

# 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: Dr. Meghan Cavalier

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

Official School Name: River's Edge Academy School

(As it should appear on an award)

Official School Name Mailing Address: 188 West Plato Blvd, St. Paul, MN 55107

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

County: Ramsey State School Code Number \*: 4190

Telephone: 651-234-0150 Fax: 651-234-0519

Web site/URL: riversedgeacademy.org E-mail: mcavalier@reamn.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.

*M. Cavalier, Executive Director*

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Date: 3/26/2018

(Principal's Signature)

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

District Name: River's Edge Academy

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

*M. Bell, Executive Director*

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Date: 3/26/2018  
(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.

*Brenda Cassellius*

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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

# Minnesota Green Ribbon Schools Award – School Application

## 2017-18 Cover Sheet

### School/District Information

School: River's Edge Academy

Street Address: 188 West Plato Blvd

City/State/Zip: St.Paul, MN 55107

Website: <http://www.riversedgeacademy.org/>

Principal Name: Dr. Meghan Cavalier

Principal Email Address: [mcavalier@reamn.org](mailto:mcavalier@reamn.org)

Phone Number: 651-234-0150

Lead Applicant Name (if different):

Lead Applicant Email:

Phone Number:

School District Name/number (if applicable): River's Edge Academy ISD #4190

Superintendent Name: Dr. Meghan Cavalier

Superintendent Email Address: [mcavalier@reamn.org](mailto:mcavalier@reamn.org)

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

Early Learning Center:

Elementary (PK-5 or 6):

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

High (9 or 10-12): x

Other:

School Type:

Public:

Private/Independent:

Charter: x

Describe your school:



Urban: x

Suburban:

Rural:

Total Enrolled: 65

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

Percentage receiving free or reduced-priced lunch: 54% 2016-2017 School Year

Percentage limited English proficient: 2% 2016-2017 School Year

Other measures: 51% of students at REA currently qualify for Special Education Services.

Graduation rate (if high school): 48.3% MDE Report Card, 2016

Attendance rate: 82.13% 2016-2017 School Year

# Completing the Application

## Summary Narrative

Provide an 800 word maximum narrative that summarizes your school's efforts to reduce environmental impact and costs; improve student and staff health; and provide effective environmental and sustainability education. This statement could eventually be posted on the Green Ribbon School Awards website should the application be selected for the award.

River's Edge Academy is an environmental charter high school in the Westside neighborhood of St. Paul, MN. REA challenges students to discover their greatness by learning through experience in a small, supportive community. We take pride in the low student to staff ratio: REA caps enrollment at 80 students with 16 full-time staff members. Currently, 50% of students receive free/reduced lunch. We are committed to environmental learning at REA, which we foster through conscientious use of our facility and ongoing reductions in resource use, as well as unique courses which incorporate environmental learning, the outdoors, and integrated health curriculum.

At River's Edge Academy, we work with students and staff to use resources wisely and to reduce our environmental impact wherever possible. We do this through comprehensive monitoring of energy and water use on the B3 Benchmarking platform, and we are ENERGY STAR certified. We have reduced our electricity usage by installing more efficient light fixtures, putting in motion sensor light switches, and by using LED task lighting in classrooms when possible; we also work with Xcel's Windsource program to receive 100% of our energy from wind power. We programmed thermostats to turn down during off-peak times, put up insulating film on windows, and reduced the temperature of our water heater by 20°F. We have aerators on all faucets, and report all leaks to our landlord within 24 hours to reduce the amount of water wasted. We have cut the amount of waste sent to the landfill by initiating a compost collection and a thorough recycling program at REA, and we worked with Ramsey County to improve our waste bin placement, signage, and educational outreach. We maintain all of these facility-wide environmental initiatives through staff professional development and by posting-student designed conservation signage around the school. Beyond the facility, REA encourages the use of public transportation by being in close proximity to the downtown transit hub, to and from which we provide a free shuttle for students. We also make it easy for students to bike to school through our free bike share program and through classes that teach students to safely bike around the area.

