



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 2015-2018

Public Charter Title I Magnet Private Independent Rural

Name of Principal: Mr. Jeff Cacek

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

Official School Name Mailing Address: 5575 Fillmore Street NE Fridley, MN 55432
(If address is P.O. Box, also include street address.)

County: Anoka State School Code Number *: MN-010013-0517

Telephone: 763-528-4300 Fax: 763-528-4307

Web site/URL: <https://mn02204243.schoolwires.net/Domain/228> E-mail: cacekj@colheights.k12.mn.us

**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: 3.23.18

(Principal's Signature)



Name of Superintendent: Mrs. Kathy Kelly

District Name: Columbia Heights Public Schools

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

Kathy L Kelly

Date: 3.23.18

(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

Brenda Cassellius

_____ Date: March 29, 2018

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.

School levels: (place an "x" after your choice)

Early Learning Center:

Elementary (PK-5 or 6): **X**

K-8, Middle (6-8 or 9):

High (9 or 10-12):

Other:

School Type:

Public: **X**

Private/Independent:

Charter:

Describe your school:

Urban: **X**

Suburban:

Rural:

Total Enrolled: **444**

Percentage receiving Free or Reduced-Priced Lunch: **82%**

Percentage limited English proficient: **32%**

Other measures:

37 languages spoken

Attendance rate:

96%

Completing the Application

(Many portions of the application ask for specific data that may not be available for your school. You may describe other ways that your school accomplishes the goals of that element and support that claim with other evidence. You may delete prompts that do not apply.)

Summary Narrative:

North Park Elementary School, in the Columbia Heights Public School District, has been on an environmental stewardship journey to reduce its environmental impact and operational costs for many years. Our dedicated staff and students have committed to creating a learning environment which improves student and staff health as well as providing effective environmental and sustainability education.

Approximately 20 years ago, North Park's green journey began when our building incorporated all school paper recycling in each classroom and office area. North Park's mission to help the environment went a step further when the school district joined a program titled, Schools for Energy Efficiency (SEE). North Park lead the district in reducing their operation cost of energy by educating staff and students on ways to reduce energy usage. North Park Elementary reduced its energy use by nearly 10% and was recognized in the top 25% in the nation for efficient operations with an ENERGY STAR® ranking of 92 out of 100 on the U.S. Environmental Protection Agency's benchmarking system.[1] During our years with SEE, our district installed light motion sensors to ensure that lights would automatically turn off when there is no motion detected within a 10-minute period. Although the Columbia Heights School District is no longer a member of the SEE program, North Park's awareness and commitment to the environment is growing exponentially each year.

To complement our all school recycling program and energy usage focus, North Park implemented a cafeteria composting program in 2012. Along with all food scraps, students and staff also compost paper towel usage from the restrooms. Due to the success of this environmental program, North Park received an award from Anoka County Board of Commissioners in 2013 titled "Integrated Waste Champions" for an innovative recycling and composting program that has reduced our waste by over 90%.[2]

In 2013, our 3rd grade studio's project based learning approach created plans to transform an idle weed-infested courtyard into an engaging all-school edible garden.[3] Within a year, a team of dedicated staff members wrote several grants and created a 1,800 square-foot garden active learning space over the summer. North Park's courtyard garden beds are made from composite recycled plastic. The soil brought in is 100% organic and the landscape fabric (weed block) under the wood chips is made from 100% post-consumer plastic bottles.[4] Each grade level, including our DCD program, has a raised bed. Throughout the garden, there are educational signs, several flip benches that can be quickly converted into tables and a corner garden composting area. The garden also has a bench made from 1,000 plastic milk containers next to a wildflower pollination area.

Along with our courtyard garden, North Park students and staff have access to the district's Blooming Heights Edible Schoolyard and Outdoor classroom. Columbia Heights Public Schools has a full time agricultural specialist who provides instruction and resources to promote academic achievement and healthy nutrition for all students. The agricultural specialist also visits North Park Elementary on a regular basis to work with all students in the courtyard garden and in the classroom with lessons focusing on nutrition, sustainable gardening and the environment.

