendly practices. "Does the grass look longer? Our mowing schedule has been adjusted to protect and promote pollination. Welcome Pollinators! LIVEGREEN"

Element 1C: Reduced waste production

16. What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling and/or organics diversion (food to people, food to hogs and/or composting)? Note that Minnesota Statutes, section 115A.151 requires that schools must recycle a minimum of three material types. Complete all the calculations below to receive points.

    We have right sized all of our bins they are full or nearly full every week.

    a. Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected): 8 X 4 X 100%=32

b. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 10 X 4 X 100%= 40

c. Monthly organics diversion (food to people, food to hogs and/or composting) volume(s) in cubic yards (leftover food collection bin/food scrap and/or soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected): 4 X 4 X 100%=16

Recycling and Diversion Rate = ((B + C) ÷ (A + B + C) x 100) (40 + 16) / (40+ 16 + 32) x 100 = 56/88 X100=63.63%

Monthly waste generated per person = (A/number of students and staff): 32/466= .069

17. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council (If a product is only 30% recycled content, only 30% of the cost should be counted)?

    30% of our paper content is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council

18. List the types and amounts of hazardous waste generated at your school. (Note that Minnesota Statutes, section 121A.33 bans mercury in Minnesota schools.)

    Flammable Liquids: 0

    Corrosive liquids: 0

    Toxics: 0

    Mercury: Burned out fluorescent light bulbs are picked and recycled by Green Light Recycling.

    Other:

    How is this measured? N/A

    How is hazardous waste disposal tracked? N/A

19. Describe other measures taken to reduce solid waste and hazardous waste, use recycled materials, and properly dispose of hazardous materials. Include electronic devices. (200 word max)

    Waste is handled at a district level. We participate in the Books for Africa program, and any books that are not accepted as a donation are recycled. We recycle scrap metal at Great Western, computers go to Asset Recovery, and used fluorescent light bulbs are picked up twice a year by Green Lights. Our old batteries are brought to Batteries Plus.

Element 1D: Alternative Transportation

20. What percentage of your students walk, bike, bus, or carpool (2 or more students in the car) to/from school? (Note if your school does not use school buses.) 10%

    How is this data calculated? (50 word max)Through observation and with collected data from the transportation department.

21. Has your school implemented any of the following? (place an “x” after all that apply)

Designated carpool parking stalls: X

A well-publicized no idling policy that applies to all vehicles (including school buses): X

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

Safe Pedestrian Routes to school or Safe Routes to School:

Describe activities in your safe routes program and other events to encourage students to walk, bike or carpool, including number of participants. (50 word max)
Last spring we hosted our all school-wide walk to school day to encourage walking and riding bikes to school. We had the busses stop at the middle school (.5 miles away) so that all students had an opportunity to walk at least some distance to school.

22. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)
    We have replaced our older full size diesel powered special education buses with newer type 3 gas buses to reduce emissions and improve fuel mileage. We have also partnered with Donaldson Corp and installed Doc mufflers and Engine breather kits on all of our 2003 and older buses. We require positive bus registration from all students which cuts down on unnecessary routing and saves fuel. Last year we added 9 more propane powered buses to bring our fleet to 10. Propane powered buses reduce emissions and improve reliability during cold months.

23. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)
    - MOVEGREEN is a fall and spring event promoted by LIVEGREEN the district wide sustainability program. MOVEGREEN encourages green commuting. One week in the fall and a week in the spring, staff and students are encouraged to bike, walk or carpool to school. Participants that pledge to commute green are entered into a drawing for prizes. At Moreland there are two large bike racks available for students to park their bikes.
    - Walk to School Day in May – All students participate in the walk to school event, even the students that still need to take the bus are dropped off at one of our middle schools and they walk from there to Moreland in the morning.