River's Edge is committed to providing students with comprehensive health education, as well as a healthy environment in which to learn and work. In 2018, we worked with the Minnesota Department of Health to monitor Indoor Air Quality at our school and were significantly under all thresholds for common air contaminants and pollutants; we also met all of their standards for quality indoor environments. River's Edge is in an ideal location to make use of the outdoors as an educational and recreational resource; we have an outdoor classroom which includes a vegetable garden and chicken coop, and we are across the street from the Mississippi River and Harriet Island Park. We work with partners like Voyageur Outward Bound School, Neighborhood House, Clinic 555, Family Tree Clinic, Face to Face, Planned Parenthood, and other local individuals to bring an array of physical, mental, and sexual health education options to our students throughout the year.

One of the major elements that draws students to River's Edge is our focus on experiential education, which includes a strong emphasis on environmental learning. A flagship program that REA offers students is a four day, three-night hiking trip on the Superior Hiking Trail with Voyageur Outward Bound School. Students also partake in Intensives twice a year, during which they are immersed in one class for two weeks. Many of these courses have an environmental theme, like fishing, boat building, gardening, and winter survival lessons. During one week each year, all of our content teachers work together to teach an interdisciplinary environmental unit—either about climate change or the Mississippi River—within and across their classes. For students, the purpose of all of these experiences is not only to gain a greater appreciation for the environment, but to also develop a strong sense of community, character, and leadership.

## 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:

- B3 Benchmarking (82)
- EPA ENERGY STAR Portfolio Manager (82)
- USGBC Green Apple Day of Service (average 70 students and 10 volunteers per year)

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:

- ENERGY STAR Certification (2018)
- Minnesota GreenCorps, Minnesota Pollution Control Agency (2017) - full Time AmeriCorps Service Member to increase and lead energy conservation and air quality efforts at REA
- Ramsey County School Bin Grant (\$445.27, 2017) - to furnish our school with updated sets of recycling, trash, and compost bins
- Audubon Center of the North Woods Environmental Education grants - for field trips
  - Microgrant for waste reduction (\$500, 2017)
  - Scholarship for student field trip to Audubon Center of the North Woods (\$2,500, 2017)
  - Field trip money for Outward Bound (\$500, 2015, 2016)
- Lowe's Toolbox for Education Grant (\$5,000, 2013) - to improve the energy efficiency of the front lobby by installing a second front door, creating a vestibule
- Minnesota Department of Education Outdoor Education Grant (\$4,750, 2012) - to build REA's outdoor classroom

## 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 B3 Benchmarking)

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

Percentage reduction: 22.7% Over (mm/yyyy - mm/yyyy): 11/2013 - 11/2017

Initial GHG emissions rate (MT eCO<sub>2</sub>/person): 1.6 MT eCO<sub>2</sub>/person

Final GHG emissions rate (MT eCO<sub>2</sub>/person): 1.3 MT eCO<sub>2</sub>/person

Offsets: How did you calculate the reduction? REA has been continually uploading data from our utility bills into B3. Using that information, REA calculated the difference between how much CO<sub>2</sub> was emitted per person between initial and our latest reading.

Does your school have an Energy Master Plan? Yes or No: Yes

If yes, enter a description of the areas it covers: REA's Energy Master Plan summarizes electricity and gas costs, energy usage since 2012, energy management plans, and our B3 and ENERGY STAR scores. The plan also covers the behavior changes and physical changes already implemented at REA to increase energy efficiency, as well as future recommendations to conserve even more energy. The plan lays out the core team responsible for implementing and maintaining energy and water conservation goals.

2. Do you track resource use in EPA ENERGY STAR Portfolio Manager? Yes or No: Yes

If yes, what is your score? 82

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

Yes or No: Yes                      Year: 2018

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): 14,390 kBTU/student/year

Current energy usage (kBTU/sq. ft. /year): 85 kBTU/sq. ft. /year

Percentage reduction: 24%              Over (mm/yyyy - mm/yyyy): 12/2012 - 01/2018

How did you document this reduction? REA has been continually uploading data from our utility bills into B3. Using this data, REA calculated the difference between the amount of electricity and gas used between our initial and our latest reading.

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

On-site renewable energy generation: 0%              Type: N/A

Purchased renewable energy: 100%              Type: Wind

As of spring 2018, REA receives 100% of its energy from wind power through Windsource program with Xcel.

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

5. In what year was your school originally constructed? 1972

What is the total building area of your school? 11,900 sq. ft.

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

***For renovated building(s):***

Percentage of the building area that meets green building standards: 100%. REA has an ENERGY STAR rating of 82 and received ENERGY STAR certification this year. The school strives to meet full or partial green building standards wherever possible, and within the limitations of our building lease.