North Park's science lab is also focused on sustainability and environmentally friendly actions! In the lab there is a worm composting bin. The organic matter created by the worms is brought to the courtyard garden to enrich the soil. North Park also collects its gray water! Uncontaminated water from experiments, aquariums, crayfish bins, etc. is poured down a science lab table with a sink and collected in 8 liter containers. This water is used for the plants

throughout the building. These plants provide aesthetic beauty throughout the school and help provide cleaner air for students and staff. In addition, the Tower Garden, a vertical, aeroponic growing system, allows students to grow up to 28 vegetables, herbs, fruits and flowers in less than three square feet.[5] Throughout the school year, students can grow and eat produce right in the science lab! Another sustainable science tool that is utilized in the science lab is an aquaponics aquarium. This combines raising aquatic animals (fish) with hydroponics (cultivating plants in water). The natural fish waste fertilizes the plants, and the plants clean the water.[6] This is a perfect learning tool to teach closed systems and an excellent example of sustainable farming techniques. For all science units that require batteries, the science lab only uses rechargeable batteries eliminating waste and saving the school money.

There are several other components that make North Park a wonderfully green school! Through several district-wide SHIP (Statewide Health Improvement Partnership) grants, our students are served a fruit or vegetable snack 3 times a week and have an option to avoid processed foods due to having access to a salad bar. With the grant, there has been a Yoga Calm initiative that has assisted many teachers in successfully redirecting student energy and helping students to gain a stronger ability to focus and demonstrate self-control.

Finally, our most recent addition to North Park, has been probably one of the most exciting! We now have a 60 kW solar array system on our school's roof! One year of production is the equivalent of the offset of CO₂ emissions from burning 56,250 lbs. of coal![7] During science classes, students will often climb to the top of the steep hill behind the school to look down upon the solar panels and discuss with their teacher the impressive power of the photovoltaic arrays harnessing the sun's energy.

North Park is committed to continue its environmental stewardship journey and to create a learning environment which improves student and staff health as well as providing effective environmental and sustainability education!

[1] <https://www.slideshare.net/dthiede/schools-for-energy-efficiency-program-1073206>

[2] <https://www.colheights.k12.mn.us/Page/2988>

[3] "Learning is...Project Based," <https://mn02204243.schoolwires.net/domain/378>

[4] <https://www.jeffersfoundation.org/school-gardens-north-park-elementary.php>

[5] "Support Your Healthy Lifestyle With Tower Garden," <http://www.towergarden.com>

[6] <https://backtotheroots.com>

[7] "Environmental Facts –About Your Solar Array," idealenergies.com

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

If yes, enter the program(s) and level(s) achieved:

B3 Benchmarking and Energy Star Rating System. We have achieved 4.5 stars on B3 Benchmarking and have an Energy Star Rating of 97.

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



Yes

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

In 2012, North Park was recognized by Anoka County as a Recycling Champion for its leadership in the implementation of comprehensive composting and recycling programming.

In 2017, Mr. Stan Mraz, science specialist, was recognized with the Anoka County Recycling Champion Award in large part for his work leading the Green School project at North Park. Stan has spearheaded the implementation and maintenance of our recycling, composting, environmental education, and edible schoolyard projects.

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**

Percentage reduction: **3.23%** Over (08/2016 – 07/2017): **8.02**

Initial GHG emissions rate (MT eCO₂/person):

8.28 CO₂/sq ft/yr or 1085.53 CO₂/person/yr (553 people 16-17)

Final GHG emissions rate (MT eCO₂/person):

8.02 CO₂/sq ft/yr or 1051.45 CO₂/person/year (553 people 16-17)

Offsets: **Reduction of 34.08 pounds CO₂/person**

How did you calculate the reduction? **Subtracted actual output from the baseline.**

Does your school have an Energy Master Plan? **Yes**

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

It covers the implementation and maintenance of an automated system keeping temperatures at an energy efficient set point and heating the building only when students are present. It also covers the use of renewable energy with the installation of a 60 kw solar system on the roof of our building. We participate in periodic brown outs and our lighting system is automated to be available only when there is movement in the area.