Pillar 2: Improve the health and wellness of students and staff

Element 2A: Integrated school environmental health program

1. Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, record-keeping, pesticide reduction notification of staff and parents etc. (100 word max)

   All staff and students are notified annually of our pesticide and herbicide application timelines. We only apply pesticides/herbicides during 2 weeks of the year when there are no students present. The first week is in mid-June and the second week is in mid-August. Moreland is monitored by a professional pest control company monthly. Only live trapping is used for mice and non-toxic sprays are used for ant control. We promote an indoor environment that does not attract pests whenever possible.
2. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? State yes, no or not apply and explain with specific examples of actions taken. (50 word limit for each response)

Our school has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices which are based on EPA's IAQ Tools for Schools: Yes

Our school prohibits smoking on campus and in public school buses: Yes

Our school is in compliance with Minnesota Statutes, section 121A.33 and has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.): Yes

Our school uses fuel burning equipment (such as boilers, water heaters and ovens) and has taken steps to protect occupants from carbon monoxide (CO): Yes

Our school has sampled frequently occupied rooms in the last five years 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: No

Our school has identified and properly manages or has removed, where applicable, asbestos-containing materials, according to U.S. EPA AHERA regulations and, where applicable, the Minnesota Department of Health asbestos abatement rules: Yes

Our school has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead containing paint may be disturbed in areas used by children under the age of six: Yes
Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure: Yes

Our school has working local exhaust systems for major airborne contaminant sources. Yes

3. Describe how your school controls and manages chemicals routinely used in the school (including science, shop and maintenance) to minimize student and staff exposure. (100 word max)

   Staff is trained on proper use of cleaners when they are hired. They also participate in an annual chemical cleaning and safety training in accordance with OSHA Employee Right to Know.

4. Which green cleaning custodial service standard is used (i.e., Green Seal Standard for Commercial and Institutional Cleaning Services (GS-42), the ISSA Cleaning Industry Management Standard – Green Building)?

   We use a single source for our cleaning chemicals. Ecologo Standards (the generic label for Green Seal Standard for Commercial and Institutional Cleaning Services).

   What percentage of all products is third-party certified? 95%

5. Describe actions your school has taken to have your school bus fleet retrofitted with cleaner burning engines or to acquire cleaner burning buses or fuel. (100 word max)

   We have replaced 27 of our older buses with newer buses equipped to reduce emissions and improve fuel mileage. 10 of those are propane powered. We have also partnered with Donaldson Corp and installed Doc mufflers and Engine breather kits on all of our 2003 and older buses.

6. Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when it is found. (100 word max)

Our staff is trained to report mechanical deficiencies to the building office that then create a work order that is assigned to a maintenance person to investigate. Any stained ceiling tile is reported and removed and if a roof leak or pipe leak is found we promptly fix the issue. If we have a leak that causes carpet or wall material to get wet, we have a practice of drying out the material within 24 hours and testing with a moisture meter. If

we are not able to get carpet dried we replace the carpet. Any sheetrock that gets wet we cut out and replace. All staff is surveyed annually regarding indoor air quality and all ventilation units are inspected by an outside testing firm to verify operation and cleanliness. All other buildings have air conditioning systems with reheat that controls humidity levels in the buildings.

7. 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 (Minnesota State Mechanical Code/American Society of Heating, Refrigerating and Air-conditioning Engineers (ASHRAE) guideline or 15 cubic feet per minute (cfm) of fresh air per occupant). 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. (100 word max)
   Our Architectural design firm WOLD A&E designed the mechanical ventilation systems to comply with the following design criteria, 1) 2001 International Building Code 2) 2000 International Mechanical Code 3) ASHREA Standards 62-2001 Ventilation for acceptable Indoor Air quality 4) ASHREA Standard 15- Safety Code for Mechanical Refrigeration 5) MN Plumbing Code 6) NFPA Code 13 for standard sprinkler install 7) 2001 International Fuel Gas Code 8) MN Energy. An annual IAQ inspection is done from an outside firm, and every 3 years we do a complete retro-commissioning of mechanical systems. To complete the retro-commissioning we hire a mechanical engineering firm as a test and balancing firm to verify operation.

8. Describe steps your school takes to protect indoor environmental quality, such as access to daylight, lighting quality, views to nature, acoustics, thermal comfort, etc. (200 word max)
   100% of the K-4 classrooms at Moreland Elementary have daylight directly from windows. To ensure acoustic comfort, we assess classrooms annually based on the OSHA allowable 8 hour TWA exposure rates. If we determine an environment is above that, we install acoustical architectural improvements, such as sound panels and replacing ceiling tiles. During the heating season the building engineer will maintain a building temperature of 68 degrees F. during the day with 1-2 degrees of variation. We utilize a night setback temperature of 55 degrees to conserve energy. During the cooling season the building engineer will maintain a building temperature of 74 degrees F during the day and a night setback of 80 degrees. Deviations from this standard do occur from time to time due to the range of temperature changes we experience in Minnesota. This temperature standard ensures that we operate our buildings efficiently while providing a comfortable environment in which to learn and work.