Certification level and year: 2018

Renovated area: 10,400 sq. ft.

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

REA's renovations included upgrading lights to T8 from T12, installing low-VOC carpeting and paint, improving our HVAC system, and planting native landscaping. We installed motion sensor lights, posted signs to remind people to turn off lights, and use LED task lighting in classrooms when possible. We put insulation film on windows and set schedules on thermostats. We turned our hot water heater down 20°F. Staff participated in behavior change professional development and signed a commitment to reduce REA's energy consumption. REA encourages alternate transportation by providing a shuttle to the transit hub in St. Paul, and through a free bike-share.

### **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): 272 gallons/occupant

Current water use (gallons per occupant): 264 gallons/occupant

Percentage reduction in domestic water use: 10%

Percentage reduction in irrigation water use: N/A

Time period measured (mm/yyyy - mm/yyyy): 01/2016 - 01/2018

Explain how you documented this reduction (e.g. ENERGY STAR Portfolio Manager, utility bills, school district reports): REA has been continually uploading data from our utility bills into B3. Using this data, REA calculated the difference between the amount of water used between the reading in 2016 to 2018.

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

REA is always working to reduce water usage and that is reflected in the decrease of water consumption from 2016 to 2018. We have installed aerators on all of our faucets to cut down on water waste. Leaks are immediately reported to our landlord, and are addressed within 24 hours. We have a chilled water fountain, and we are currently working on fundraising for a water bottle filling station, which will further cut down on water wasted, as well as plastic bottles used. We have placed student-designed signs near the bathroom sinks reminding students to use less water and to make sure that they shut the faucet off completely. Staff have participated in a behavior change meeting hosted by our GreenCorps member, during which they signed a commitment to reduce water consumption and to hold students accountable to the same standards.

10. What percentage of your landscaping is considered water-efficient and/or regionally appropriate? 78%

Types of plants used and location: Renaissance Spirea, Karl Foerster Feather Reed Grass, Summer Wine Ninebark, Dwarf Mugo Pine, Happy Returns Daylily, Tulips, Crabapple, Green Ash, Honey Locust, Slippery Elm, Basswood, Amur

Maple. All bushes and grasses are located near the building in the front or on the side. Tulips are by the entrance to the parking lot. The trees are all around the grounds.

11. Describe alternative water sources used for irrigation. (50 words max): REA does not irrigate plants on our property. For watering plants in the summer as needed, we use water collected in rain barrels before turning to our hoses.

12. Describe any efforts to reduce stormwater runoff and/or reduce impermeable surfaces.

(50 words max) We use mulch consistently throughout the property instead of pavement. Students have planted a native garden and a crop garden in the outdoor classroom, which are also used to demonstrate the purpose of landscape-specific plants for reducing runoff. Rain barrels collect water from the roof and are used for watering.

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): REA tests our drinking water annually for lead, nitrates and nitrites, bacteria, pesticides, chlorine, and pH and hardness levels.

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): Excluding the building area, REA's school grounds are about 40% ecologically beneficial. This includes native and non-native plants, grass, mulched area, and the outdoor classroom which has a crop garden and a native garden. The rest of the grounds is an asphalt parking lot.

### **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.

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 cubic yards

B. Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected): 8 cubic yards

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): 3 cubic yards of compost

Recycling and Diversion Rate =  $((B + C) \div (A + B + C) \times 100)$ : 73%

Monthly waste generated per person = (A/number of students and staff): 0.05 cubic yards/person

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)? 85%. All copy paper is 100% post-consumer; 75% of color copy paper is post-consumer; 0% of tabloid paper is post-consumer
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.) We do not have hazardous waste generated or disposed of at REA. We have corrosive materials like bleach and dishwasher detergents for cleaning, but they are used in very low concentrations and are not specially disposed of. Waste toner cartridges are sent to be recycled by the company which leases our copy machine about once or twice a year.
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)

REA provides reusable serviceware for all meals. Students remove waste from the building, and before throwing it in the dumpster they weigh each source of waste. This tangibly demonstrates increases and reductions in waste each day. In 2017, we re-established a waste sorting program with the Ramsey County School Bins Grant, which included new signage and bins, as well as thorough re-education about recycling and compost. REA works closely with our waste hauler, Republic, to recycle as many items as possible including often restricted items like plastic bags, shredded paper, and batteries.