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? **Yes**

If yes, what is your score? **97**

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

Yes Year **2006**

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

Yes

Current energy usage (kBTU/student/year): **7898.25**

Current energy usage (kBtu/sq. ft. /year): **48.37**

Percentage reduction: **-0.45%**

Over (mm/yyyy - mm/yyyy): **Baseline measurement 01/2013-12/2013**

How did you document this reduction? **B3 Benchmark**

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

We installed solar panels in February 2018.

On-site renewable energy generation: **Insufficient data** Type: **Solar**

Purchased renewable energy: _____ Type: _____

Participation in USDA Fuel for Schools, DOE Wind for Schools or other federal or state school energy program:

5. In what year was your school originally constructed?

1966

What is the total building area of your school?

72,500 sq/ft

6. Has your school constructed or renovated building(s) in the past ten years?

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)

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?

No. We do not track these data.

Average Baseline water use (gallons per occupant):

Current water use (gallons per occupant):

Percentage reduction in domestic water use:

Percentage reduction in irrigation water use:

Time period measured (mm/yyyy - mm/yyyy):

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

9. What measures are you taking to reduce water consumption, such as controlling leaks and water-efficient devices?

10. *What percentage of your landscaping is considered water-efficient and/or regionally appropriate?*

100% of our landscaping is regionally appropriate and all are 100% water-efficient as we do not irrigate.

Types of plants used and location:

Native trees are planted throughout the grounds. We also have prairie restoration in our school courtyard. All of our shrubs and other perennials are native to this region.

11. *Describe alternate water sources used for irrigation. (50 words max)*

We do not irrigate at North Park. Our school garden receives rain and grey water collected from various sources throughout the building.

12. *Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.*

(50 words max)

We have an area of green space with low permeability due to the removal of tennis courts. We have used this area to plant trees required for the Kindergarten science curriculum to promote moisture absorption.

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):*

We test for lead every 5 years.

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):

Approximately 35% of our school grounds are made up of woods, green space and gardens.

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.

According to a one day audit done in December 2017 by Anoka County, 86% of our waste is diverted from landfills through recycling and 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):

4 yds x 1 x .20 = 0.8

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

6 yds x 2 x 1 = 12.0

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):

2 x 1 x .25 = 0.5

Recycling and Diversion Rate = $((B + C) \div (A + B + C) \times 100)$:

$(12 + 0.5) / (0.8 + 12 + 0.5) \times 100 = 93.98$

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

$0.8/530 = .00151$

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 this paper is recycled and the remaining 70% is sourced from trees managed by the Sustainable Forestry Initiative.

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: **None**

Corrosive liquids: **None**

Toxics: **None**

Mercury: **None**

Other: **N/A**

How is this measured?

How is hazardous waste disposal tracked?

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)

To complement our all school recycling program and energy usage focus, North Park implemented a cafeteria composting program in 2012. Along with all food scraps, students and staff also compost paper towel usage from the restrooms. Due to the success of this environmental program, North Park received an award from Anoka County Board of Commissioners in 2013 titled “Integrated Waste Champions” for an innovative recycling and composting program that has reduced our waste by over 90%.

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.)

Anecdotal evidence compared to busing lists and walk radius data convey that approximately 84% of our students use one of these methods.

How is this data calculated? (50 word max)

Walking radius attendance data. Bus assignment data. Visual tracking of parent pick-up and drop-off. Approximately 16% of our students arrive and/or depart as the only student in a single vehicle.

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

Designated carpool parking stalls: **No**

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

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

Safe Pedestrian Routes to school or Safe Routes to School: **No**

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)

22. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)

We have a contract with Lorenz bus company and I do not have access to these data.

23. Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships. (100 word max)

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)

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)

Not Apply

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: **Yes**

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)

With the exception of a boiler treatment chemical, all of the chemicals used at North Park are biodegradable. The boiler treatment chemical is vaporized and condenses and returns to the boiler in a continuous cycle until it is exhausted. Our boilers are closed systems.

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 hydrogen peroxide cleaning solutions

What percentage of all products is third-party certified?