9. Describe any other actions your school takes to manage indoor environmental hazards such as ice arena contaminants, PCBs, kitchen equipment, and air quality in swimming pools. Including doing periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (200 word max)

Moreland Elementary has a comprehensive indoor air quality management program that is consistent with Minnesota Department of Health best practices, which are based on EPA's IAQ Tools for Schools. The testing is done annually. All staff is asked to participate in an annual air quality survey for school buildings. Moreland is in compliance with Minnesota Statutes, section 121A.33 and have identified and properly removed sources of elemental mercury and prohibits its purchase and use in schools. (This does not apply for fluorescent bulbs, mercury thermostats, switches and gauges for HVAC systems.) Moreland uses fuel burning equipment (such as boilers, water heaters and ovens) and have taken steps to protect occupants from carbon monoxide (CO). Where applicable, asbestos-containing materials have been removed in accordance with U.S. EPA AHERA regulations, and the Minnesota Department of Health asbestos abatement rules.
Moreland Elementary has identified and properly removed sources of lead according to the U.S. EPA's Renovation, Remodeling and Painting Rule where lead containing paint may be disturbed in areas used by children under the age of six.
Staff is trained to report mechanical deficiencies to the building office; a work order is created that is assigned to a maintenance person to investigate. If we have a leak that causes carpet or wall material to get wet, we have a practice of drying out the material within 24 hours and testing with a moisture meter. If we are not able to get carpet dried we replace the carpet. Any sheetrock that gets wet we cut out and replace.

Element 2B: Nutrition and Fitness

10. Which practices does your school employ to promote nutrition, physical activity and overall school health? State yes, no or not apply and explain with specific examples of actions taken. (50 word max each) -
    Our school participates in the USDA's Healthier US School Challenge.
    Level and year: 2011/2012 Silver
    Our school participates in a Farm to School program to use local, fresh food: No

    Our school has a fruit, vegetable and greens salad bar: Yes

    Our school has an on-site food garden: Yes

    Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community: No – during 2015-2016 we had a school garden and a summer garden club. Students were able to take the fresh vegetables home. In the fall, during the harvest classrooms had opportunity to taste the fresh vegetables.

    Food purchased by our school is certified as "environmentally preferable" (USDA certified organic, Fair Trade, Food Alliance or Rainforest Alliance): No
    Percentage: Type:

    Our students spent at least 120 minutes per week over the past year in school supervised physical education: Yes

    At least 50 percent of our students' annual physical education takes place outdoors: No

    Health measures are integrated into assessments: in physical education classes through the use of heart rate monitors.

    At least 50 percent of our students have participated in the EPA's Sunwise program (or equivalent UV protection and skin health education program): No

11. Describe the type of outdoor learning activities, exercise and recreation available, including features such as trails, natural playgrounds, gardens, habitat projects and outdoor classrooms and describe the frequency of use. (100 word max).
    Students use; playground, exercise stations and play fields. At recess time all students are to run at least one lap around the field at the beginning of recess. We also have active recess games during recess.

12. Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships. (100 word max)

    - Salad Bars: Since the 2012-13 school year, all schools in the district have operated a salad bar during lunch, increasing student access to fruits, vegetables, whole grains, low-fat cheeses and yogurt. ISD 197 salad bars were featured in a Star Tribune article (www.startribune.com/local/south/142729425.html?refer=y) and on the federal “Let’s Move” website (www.letsmove.gov/blog/2011/11/18/minnesota-raising-bar-school-foods).
    - School Breakfast: Changes in K-12 breakfast increased fruits and whole grains and reduced refined white grains.

Coordinated School Health, Mental Health, School Climate, and Safety

13. Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues? (X) Yes ( ) No
14. If yes, describe the health-related initiatives or approaches used by the school: We are a health science magnet school and incorporate it into the curriculum. InSciEd Out is a science/health program we use at all grade levels.

15. Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety? ( ) Yes (X) No]

    If yes, describe these partnerships:

16. Does your school have a school nurse and/or a school-based health center? (X) Yes ( ) No

17. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.)