REA prioritizes building partnerships with organizations which have strong commitments to reducing waste. We work with Patagonia to take in clothing that is slightly damaged or used beyond resale, and give this gear to our students in need. We buy used laptops from Minnesota Computers for Schools, and if a computer is used beyond repair, we donate them to PCs for People. Both of these organizations are committed to electronics recycling and education. REA also disposes of all unfixable appliances through a neighboring local appliance business, All Inc.

#### **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.) 15% of our students bike to school during the warmer months (and one student bikes to school year round). 10% of our students walk to school. 70% of our students rely on public transportation (bus or lightrail). 15% of our students carpool with other students. We do not use school buses.

How is this data calculated? (50 word max): This data is an estimate based off of student surveys performed in the fall of 2017. Public transportation data is estimated from enrollment forms, where we ask students to indicate if they will need bus cards throughout the year, and is corroborated by data from how many bus cards were purchased in the 2016-2017 school year (total cost paid to Metro Transit ÷ cost per bus card ÷ number of weeks of school). There is some overlap in percentages, as many students rely on multiple means of transportation to get to and from school.

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

Designated carpool parking stalls:

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

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): REA teaches students to ride bikes in and around our neighborhood through elective classes. We also share walking and biking routes with students and parents as requested.

22. Describe how your school transportation use is efficient and has reduced its environmental impact. (50 word max)  
The school's location was determined in part based on access to public transportation to lower our environmental impact. REA has one shuttle that takes students to downtown transit hubs. There is a bike sharing program in place for students, and students are required to register their car with administration.

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

REA considers student-led environmental initiatives to be most effective. REA's GreenCorps member leads students in initiating behavioral change at school through signage and "student patrollers" who encourage conservation. Our outdoor classroom is furnished with student-built contributions, including a chicken coop, adirondack chairs, gardens, and a Journey North citizen science tulip test garden. Through the Friends of the Mississippi River, REA adopted and cleans a mile of riverbank. Our students learn environmental values like "leave no trace" through hiking trips with Outward Bound, and through interdisciplinary classes, fieldwork, and community service work with organizations like Youth Farm, Neighborhood House, and more.

## **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)

REA hires a regional business, Plunkett's to manage pests, inspect our building monthly, and monitor and record problems. We do not use pesticides outdoors, and limit their use indoors unless completely necessary. REA's Integrated Pest Management plan focuses on preventing pests by keeping our school clean and by following MDH food storage procedures. Students remove waste from the building daily, and contribute to cleaning the entire building through a weekly class called 'Restore'. 'Restore' is effective because students, rather than a janitorial staff, are held responsible for cleaning the building, encouraging them maintain a clean environment throughout the week.

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. The Minnesota Department of Health assessed our school's indoor air quality in 2018. REA meets and exceeds all MDH indoor air quality measurements.

REA's IAQ plan outlines the MDH assessment of the school, how the school is reducing air quality concerns, and goals for improvements.

Our school prohibits smoking on campus and in public school buses: Yes. We ban smoking on and around all school property, including during field trips or when representing REA.

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. REA has a process in place to identify and remove mercury. This has not been necessary in the school's history. REA prohibits the purchase of mercury.

Our school uses fuel burning equipment (such as boilers, water heaters and ovens) and has taken steps to protect occupants from carbon monoxide (CO): No. We do not use any fuel burning equipment at REA.

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. We have negligible levels of radon in the building; the highest level recorded was 1 pCi/L in only one office.

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: Not applicable. We do not have asbestos-containing materials in or around the building.

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: Not applicable. We do not have lead or lead-containing materials in or around the building.

Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure: Not applicable. We do not have chromate copper arsenate-containing materials in or around the building.

Our school has working local exhaust systems for major airborne contaminant sources. Yes. All enclosed restrooms have exhaust systems; student restrooms have open doors and have sufficient air quality according to MDH and so not require exhaust fans. There are no other appliances or equipment which require exhaust systems.