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 contract with Lorenz Busing for our transportation services.

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 custodial promptly responds to all leaks. Water is isolated and removed. We hire private contractors to repair all leaks.

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)

We use a unit ventilation system and air quality is tested every six months by an independent auditor.

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)
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)

Periodic inspections are done by OSHA and the MN state Fire Marshal to detect for corrections any environmental hazards.

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:

North Park participates in the Healthier US School Challenge. In 2015 we were recognized with a Silver School Award.

Our school participates in a Farm to School program to use local, fresh food:

We do not yet participate in this program.

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

We have a daily fruit, vegetable and greens salad bar. Students are permitted to visit the salad bar as many times as they wish throughout their lunch period.

Our school has an on-site food garden:

North Park has an on-site garden. Each grade level and center-based program is responsible for a raised garden bed. These beds are planted and maintained by students in the spring and families in the summer.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community:

Our school garden supplies produce for our garden and nutrition classes. Additional yield is distributed among students for consumption or sold at a school-based farmers market.

Food purchased by our school is certified as "environmentally preferable" (USDA certified organic, Fair Trade, Food Alliance or Rainforest Alliance):

Percentage: *Type:*

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

Our students spend at least 120 minutes per week over every school year in supervised physical education.

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

Although Minnesota winters are notoriously difficult, our students spend more than 50% of their physical education classes outdoors.

Health measures are integrated into assessments:

At least 50% 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)*

We have an edible school yard (garden) that used as an environmental learning nearly every day from Sept – November and April – June as weather permits. In addition, we have a marked cross country running course, a native tree ring (orchard in process), a large green space and sliding hills. These are used daily throughout the year. Moore Lake Park and Innsbruck Nature Center are each less than a half mile away and used twice per year for instructional purposes.

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

North Park participates in a healthy snack program in which students enjoy whole fruit and vegetables at least 2 times per week during school hours. Our PTA hosts a color run every fall that includes a mile run for students. We also participate in Jump Rope for Your Heart every winter.

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? () Yes (**X**) No

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

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

If yes, describe these partnerships:

We partner with the Lee Carlson Center to provide individual cognitive therapy for qualifying students. We also will begin partnering with the Columbia Heights Lions for vision exams for our students this Spring.

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

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

North Park Elementary has a comprehensive bullying and harassment policy that includes a curricular component that is covered in every grade level at North Park through a series of teacher delivered instruction. In addition, we provide individual therapy and anger management with a full-time school social worker. In addition, we partner with the Lee Carlson Center to provide individual and group therapy for more than 80 students.

Pillar 3: Effective Environmental and Sustainability Education

1.

**Our school has an environmental or sustainability literacy requirement beyond state academic standards and graduation requirements. (100 word max)*

Although North Park does not have a sustainability literacy requirement, each classroom has an extensive collection of leveled science books that correspond to the FOSS science units taught in the science lab. These books are used for independent, small group and entire class instruction. Several units, such as Environments, Structures of Life and Water have been enriched with an environmental focus in the science lab. In addition, specific Engineering is Elementary units have been ordered with several units having an environmental engineering focus. Storybooks from EIE are used to integrate literacy into the unit.

**Environmental and sustainability concepts are integrated throughout the curriculum. (100 word max)*



Science carts throughout the school have leveled science books for independent and free time reading outside of the scheduled science lab time. Many units in the reading curriculum, Literacy by Design, have an environmental focus. Throughout each year environmental groups such as International Wolf Center (2-5 grades), Wargo Nature Center's Wildlife Outreach Program (1-5 grades) and Snake Discovery (5th Grade) programs are integrated in the curriculum. Also, the music department has grade level performances with shows that often have an environmental or sustainability focus. North Park's art program has composting, recycling and emphasizes reusing materials for students' art work.

**Environmental and sustainability concepts are integrated into assessments. (100 word max)*

In the science lab for grades 3-5, many of the FOSS units, Engineering is Elementary units and the district's portable StarLab have environmental and sustainable concepts created and woven into the unit by the science specialist. He uses these concepts to enrich the science curriculum with relevant environmental instruction. For example, while students are studying the solar system in the StarLab (4th grade), the specialist will also provide materials on solar power. These concepts are then revisited through a variety of group and individual assessments such as: Turning Point Technologies, Message of the Day (informal assessment) and unit quizzes.