    The school counselor meets weekly with each classroom for 30 minutes and presents anti-bullying lessons. She provides one to one and small group sessions with students. We have a school link mental health program where an outside counselor works with students and families.

Pillar 3: Effective Environmental and Sustainability Education

1. How does your school use sustainability and the environment as a context for learning science, technology, engineering and mathematics thinking skills and content knowledge? (100 word max)

   At Moreland Arts and Health Sciences Magnet School all lessons and content areas are aligned to the Minnesota State Standards. Our InSciEd Out curriculum in science is an inquiry based science learning curriculum that focuses on and promotes healthy living and on the environment. Students observe zebra fish for their inquiry and research based project on healthy living. Technology and the use of various applications allow students to personalize their learning without the use of a lot of paper and waste. In particular, students use the SeeSaw application to record work and projects they use the application to share with parents.

2. How does your school use sustainability and the environment as a context for learning green technologies and career pathways? (100 word max)

   Last Spring Moreland Elementary flipped the switch on rooftop solar arrays; estimated to save the school district nearly $150,000 in electricity costs over the next 25 years. The project is expected to offset nearly 72,000 pounds of CO2 emissions annually. Mr. Quin is excited to be the first school in our district to have rooftop solar panels. He is exploring ways to use the solar dashboard in the classroom. The dashboard displays daily solar energy production and avoided CO2 emissions. During the month of March, I Love to Read Month, we had 15 communities come into classrooms, read to students and discuss how they use writing and reading in their careers.

3. Describe students' civic/community engagement projects integrating environment and sustainability topics. (100 word max)

   February 2016, the School Board approved a resolution declaring District 197 as a "Pollinator Friendly School District" – the first district in the state to pass such a resolution. We are taking steps each year to protect and promote pollination. Last spring, led by its LIVEGREEN program and with assistance from University of Minnesota Extension Master Gardeners, a pollinator-friendly plan was put into action. As a pollinator-friendly community, we will minimize the use of insecticides and pesticides, maintain existing and create new pollinator habitats, establish lawn mowing schedules that protect pollinators and promote pollination through the use native plants to support pollinators in landscaping, when possible. Students create posters to educate others on our pollinator-friendly school and place them around the school. Lawn signs along the walkways and paths explain to our neighbors and the community our pollinator friendly practices. "Does the grass look longer? Our mowing schedule has been adjusted to protect and promote pollination. Welcome Pollinators!"

4. 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 innovative or unique practices and partnerships. This can also include before and after school, during the summer and other enrichment opportunities. Examples include childcare programs, community education courses, parent education courses, and student green teams, environmental or outdoor clubs. (Maximum 200 words).

   Through our arts and health sciences magnet programming. The art program at Moreland is led by Katie Wiley. As a result of her work with students there are several creative examples throughout the building of using found objects for art that has been created by students. Taking things that would otherwise end up in a landfill and repurposing them for expressive and beautiful pieces. The students are first learning how they can reuse objects and materials to create other objects or pieces of art. One piece of art shows the number of bottle caps from plastic bottles that have been used. After seeing the number of plastic bottles that are being used, students promoted the use of the water bottle filling station that was put in our school this year. Student connect the visual arts into their writing to further expand their thinking of environment, sustainability, green technology and civics. In the past we have had a summer garden program where students in kindergarten - fourth grades are involved in the planning, planting, cultivating and harvesting of vegetables. During the summer Moreland hosts three book exchanges. All students are invited to come and exchange a book they have read with a book that someone else brought. This not only encourages reading throughout the summer but also focuses on reusing books by other people.

5. Describe your partnerships (e.g. business, community, informal education, colleges) to help your school and other schools achieve in the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 200 words)

   Moreland Arts and Health Sciences Magnet School works in partnership with the University of Minnesota (InSciEd Out), Zpuppets (arts and movement focus) Cowles Theater, and Stages Theater – residency programs promoting movement and all art forms. We have professional development opportunities for teachers to embed the arts and health sciences into content areas that include environment and sustainability. One example is for students to create a song or skit to present to others on protecting the environment. The InSciEd Out program students in grades kindergarten through 4th grade are involved in has students be engaged and learn about healthy living and on how the environment plays a role for our health. This has been very successful and motivates students to learn creatively and focus on the environment and sustainability in the various visual art forms.