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)

Each classroom is equipped with its own cleaning caddy, which includes all-purpose and whiteboard cleaners. To minimize exposure to harsh chemicals, antibacterial disinfectants are not used in classrooms regularly. Other janitorial chemicals, which include window cleaner, diluted bleach cleaner, dishwasher detergents, and toilet bowl cleaner are stored in a locked utility closet which only staff can access. Bleach is only used in low concentrates as required for kitchen and bathroom cleaning. Few chemicals are used for educational purposes in the science classroom, and those are stored in a locked closet per regulation. We do not have shop chemicals.

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)? What percentage of all products is third-party certified?

Students are responsible for cleaning the building during the year, with the exception of one professional deep cleaning each summer. In the past, we have worked with ServiceMaster for our summer cleaning, which is certified under the Green Seal Standard for Commercial and Institutional Cleaning Services. For weekly cleaning, we use Clorox GreenWorks all-purpose cleaner (EPA's Safer Choice program) and Seventh Generation toilet bowl cleaner (USDA Certified Biobased Content), equating to roughly 50% of our cleaning products being third-party certified. Students use reusable rags to clean, not paper towels.

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 do not have a school bus fleet.

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)

REA leases our building, and reports all evidence of leaks and condensation to our landlord. Maintenance responds to all concerns within 24 hours, and promptly hires contractors as necessary to fix problem areas. During renovations in 2017, we repaneled and graded the roof to fix leaks and avoid future problems. A small patch of mold growth related to a roof leak was bleached and dried thoroughly to remove it. Since then, there has been no evidence of excess moisture in the building, and an MDH Indoor Air Quality inspection found no mold and low humidity.

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):

Over the summer of 2017, all vents were cleaned and half of them were replaced. The HVAC system is checked and cleaned regularly. Every room was checked for its CO<sub>2</sub> levels during January and February of 2018 by the Minnesota Department of Health and a Licensed Professional engineer. The CO<sub>2</sub> levels are accordance to school levels in each room. Each exhaust fan in the school is working properly. All thermostats are programmed to the proper temperature and fans are on continuously.

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):

REA has windows in every classroom which gives students access to daylight. There are plants in multiple rooms, improving atmosphere and air quality. Every room is well lit with overhead lights, but LED lamps are used for task lighting to improve the classroom atmosphere and reduce electricity usage. The commons and the science room have windows to the outdoor classroom which includes gardens, trees, and chickens. All rooms are heated and cooled for optimal temperature. Both staff bathrooms have working exhaust fans. High-traffic areas, such as classrooms, restrooms, and common areas have VCT flooring for longevity and ease of cleaning. All waste bins are taken out every day. REA uses electrical appliances instead of gas. MDH and ENERGY STAR inspections have demonstrated excellent air quality around the school, including low levels of carbon dioxide, carbon monoxide, humidity, and radon in every room.

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):

REA does not have an ice arena or a swimming pool. Our school has been newly renovated and the building doesn't contain materials with PCBs. Our kitchen is routinely checked for health and safety issues every year by an MDH health inspector, and our most recent inspection reported no violations. The dishwasher in the kitchen uses hot water sanitization, and only requires dishwasher detergent and drying aid.

## **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. No

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. REA has a daily salad bar which includes at least 8 fresh salad fixings such as leafy greens, peppers, carrots and other high-nutrient vegetables. All students receive a salad with their school lunch. We always have fresh fruit available for students to eat through the day.

Our school has an on-site food garden: Yes. REA has a crop garden in the outdoor classroom. Some students participate in a gardening elective class each spring. Student also volunteer to help maintain the garden outside of the school day including summer time. REA also has 6 chickens, which students care for year-round.

Our school garden supplies food for our students in the cafeteria, a cooking or garden class or to the community: Yes. REA has a gardening elective class each spring which includes preparing and planting the garden. Students come to school over the summer to maintain the garden and harvest fruits and vegetables. In the fall, garden vegetables are included in the salad bar and students are encouraged to sample them.

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

Our students spent at least 120 minutes per week over the past year in school supervised physical education: Yes. REA has an alternative approach to physical education, which equates to more than 120 minutes per week, as described below in question 11.

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

Health measures are integrated into assessments: Yes. Social Worker intake assessments, Outward Bound health assessments, Social and Emotional Learning assessments for Crew.