**Professional development in environmental and sustainability education is provided to all teachers. (100 word max)*

North Park's building principal encourages teachers to participate in professional development during the summer months. Two years ago, several 5th grade teachers attended a Project Based Learning workshop titled Sustainability Living. This summer our district's agricultural specialist will be offering a variety of professional development opportunities for teachers on school garden curriculum and classroom management in the garden. Several teachers have taken environmental and sustainability courses through the University of Minnesota and Hamline University. Our science specialist works closely with all teachers to encourage environmental education in all classrooms.

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? (100 word max)*

Over 10 years ago, North Park's building principal lead the district in creating a science curriculum that utilized a collaborative teaching model. Each intermediate classroom teacher attend the science lab and work with the science specialist. The science specialist has infused nearly every science unit with a STEM focus that primarily emphasizes caring for our environment. The classroom teachers are able to make connections throughout the day with the content that was learned in the science class. This instructional model has proved incredibly effective as North Park has led the district in MCA science scores for the past 10 years.

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

Through building funds, North Park's principal has invested in the Engineering is Elementary curriculum for all grade levels that have shown interest and commitment to teaching the EIE science in their respective classroom. Several of the units ordered focus on the environment and green technologies such as the unit in designing solar ovens and the unit designing technologies to clean an oil spill. In addition, in the science lab, the science specialist has designed his own environmental

engineering units and bioengineering units to compliment the science curriculum in the area of green technologies and possible career path inspirations.

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

Through collaboration with the district's agricultural specialist and North Park's Garden Committee, North Park offers free opportunities for volunteer families to work in the courtyard garden with a staff member during the summer months. Instruction is provided and families may bring produce grown with them. As mentioned in the narrative section, this garden all began with a 3rd grade studio's project based learning approach to transform an idle courtyard into an engaging all-school edible garden. Their community project impacts the entire school. Raised beds, weed fabric and even a bench are all made from environmentally friendly products.

6. **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. (200 word max)*

Through a district SHIP (State Health Improvement Partnership) grant, North Park offers after school classes in a program titled ENCORE. Several classes are offered that integrate core environment and sustainability education. The LEGO engineering class has green technology themes (wind, water and human power). The Poetry for the Planet class offers students the opportunity to focus on the environment through their creative writing. North Park also has a student Green Team whose primary focus is to assist in the school's breakfast program with composting and recycling. At the district level, North Park students are also involved in the district's Blooming Heights Edible Schoolyard garden. This garden exists to support academic achievement and promote healthy nutrition for students in Columbia Heights Public Schools. As a district-wide organic school garden, Blooming Heights is a resource for all teachers and students from the Early Childhood Family Education program to students in grades K-12 and it even extends into adult enrichment classes. In the past, the North Park science lab's students helped grow seeds in the early spring using grow labs and gave the seedlings to Blooming Heights. During the summer, elementary students in Adventure Club take responsibility for taking care the garden.

1. **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. (200 word max)*

One important ongoing partnership that we have established is with the University of Minnesota. The students are all working on their teaching license with an M.Ed degree. Five of our eight student teachers are in the intermediate grades and come to the science lab. The science specialist collaborates with several student teachers in creating lessons through programs, such as Project Wet, that they teach in their classroom under their supervisor teacher's supervision. As a result, North Park's students get extra science!

Another important partnership that North Park is very excited about developing is with iDeal Energies, the company that installed our Solar Panels. The lead electrical engineer is planning to work with our school through Go Solar! Kidz.



GoSolar! Kidz offers a variety of educational services focused on solar energy, gardening, wind energy, and other green technologies.

For the past 17 years, our physical education program has been promoting nutrition and fitness by raising money and health awareness with the American Heart Association. For the past 6 years, in collaboration with the Bikes for Kids program, our PE department developed a biking unit which promotes exercise and environmentally friendly transportation.