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)

Through a partnership with Outward Bound, students go on an annual, one-week 10 to 20 mile hiking trip. Students also go on a week of urban expeditions: biking, rock climbing, canoeing, and a walking scavenger hunt. Students participate in winter activities at Harriet Island Park like sledding, snowshoeing, and winter survival lessons; spring activities include gardening, fishing, and boat building. Students use our basketball hoop year round. REA's outdoor classroom is used for classes, lunch, and outdoor breaks. All students participate in the River Mile Cleanup twice annually, which includes walking to and from the site and the cleanup walk.

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

Students participate in Lifelong Health & Adventure Fridays, which alternate between mental health, sexual health, or physical education lessons each week. REA partners with the Neighborhood House and mental health specialists to provide resources beyond our school's reach. REA uses our chickens and garden to teach about nutrition: we hard boil eggs and put vegetables from the garden in the salad bar, then include a description of the food and how it grows, and encourage students to sample it. Students are sometimes surprised to learn where their food comes from but generally like what they eat, especially if they grew it!

### **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 (  ) No

If yes, describe the health-related initiatives or approaches used by the school: REA has partnered with several local organizations including Clinic 555, Face to Face, Planned Parenthood, and Family Tree Clinic to provide workshops, resources, and direct referrals for students related to personal health and safety, healthy relationships, and sexuality and decision-making. These resources and workshops are woven within a curriculum for an advisory course that occurs four days per week and provides students with practical opportunities to develop their knowledge and use of personal health and wellness, social-emotional learning, as well as academic and post-secondary skills.

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

If yes, describe these partnerships: River's Edge Academy partners with several local nonprofit organizations and community groups to support student health and safety. These partnerships include Open Cities Health Center, who provide preventive care education and services on site and through direct referrals, Neighborhood House, who provide on site student groups that support healthy decision-making in addition to numerous other resources and workshops that impact our students' health and safety, Face to Face, who provide on site health and safety workshops and provide for student health and welfare through community referrals, homelessness prevention, and health screening and resources through direct referral from our school. We have developed strong working relationships and referral processes between our school with several other local organization and community groups who can serve our students while at school or in their home communities throughout the Twin Cities metro area.

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

16. Describe your school's efforts to support student mental health and school climate (e.g. anti-bullying programs, peer counseling, etc.): REA has utilized several initiatives and resources to support student mental health and school climate. Student advisory groups completed a weeklong anti-bullying campaign organized by the Student Leadership Council during anti-bullying week this school year. All students have access to a full-time Social Worker in the

building to provide crisis intervention, brief therapy interventions, community referrals, care coordination with outside mental health providers, and Special Education services to students according to their needs. In the fall of 2018 we hosted a counseling program intern who provided short-term therapy with students during the school day, and we are currently seeking a contracted mental health provider to work with students for ongoing therapy services on-site.

### **Pillar 3: Effective Environmental and Sustainability Education**

1. Which practices does your school employ to help ensure effective environmental and sustainability education? State yes, no or not apply and explain with specific examples of actions taken, highlighting innovative or unique practices and partnerships.

Our school has an environmental or sustainability literacy requirement beyond state academic standards and graduation requirements. (100 word max): Yes. Teachers develop curriculum which exceed state standards and graduation requirements. REA requires four years of each of the content area classes and Crew, which is a homeroom-like course. Students participate in monthly service projects and reflections in Crew. Students travel for a four-day, three-night expedition each year with their Crew through Outward Bound, at no cost to the family. The purpose of this experience is to gain a greater appreciation for the environment while developing character and leadership skills.

Environmental and sustainability concepts are integrated throughout the curriculum. (100 word max): Yes. Sustainability topics are incorporated into the curriculum of each class at every grade. During our interdisciplinary unit on climate change or the Mississippi River, students are engaged in an environmental curriculum in all of their classes for one week; projects include writing a letter on climate change to an elected official and creating a GIS Story Map related to the value of the Mississippi River. Additionally, all students are required to participate in environmental service work with their Crew, such cleaning the Mississippi River, land conservation projects, and volunteering at organizations with environmental missions such as Youth Farm.

Environmental and sustainability concepts are integrated into assessments. (100 word max): Yes. Students are assessed on these concepts as they relate to the projects listed above. For example, with their letter to a representative, students are graded on how well they communicate the impact of climate change and their recommendation to address the problem locally. The Mississippi River unit requires students to present their understanding on topics such as water quality, history of cultures along the river, data analysis of water flow, and narrative on how people relate to the river. Students write reflections about what they learned after each environmental service project with their Crews.

Professional development in environmental and sustainability education is provided to all teachers. (100 word max): Yes. REA's GreenCorps member led professional development around energy conservation. Staff learned about energy consumption at REA as well as how we can help students save energy and reduce waste. Each staff member signed a commitment to reduce waste and energy while helping students do the same. Teachers have an opportunity to participate in professional development related to environmental practices, outdoor education, and experiential education, including recent attendance at the Association for Experiential Education National Conference in Minneapolis in 2017 and the Schoolyard Gardens Conference in 2018.

2. For schools serving grades 9-12, provide:

Percentage of last year's eligible graduates who completed an AP Environmental Science course during their high school career: N/A

What other environmental courses are available?

- Integrated Science
- Applied Science
- Backyard Biology
- Outdoor Skills (not offered every year)
- Zoology (not offered every year)
- Boat Building (not offered every year)
- School Gardening (not offered every year)
- Fishing (not offered every year)
- Winter Survival Skills (not offered every year)

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)

Students participate in environmental learning in the classroom, in the community, and in the outdoors. The schedule at REA includes time on Wednesdays for fieldwork. Fieldwork is an opportunity for students to apply content to relevant setting. For example, students monitor water quality of the Mississippi River at Harriet Island Regional Park for Science class. The school's outdoor classroom provides a location for students to write poetry outdoors in English class. Students weigh waste to track and analyze the schools waste production in Math.

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

Each year students participate in Pizza with Professionals. Student have the opportunity to interview ten professionals for a variety of fields, taking notes to include in their portfolio. Staff are intentional about recruiting professions from fields that include sustainability and environmental work. Later, students choose one professional to have lunch with. Each Junior is required to complete one, four hour job shadow experience. REA has built a network of professionals in sustainability and environmental fields. The Conservation Corps of Minnesota and Iowa recruits students from REA to participate in their Youth Outdoors program which provides environmental education and employment experience.

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

At the beginning of the year, each Crew selects a service project site that they serve once a month throughout the year. These projects include a variety of site such as Youth Farm, Conservation Corps of Minnesota and Iowa, Friends of the Mississippi River and Dodge Nature Center. Students represent REA at the local Farmers' Market on the West Side of St. Paul, where they sell homemade products (bread, lip balm, bug repellent), as well as produce from the student-led garden and from other service projects.

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. (Maximum 200 words)

There are many ways in which students engage in environmental, STEM, and sustainability education at REA.

During the 2015-2016 school year, REA planned River Journey as a year-long, interdisciplinary unit of study during which all students participated in during the 2015-2016 school year. A similar unit is being implemented this year. Students answered the question: What is the value of the Mississippi River in terms of Ecology, Economy and Culture? Students also tracked the path of the river's flow within the school's vicinity. This included field trips to the water treatment plant and a boat trip to see where the water enters the river again. In addition to core curriculum, students have the opportunity to participate in a rock climbing club (indoor and outdoor) and environmental club. The environmental club adopts a project at school that reduces energy or waste. Students monitor whether or not their peers are turning off the lights or faucets. Example of projects include making signage to turn of lights, what can be composted, and reminder to be sure faucets are all the way off.

7. 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)

REA maintains our facility with help from businesses which share our commitment to reducing environmental impact, like Xcel Energy, ServiceMaster Cleaning, and Republic. We work with PCs for People, Minnesota Computers for Schools, and Patagonia because they donate goods instead of sending them to a landfill. Our GreenCorps member, through Minnesota Pollution Control Agency, is implementing an energy conservation plan.

REA provides students with a healthy school environment. We assess air quality through Minnesota Department of Health, improve our outdoor classroom with the US Green Building Council, and provide comprehensive health education with help from Voyageur Outward Bound School and Neighborhood House. Our lunch caterer, CKC, offers varied fruit and salad bar options.

The environmental focus at REA is especially prominent in our approach to education. We are authorized by Audubon Center of the North Woods, which only works with schools who "recognize the importance of experiential and environmental education". We have a long-time relationship with Outward Bound to send our students hiking, camping, and canoeing on overnight expeditions and day trips. Our school incorporates environmental partnerships into the classroom and beyond with Conservation Corps, Youth Farm, the Westside St. Paul Farmers' Market, Climate Generation, Friends of the Mississippi, and many more.